



# Wellington High School

## Senior Study Guide 2017- 2018

## Year 11 2017

BOARD DEVELOPED COURSES	ATAR	CATEGORY	BOARD ENDORSED COURSES	ATAR	CATEGORY
ABORIGINAL STUDIES	YES	A	ENGLISH STUDIES	NO	-
AGRICULTURE	YES	A	EXPLORING EARLY CHILDHOOD	NO	-
ANCIENT HISTORY	YES	A	MATHEMATICS GENERAL 1	NO	-
BIOLOGY	YES	A	SPORT, LIFESTYLE AND RECREATION	NO	-
BUSINESS STUDIES	YES	A	VISUAL DESIGN	NO	-
CHEMISTRY	YES	A			
COMMUNITY AND FAMILY STUDIES	YES	A			
DESIGN AND TECHNOLOGY	YES	A			
ENGINEERING STUDIES	YES	A			
ENGLISH ADVANCED	YES	A			
ENGLISH STANDARD	YES	A			
PRELIMINARY ENGLISH EXTENSION	YES	A	VET – SCHOOL DELIVERED		
FOOD TECHNOLOGY	YES	A	BUSINESS SERVICES	YES	B
GEOGRAPHY	YES	A	CONSTRUCTION	YES	B
INDUSTRIAL TECHNOLOGY – METAL AND ENGINEERING	YES	A	HOSPITALITY – KITCHEN OPERATIONS	YES	B
INDUSTRIAL TECHNOLOGY – TIMBER	YES	A	HOSPITALITY – FOOD & BEVERAGE	YES	B
INFORMATION PROCESSES AND TECHNOLOGY	YES	A	METAL AND ENGINEERING	YES	B
LEGAL STUDIES	YES	A	PRIMARY INDUSTRIES	YES	B
MATHEMATICS	YES	A	SPORTS COACHING	YES	B
MATHEMATICS GENERAL (PRELIMINARY)	YES	A			
MATHEMATICS GENERAL 2	YES	A			
MATHEMATICS EXTENSION 1	YES	A			
MODERN HISTORY	YES	A			
MUSIC 1	YES	A			
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION	YES	A			
PHYSICS	YES	A			
SENIOR SCIENCE	YES	A			
TEXTILES AND DESIGN	YES	A			
VISUAL ARTS	YES	A			

**FEES** Payment of your General School Contribution would be appreciated upon enrolment. A discount of 10% applies to the GENERAL SCHOOL CONTRIBUTION ONLY if payment is received in Term 1. General Contributions are voluntary, but assist the school in purchasing resources for student use. **Consumable fees are compulsory fees to pay for the use of materials in courses. Fees may be paid in instalments or in full and need to be paid before the due date. If you are unable to pay all the fees by the due date, which is FRIDAY 3rd March 2017, you should negotiate with the Principal BEFORE this date.**

**REFUNDS:** When a student leaves Wellington High School or withdraws from a course they will receive a pro-rata refund based on what portion of the year (to the nearest term block) they have been enrolled at the school and/or enrolled in the consumable fee course. The refund will occur after any loaned equipment has been returned to the school. Any materials purchased and used within a course will be taken into consideration. Non-returned and damaged equipment costs will be deducted from the refund.

YEAR 11		YEAR 12	
GENERAL SCHOOL CONTRIBUTION	\$80.00	GENERAL SCHOOL CONTRIBUTION	\$80.00
<b>Subject consumable fees – To be paid or negotiated with the Principal by the end of Week 6 Term 1</b>			
Agriculture	\$30.00	Agriculture	\$30.00
Business Services	\$20.00	Business Services	\$20.00
Construction	\$70.00	Construction	\$70.00
Design and Technology	\$60.00	Design and Technology	\$50.00+ Major Project
Exploring Early Childhood	\$20.00	Exploring Early Childhood	\$20.00
Food Technology	\$120.00	Food Technology	\$120.00
Hospitality Hire OR purchase uniform (Global Chef) Hire of knife kit	\$130.00	Hospitality Uniform Hire \$30.00 Uniform purchase \$60.00 Knife kit hire \$15.00	\$110.00
Industrial Technology – Timber	\$60.00	Industrial Technology – Timber	\$\$50.00+ Major Project
Metal and Engineering	\$70.00	Metal and Engineering	\$70.00
Music	\$30.00	Music	\$30.00
Primary Industries	\$60.00	Primary Industries	\$60.00
Textiles and Design (Includes basic requirements + 1 project)	\$60.00	Textiles and Design (Includes basic requirements + 1 project)	\$\$50.00+ Major Project
Visual Art	\$50.00	Visual Art	\$50.00
Visual Design	\$50.00	Visual Design	\$50.00
Industrial Technology – Metal and Engineering Technologies	\$50.00	Industrial Technology – Metal and Engineering Technologies	\$50.00
Engineering Studies	\$40.00	Engineering Studies	\$40.00



SELECTION SHEET YEAR 11 – 2017		WELLINGTON HIGH SCHOOL		
<b>NAME</b> _____				
I am completing Year 11 – 2017 at Wellington High	Definitely	<input type="checkbox"/>	Possibly	<input type="checkbox"/>
I wish to obtain an Australian Tertiary Information Rank (ATAR)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
I am interesting in obtaining more information about the school-based apprenticeships and traineeships (SBATS)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Possible areas of Careers Interests:	
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**SELECTION RULES**

See Information Book pages (NEED PAGE NUMBERS IN HERE) for selection rules for the HSC and ATAR

Courses	Units	BDC, VET, BEC, TVET (TAFE)	Tick if Category "B"
English (.....)	2	Board Dev Course (BDC)	

**CHECKLIST: Do you have:**

A minimum of 12 Preliminary course units?	
At least 6 units from Board Developed Courses?	
At least 2 units of English?	
At least 3 courses of 2 units value or greater?	
At least 4 subjects?	

**If requiring an ATAR do you have:**

At least 10 units of Board Developed Courses (including English)?	
No more than 2 units of Category "B" courses (VET courses)	
Other rules include:	
<ul style="list-style-type: none"> <li>• Extension English can only be studied in conjunction with English Advanced</li> <li>• Extension Maths can only be studied in conjunction with Maths 2unit</li> </ul>	
<b>Student Signature</b> _____	
<b>Parent Signature</b> _____	
<b>Careers Adviser Signature</b> _____	
<b>Date:</b> ___ / ___ / ___	

# INTRODUCTION

Welcome to the senior school at Wellington High School. Congratulations on making the decision to continue your education. We hope that you enjoy your learning and are successful at whatever it is you wish to achieve.

Learning in the senior school should be a shared process between you, your family and your teachers. If we all work together to support you, then the chances of your success are significantly increased.

Read the contents of this book and discuss them with as many people as you can. However, in the end make the decision about the courses you wish to study or which will serve you best. It is your education and future which you are making decisions about, so choose courses:

- (1) that you are good at and/or enjoy;
- (2) that meet requirements for a career, university or a TAFE course which you may have in mind;
- (3) that allow you to have some options available to you after the HSC;
- (4) not because your friends have chosen to do them; and,
- (5) after a great deal of thought, investigation and discussion about what is best for **YOU**.

If you are unsure about anything or need more information, please do not hesitate to ask. Some important people who can assist you are:

Year Adviser: Mr D Malcolmson  
Careers Adviser: Miss J Pixton

My best wishes to you all as you embark on the next stage of your learning. If you are committed to your learning and strive for your best, you will be rewarded accordingly.

Don Harvey  
Principal

## Studying for the Higher School Certificate

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 your school or on the Board of Studies Teaching and Educational Standards website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au).

### To be eligible to enter for the HSC you must:

- Hold a NSW Record of School Achievement (RoSA) or its equivalent OR
- Be granted provisional eligibility

### In order to receive the HSC you must:

- Study an approved pattern of Preliminary and HSC courses
- Have satisfactorily undertaken the school's Assessment program in each course
- Complete a sufficient number of Preliminary and HSC courses within five examination years.
- Sit for, and make a genuine attempt at, the required Higher School Certificate examinations.

Preliminary courses are those usually taken in Year 11 and do not have an external examination. However, grades will be determined by school-based assessment and forwarded to the Board of Studies Teaching and Educational Standards.

HSC courses are usually taken in Year 12 and end with an 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 a subject can be studied in one year.

## Course Patterns

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, History, Music, some languages and some VET courses 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.

VET courses may be counted as either Preliminary or HSC courses.

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.
- All Board Developed Courses at Wellington High School are delivered at school.

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 courses available at Wellington High School are Board (Content) Endorsed Courses which have been endorsed by the Board of Studies Teaching and Educational Standards 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 Teaching and Educational Standards.
  - All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of 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 schools and also by Western Institute of TAFE.

## Vocational Education and Training (VET)

- Can be delivered by schools, TAFE or other providers
- Accredited by industry and the workplace
- Competency based



- Can be framework courses
  - Can be assessed by a HSC external examination
  - Can contribute to the ATAR
  - Mandatory workplace component
  - Category B courses. i.e. **Universities will only count one VET subject as contributing to the ATAR**
- Can be non-framework courses
  - Appear on Preliminary or HSC record of achievement
  - Do not contribute to ATAR
  - Do not count towards the HSC
  - Internal assessment only

There are six 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 at Wellington High School are:

- Business Services - BSB20112 Certificate II in Business
- Construction - CPC20211 Certificate II in Construction Pathways
- Hospitality - SIT20312 Certificate II in Kitchen Operations
- Metal and Engineering - MEM10105 Certificate I in Engineering
- Sports Coaching – SIS20513 Certificate II in Sports Coaching
- Primary Industries - AHC20110 Certificate II in Agriculture

Other VET courses are Board Endorsed and are usually delivered at TAFE NSW (referred to as TVET courses). These courses have no external examination and do not contribute to the ATAR. Examples include Automotive, Electrotechnology, Beauty Therapy, Animal Care, Aged Care (Nursing) and Welding.

**Important points to consider when selecting TVET courses:**

1. **Block delivery of course hours - 4 hours per week (from 4.00pm to 8.00pm).**
2. **Adult learning environment - Students take responsibility for their own learning at tertiary level. Wellington High School teachers will not chase students for work.**
3. **Be informed about course content! Read all course information available from your Careers Adviser.**
4. **Attendance is required at all lessons. One missed lesson equals a week of course content missed.**
5. **Students who miss 2 lessons will be sent an N determination warning letter by TAFE.**



## Australian Tertiary Admission Rank - ATAR

The Australian Tertiary Admission Rank (ATAR) is a number between 0 and 99.95 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 applicants 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 other units, of which only 2 units can be from a Category B course. 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 at Wellington High School are: Business Services, Construction, Hospitality, Metal and Engineering, Primary Industries (General Agriculture) and Sports Coaching

## Requirements for the Award of the HSC

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 your Preliminary study pattern (Year 11 - 3 terms)
- 10 units in your HSC pattern. (Year 12 - 4 terms starting Term 4 Year 11)

Both study patterns 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 courses 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 examinations 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 an HSC examination or completes an HSC VET course.

Students accumulating an 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. Decisions about acceleration will be made by the Principal. Accelerants may be able to undertake additional units for the HSC or undertake further study at TAFE NSW or university while still at school.

## 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 official certificate confirming achievement of all requirements for the award of the HSC.

### The Record of Achievement

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

### Course Reports

Reports of 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.

## Where to go for Help

- Head Teachers, course teachers and course co-ordinators 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 regarding curriculum requirements, subject combinations.
- Your parents.
- Board of Studies Liaison Officer on 63348048 or [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
- The Regional Vocational Education Consultant.
- University Entry Requirements Year 10 Booklet produced by University Admission Centre (UAC) at [www.uac.edu.au](http://www.uac.edu.au)
- School VET co-ordinator for Wellington High School is Mrs J Gorrie.

The course descriptions which follow are intended as a guide to help you select your subjects. 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.

## Choosing Subjects

It is imperative that students who are considering going on to Year 11 make their subject and unit choices wisely based on what requirements are needed for their future career.

- Choose subjects and levels you are good at
- Choose subjects and levels which are of interest to you
- Choose subjects you really want to learn
- Choose the pathway and subjects which will best assist you in your future career plans

Before submitting your selection sheet, it is also recommended that you talk to some or all of the following people who can help you decide:

- Year Adviser
- Class teachers
- Head teachers
- Parents/Family

### FURTHER INFORMATION

- Tertiary Entry Requirements 2018 – UAC booklet
- Job Guide 2015

#### Websites including:

- Board of Studies Teaching and Education Standards - [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
- Australian Careers Directory - <http://jobsearch.gov.au>
- Universities Admission Centre - [www.uac.edu.au](http://www.uac.edu.au)
- TAFE NSW - [www.tafensw.edu.au](http://www.tafensw.edu.au)
- My Future website - [www.myfuture.edu.au](http://www.myfuture.edu.au)
- Job Jump - [www.jobjump.com.au](http://www.jobjump.com.au)

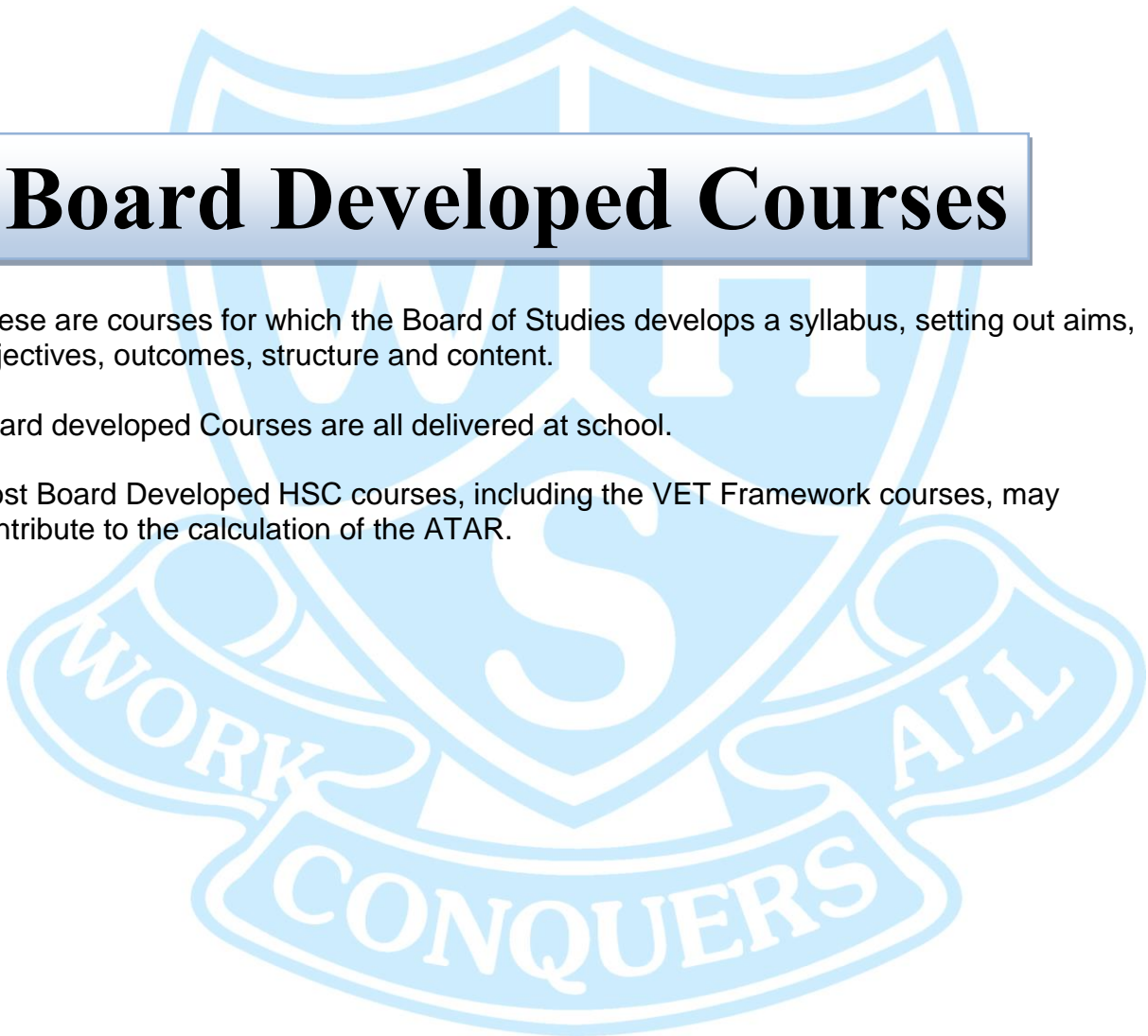


# Board Developed Courses

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

Board developed Courses are all delivered at school.

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



**ABORIGINAL STUDIES****BOARD DEVELOPED COURSE**

KLA: HSIE

2 units in each of Preliminary and HSC

ATAR: CATEGORY A

**WHAT WILL I BE DOING IN THIS COURSE?**

The Preliminary course focuses on Aboriginal people's relationship to the land, Aboriginal heritage and identity and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves a mandatory local community case study.

**THE PRELIMINARY COURSE COVERS:**

## Aboriginality and the Land

- Aboriginal Heritage and Identity
- International Community: Comparative Study
- Research and Inquiry Methods

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

**THE HSC COURSE COVERS:**

- Core case studies in a global perspective of Social Justice and Human Rights Issues across 2 topics chosen from health, education, housing, employment, criminal justice and economic independence.
- Elective study in Aboriginality and the Land or Aboriginal Heritage and Identity.
- Major Project.

**WHAT SHOULD I BE ABLE TO DO AT THE END OF THIS COURSE?**

- Understand significant issues related to Aboriginal peoples.
- Investigate issues from a variety of sources including the use of information technology.
- Conduct fieldwork including community consultation.
- Analyse and evaluate information from a variety of perspectives.
- Communicate information effectively using a variety of media.
- Develop informed and responsible values and attitudes about; social justice, intercultural understanding, empathy with Aboriginal people's experiences and views and ethical practices.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

The knowledge, skills and competencies developed in Aboriginal Studies are useful in courses studied at university and TAFE NSW, the world of work and for everyday life. They are particularly applicable to law, policing, teaching, medicine, nursing, environmental studies, travel and tourism, communications, social work and journalism.

**AGRICULTURE****BOARD DEVELOPED COURSE****KLA: SCIENCE****ATAR: CATEGORY A**

2 units in each of Preliminary and HSC

This course attracts a consumable fee of \$30.00 in both Year 11 and Year 12

**WHAT WILL I BE DOING IN THIS COURSE?**

In the Preliminary course, students will learn about agricultural systems and how they interact, focusing on sustainable farming. Central to this is a farm case study. Plant and animal production are studied leading into the HSC course.

Both the Preliminary and HSC courses contain a substantial amount of academic commitment which is reinforced by the completion of relevant practical activities and excursions.

**THE PRELIMINARY COURSE COVERS:**

Overview of Australian agriculture	15%
The farm case study	25%
Plant production	30%
Animal production	30%

**THE HSC COURSE COVERS:**

Plant/animal production (50%) builds on knowledge and skills developed in the preliminary course, specifically looking at plant and animal production systems, including nutrition, reproduction and welfare and sustainable management of resources including soils and conducting agricultural experiments.



Farm Product Study (30%) provides the opportunity for students to study a specific farm product in detail from the farm, through to processing and marketing. This unit emphasises the technologies used to produce an agricultural product.

Elective (20%) - opportunities for in-depth study of contemporary aspects of agriculture are provided in each of the 3 electives, only one of which will be studied.

- Agri-Food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

Students will undertake, as part of the course excursions and practical fieldwork related to subject matter. Assessments include exams and assignment work based on the topics covered.

**WHAT WILL THE CONSUMABLE FEE PURCHASE?**

The consumable fee levied is used to provide resources for the experiments and practical exercises undertaken during the course.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

Agriculture can lead to many careers in the rural sector including agronomist, agricultural scientist, agricultural consultant, farmer or farm work, farm manager, stock and station agent.



**ANCIENT HISTORY****BOARD DEVELOPED COURSE****KLA: HSIE**

2 units in each of Preliminary and HSC and an optional 1 unit of HSC extension

**ATAR: CATEGORY A****ATAR****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 I—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 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 Time

Part IV: One Historical Period

**WHAT SHOULD I BE ABLE TO DO AT THE END OF THIS COURSE?**

- Collect, analyse and organise 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.

**BIOLOGY****BOARD DEVELOPED COURSE****KLA: SCIENCE**

2 units in each of Preliminary and HSC

**ATAR: CATEGORY A****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 and systems that living things use to obtain, transport and 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 COVERS:**

The HSC course builds upon the Preliminary course. It examines the processes and structures that plant 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; 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****BOARD DEVELOPED VET****KLA: VET**

BSB20112 Certificate II in Business

**ATAR: CATEGORY B**

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

This course attracts a consumable fee of \$20.00 in both Year 11 and Year 12

## WHY STUDY BUSINESS SERVICES?

The business services industry provides clerical and administrative support to commerce, industry, government and the professions. Skills gained in this industry transfer to other occupations.  
BSB20112 Certificate II in Business

### Working in the business services industry involves:

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

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

- ✓ payroll clerk/officer
- ✓ personal assistant
- ✓ personnel clerk
- ✓ project manager
- ✓ sales clerk/officer
- ✓ secretary

### COURSE DESCRIPTION:

- This course is based on units of competency, which have been developed at a national level to describe the competencies, skills and knowledge required by workers in the industry.
- Qualifications available to students in the Business Services Curriculum Framework comprise units of competency drawn from the following skill areas: information technology, communication, enterprise, technology, and finance.
- Students must complete work placement each year in a business work place
- The HSC exam mark for this course may be included in the ATAR (Category B)

### 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.

### WHAT WILL THE CONSUMABLE FEE PURCHASE?

The consumable fee levied is used to provide resources such as office requirements. For example paper for photocopying and toner.



**BUSINESS STUDIES****BOARD DEVELOPED COURSE**

KLA: HSIE

ATAR: CATEGORY A



2 units in each of Preliminary and HSC

**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.

**THE PRELIMINARY COURSE COVERS:**

- Nature of Business—The role and nature of business in a changing business environment.
- Business management—The nature and responsibilities of management in business.
- Business Planning—The processes of establishing and planning a small to medium enterprise.

**THE HSC COURSE COVERS:**

- Operations—the strategies for effective operations management in large businesses.
- Marketing—the main elements involved in the development and implementation of successful marketing strategies.
- Finance—the role of interpreting financial information in the planning and management of a business.
- Human Resources—the contribution of human resource management to business performance.

**WHAT SHOULD I BE ABLE TO DO AT THE END OF THIS 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****BOARD DEVELOPED COURSE**

KLA: SCIENCE

ATAR: CATEGORY A



2 units in each of Preliminary and HSC

Exclusion – Preliminary Senior Science

**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 COVERS:**

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 COVERS:**

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?**

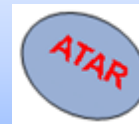
This course is highly recommended preparation for many science based tertiary courses. It is especially appropriate for students in chemistry, biochemistry, environmental sciences, medicine, health sciences, food science, metallurgy and chemical engineering.

**COMMUNITY AND FAMILY STUDIES**

BOARD DEVELOPED COURSE

KLA: TAS

ATAR: CATEGORY A



2 units in each of Preliminary and HSC

**WHAT WILL I BE DOING IN THIS COURSE?**

Community and Family Studies is designed to develop an understanding of the diverse nature and interdependence of families and communities. Students study effective decision making in solving practical problems in the management of everyday living in 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.

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



**CONSTRUCTION 240 HOURS****BOARD DEVELOPED VET****KLA: VET**

Certificate II in Construction Pathways CPC20211

**ATAR: CATEGORY B**

**This course attracts a consumable fee of \$70.00 in Year 11 and \$70.00 in Year 12**

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 Pathways or a Statement of Attainment towards Certificate II Construction Pathways.
- Certificate II in Construction Pathways CPC20211

**WHY STUDY CONSTRUCTION?**

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

**Working in the construction industry involves:**

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

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

building	roofing
bricklaying	shop fitting
carpentry	tiling
concreting	painting and decorating
glazing	joinery

**COURSE DESCRIPTION:**

- This course is based on units of competency, which have been developed by the construction industry to describe the competencies, skills and knowledge required by workers in the industry.
- The course incorporates core units plus a range of elective units from the General Construction sector.
- A mandatory WorkCover NSW approved general OH&S induction-training program, as well as a work activity OH&S training and site-specific OH&S training must be completed before students are allowed onto a work site.
- Students must complete work placement each year in a construction work place
- The HSC exam mark for this course may be included in the ATAR (Category B)

**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.

**WHAT WILL THE CONSUMABLE FEE PURCHASE?**

The consumable fee covers the cost of materials sufficient to construct a variety of projects and activities relevant in up skilling towards competency. Students will be required to pay for the two day Basic Resuscitation / CPR course and the WorkCover WH&S Induction White Card, which allows students to work on and visit construction sites.

**DESIGN AND TECHNOLOGY****BOARD DEVELOPED COURSE****KLA: TAS****ATAR: CATEGORY A**

2 units in each of Preliminary and HSC

**WHAT WILL I BE DOING IN THIS COURSE?**

Design and Technology involves an integrated study of the principles of design and applications of technology, with students undertaking a number of design projects leading to the major project in the HSC year.

Students are intended to develop knowledge, understanding and appreciation of:

- Design theory and design processes in a range of contexts.
- The interrelationship of design, technology, society and the environment.
- Skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities.
- Skills in communication, research and management in design production.
- Current and emerging technologies.

**THE PRELIMINARY COURSE COVERS:**

The Preliminary course deals with designing and producing in content areas including:

- |  |                                |
|--|--------------------------------|
| • Design theory and practice                         | • Project analysis             |
| • Factors affecting designing and producing          | • Safety                       |
| • Technologies in industrial and commercial settings | • Marketing                    |
| • Environmental and social issues                    | • Research ethics              |
|  | • Computer based technologies. |

**THE HSC COURSE COVERS:**

Designing and producing together with innovation and emerging technologies. Students select a field that interests them, then develop their own individual major design project. They design and manufacture a product or a system or an environment. A “product” could include:

- |                                |                          |
|--------------------------------|--------------------------|
| • leisure-wear wardrobe        | • A food services unit   |
| • A canoe                      | • aerobatics application |
| • A theatrical costume         | • A library              |
| • A wall unit                  | • A restaurant           |
| • A computerised burglar alarm | • A workplace unit       |

Their ideas will be documented into a design portfolio and a practical item. Parents need to be aware that our past experience with this type of subject is that it does incur a cost for materials and items used in the project. There are, however, set procedures designed to prevent any mark advantage being given to more expensive projects. The syllabus dictates specific starting and finishing times for these projects, over a period of 4 school terms. It will be marked at school by a team of visiting examiners to reduce the risk of damage in transit to a centralised marking centre.

The major project accounts for 60% of the student’s HSC mark in this subject. The one and a half hour exam paper at the HSC then covers the remaining 40% of their marks.

**WHAT SHOULD I BE ABLE TO DO AT THE END OF THIS COURSE?**

Australia need business, industry and community leaders who understand the nature of design and technology; who will foster and promote innovation and the creative use of technologies; and who appreciate how design and technological activity contribute to the lives of individuals and to cultures and environments.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

This subject provides hands-on experience; and an understanding of innovation principles, processes, design and society. It provides students with knowledge, understandings and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. This course has particular application in careers such as design, engineering, creative arts, civil engineering, town planning, graphics, draftsman, architectural design, planning and designing any product, system and environment..

**ENGINEERING STUDIES****BOARD DEVELOPED COURSE****KLA: TAS****ATAR: CATEGORY A**

2 units in each of Preliminary and HSC

**WHAT WILL I BE DOING IN THIS COURSE?**

*Engineering Studies* is aimed at the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, and engagement with information technology, self-directed learning, communication, management and skills in working as a team.

**THE PRELIMINARY COURSE COVERS:**

**Engineering Fundamentals:** This module develops an understanding of the basic principles associated with engineering. Examples can be used to explain these principles without this knowledge being applied to a specific component, product or system.

**Engineered Products:** Select one or more products as an introduction to engineering applications. Some products include: kettles, washing machines, toasters, portable power tools, irons, vacuum cleaners, wheelbarrows, sprinklers, garden implements, garden mulches, lawnmowers and motor vehicles.

**Braking Systems:** Select one or more products related to braking systems as an introduction to engineering applications. Some examples include: the band brake, drum brake, disc brake, anti-lock braking systems (ABS) and regenerative braking systems, as well as the automotive handbrake.

**Biomedical Engineering:** One or more examples of biomedical engineering must be used to develop an understanding of the scope and nature of this profession. Some examples include: artificial joints, surgical equipment, artificial limbs, the bionic ear and artificial hearts.

**THE HSC COURSE COVERS:**

**Civil Structures:** Select one or more civil structures in this module. Some examples of civil structures include: bridges, roads, dams, buildings, cranes and lifting devices, parklands and children's playgrounds and equipment.

**Personal and Public Transport:** Select one or more forms of transport in this module. Some examples include: bicycles, motor cars, boats, motor cycles, buses, trucks, trains and trams.

**Aeronautical Engineering:** One or more examples of aeronautical engineering must be used to develop an understanding of the scope and nature of this profession. Some examples include: design and construction of recreational aircraft, general aviation aircraft, military aircraft, space craft, agricultural aircraft, helicopters and home-built aircraft.

**Telecommunications Engineering:** One or more examples of telecommunications engineering must be used to develop an understanding of the scope and nature of this profession. Some examples include: telephone systems (fixed and mobile), radio systems, television systems and satellite communication systems.

**WHAT SHOULD I BE ABLE TO DO AT THE END OF THIS COURSE?**

Understand the scope of engineering and the role of the engineer. Have knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society. Carry out communication skills appropriate to engineering practices. Have knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice. Carry out management and problem-solving skills in engineering contexts. Carry out skills in the application of engineering methodology.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

Students undertaking Engineering Studies will have the opportunity to follow a number of pathways. These include tertiary study, vocational education and training, and the world of work. For those following a pathway of further study, the insight and experience associated with a study of engineering will be beneficial in their presumed knowledge of the area of study. Students entering into the world of work will benefit from understanding what engineers do, as the work of engineers affects us all.

**WHAT WILL THE CONSUMABLE FEE PURCHASE?**

The consumable fee covers the cost of materials which will be used in the construction of projects relevant to the modules being studied, including a bridge and CO<sup>2</sup> drag car.  
2 units in each of Preliminary and HSC



### 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 COVERS:

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, 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 and viewing and representing as appropriate.
- Engaging in the integrated study of language and text.

### THE HSC COURSE COVERS:

The HSC course has two sections: common content consists of one area of study common to both Standard and Advanced courses and modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts 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 SHOULD 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 which 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 or university.

**ENGLISH STANDARD**

BOARD DEVELOPED COURSE

KLA: ENGLISH

ATAR: CATEGORY A

2 units in each of Preliminary and HSC

**ENGLISH ADVANCED**

BOARD DEVELOPED COURSE

KLA: ENGLISH

ATAR: CATEGORY A

2 units in each of Preliminary and HSC

**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 texts for different audiences and purposes.

**THE PRELIMINARY COURSE COVERS:**

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

- 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 COVERS:**

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 which is compulsory to study for the HSC. Students who study the Standard English course gain good preparation for further education at TAFE NSW and employment in a wide range of career areas. Standard English is accepted for entry to all university courses, but it is not considered suitable preparation for students who wish to study English at university.

**ENGLISH PRELIMINARY EXTENSION 1**

BOARD DEVELOPED COURSE

KLA: ENGLISH

1 UNIT IN PRELIMINARY

ATAR: CATEGORY A

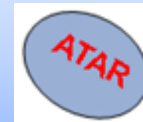
**ENGLISH HSC EXTENSION 1**

BOARD DEVELOPED COURSE

KLA: ENGLISH

1 UNIT IN HSC

ATAR: CATEGORY A

**ENGLISH EXTENSION 2**

BOARD DEVELOPED COURSE

KLA: ENGLISH

1 UNIT IN HSC

ATAR: CATEGORY A

**PREREQUISITES:**

- English (Advanced) course
- Preliminary English Extension Course is prerequisite for HSC Extension Course 1
- HSC Extension Course 1 is co-requisite for HSC Extension Course 2
- Exclusions: English Standard; Fundamentals of English; English ESL.

**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 SHOULD 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****BOARD DEVELOPED COURSE****KLA: TAS**

2 units in each of Preliminary and HSC

**ATAR: CATEGORY A**

This course attracts a consumable fee of \$120.00 in Year 11 and \$100.00 in Year 12

**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.

**THE PRELIMINARY COURSE COVERS:**

- Nutrition
- Food Quality
- Food Availability and Selection

**THE HSC COURSE COVERS:**

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutritional Issues.

**WHAT SHOULD I BE ABLE TO DO AT THE END OF THIS COURSE?**

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

**WHAT WILL THE CONSUMABLE FEE PURCHASE?**

This course has a practical component and fees are used to purchase the ingredients which are necessary.

**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, nutrition, food advertising, food photography, home economist, sports nutrition, medicine, nursing, chemistry, product development and food stylist.

**GEOGRAPHY****BOARD DEVELOPED COURSE**

KLA: HSIE

ATAR: CATEGORY A



2 units in each of Preliminary and HSC

**WHAT WILL I BE DOING IN THIS COURSE?**

The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues. The course covers: Biophysical Interactions; How Biophysical Processes Contribute to Sustainable Management and Global Challenges which is the study of geographical issues on a global scale. The senior geography project is a geographical study of the student's own choosing.

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

The HSC course covers: Ecosystems at Risk which studies the functioning of ecosystems, their management and protection; Urban Places is a study of cities and urban dynamics and People and Economic Activity in a Local and Global Context.

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 maximise 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**

BOARD DEVELOPED VET

KLA: VET

ATAR: CATEGORY B



Certificate II in Kitchen Operations – SIT20312

**This course attracts a consumable fee of \$130.00 in Year 11 and \$110.00 in Year 12. Plus uniform hire in both Years of \$30.00 or purchase uniform for \$60.00 plus kit hire of \$15.00**

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

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

- The HSC examination mark for this course may be included in the ATAR (Category B).
- A materials fee applies to this course
- Statement of Attainment towards Certificate II in Kitchen Operations – SIT20312

**WHY STUDY HOSPITALITY?**

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

**Working in the hospitality industry involves:**

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

**Samples of occupations students can aim for in the hospitality industry:**

- bar assistant
- chef
- events coordinator
- food and beverage manager
- reservations clerk
- front office receptionist
- guest service coordinator

**COURSE DESCRIPTION:**

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

The course incorporates core units of competency plus units from various functional areas such as: kitchen attending, commercial cookery, commercial catering, food and beverage, front office, housekeeping and sales/office operations.

**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 organisations 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. School based Traineeships and Apprenticeships (SBATS) are available, please see the Careers Adviser.

**WHAT WILL THE CONSUMABLE FEE PURCHASE?**

This is a practical course and fees are used to purchase a variety of ingredients necessary to meet the competencies to be completed. Also uniform purchase cost and tool kit hire.



**INDUSTRIAL TECHNOLOGY – METAL AND ENGINEERING**

BOARD DEVELOPED COURSE

ATAR: CATEGORY A

KLA: TAS

2 units in each of Preliminary and HSC



This course attracts a consumable fee of \$50.00 in Year 11 and \$50.00 in Year 12 + the cost of the Major Project

**WHAT WILL I BE DOING IN THIS COURSE?**

Industrial Technology Metal and Engineering Technologies is designed to develop students with a knowledge and understandings of different facets of industry related to Metal and Engineering Technologies. There is an emphasis on materials, use of tools and production processes of metal projects. Practical skills and methods used, for a variety of metals, including marking out, cutting, machining, fabricating, joining, modifying properties, colouring and finishing

**THE PRELIMINARY COURSE COVERS:****Industry Study**

- Students will study the organisation and management of an individual business related to the Metal Industry.

**Design**

- Students learn to design, plan and manage their work through the completion of a management folio linked to each project produced.

**Management and Communication**

- Students will learn communication and information processing skills through the completion of a management folio linked to each project produced.

**THE HSC COURSE COVERS:****Industry Study**

Students will undertake a broad study of industry related to the specific business studied in the Preliminary course.

**Major Project (HSC)**

Students learn to refine and extend their project management skills in the following areas, design, management and communication of project and production through the development and completion of their Major Project management folio.

**WHAT WILL THE CONSUMABLE FEE PURCHASE?**

The consumable fee will cover the cost of some of the materials which will be used in the construction and fabrication of projects students will be designing and making

**INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES**

BOARD DEVELOPED COURSE

ATAR: CATEGORY A



KLA: TAS

2 units in each of Preliminary and HSC

This course attracts a consumable fee of \$60.00 in Year 11 and \$50.00 in Year 12 + the cost of the Major Project

**WHAT WILL I BE DOING IN THIS COURSE?**

Industrial Technology Products and Furniture Technologies is designed to develop in students a knowledge and understanding of the different facets of industry that relates to timber products. There will be an emphasis on design, management and production through practical applications.

**THE PRELIMINARY COURSE COVERS:****Industry Study**

- Students will study the organisation and management of an individual business related to the focus area.

**Design**

- Students learn to design, plan and manage their work through the completion of a management folio linked to each project produced.

**Management and Communication**

- Students will learn communication and information processing skills through the completion of a management folio linked to each project produced.

**THE HSC COURSE COVERS:****Industry Study**

Students will undertake a broad study of industry related to the specific business studied in the Preliminary course.

**Major Project (HSC)**

Students learn to refine and extend their project management skills in the following areas, design, management and communication of project and production through the development and completion of their Major Project management folio.

**WHAT SHOULD I BE ABLE TO DO AT THE END OF THIS COURSE?**

The course will enable students to produce products in timber to a high standard. There will also be a clear understanding of the requirements in producing timber products and the design and planning that is essential in the industry. WH&S will also be an integral part of this course.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

The study of Industrial Technology 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 Industrial Technology 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.

The consumable fee will cover the cost of some materials which will be used in the construction of projects which these students will be constructing.

## INFORMATION PROCESSES AND TECHNOLOGY BOARD DEVELOPED COURSE

KLA: TAS      ATAR: CATEGORY A  
2 units in each of Preliminary and HSC



### WHAT WILL I BE DOING IN THIS COURSE?

The Information Processes and Technology Stage 6 course, teaches students about information-based systems. It covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying, as well as the technologies that support them. With this background, students will be well placed to adapt to new technologies as they emerge.

### THE PRELIMINARY COURSE COVERS:

#### Introduction to Information Skills and Systems (20%)

- Information systems in context
- Information processes
- The nature of data and information
- Reasons for digital data representation
- Social and ethical issues

#### Tools for Information Processes (50%)

- Collecting
- Organising
- Analysing
- Storing and Retrieving
- Processing
- Transmitting and Receiving
- Displaying
- Integration of processes

#### Developing Information Systems (30%)

- Traditional stages in developing a system
- Complexity of systems
- Roles of people involved in systems development
- Social and ethical issues

### THE HSC COURSE COVERS:

#### Project Management (20%)

- Techniques for managing a project
- Understanding the problem
- Planning
- Designing solutions
- Implementing
- Testing, evaluating and maintaining

#### Information Systems and Databases (20%)

- Information systems
- Database information systems
- Organisation



- Storage and retrieval
- Other information processes
- Issues related to information systems

**Communication Systems (20%)**

- Characteristics of communication systems
- Examples of communication systems
- Transmitting and receiving in communication systems
- Other information processes in communication systems
- Managing communication systems
- Issues related to communication systems

**Option Strands (40%)**

Students will select TWO of the following options:

- Transaction Processing Systems
- Decision Support Systems
- Automated Manufacturing Systems
- Multimedia Systems

**WHAT SHOULD I BE ABLE TO DO AT THE END OF THIS COURSE?**

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

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

The area of information systems has provided major jobs growth for both women and men in recent years. Moreover, fields which have not traditionally been associated with computers – but in which processing information is a vital function – are emerging as exciting new areas of employment. These include music, the arts, science and technology as well as new and fast-growing industries that use multimedia.

**LEGAL STUDIES****BOARD DEVELOPED COURSE**

KLA: HSIE

ATAR: CATEGORY A

2 units in each of Preliminary and HSC

**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 Practice.

**THE HSC COURSE COVERS:**

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: Human Rights; Focus Study; Crime; Additional Focus Studies.

Two Focus Studies are chosen from; Consumers, Family, Global Environment Protection, Indigenous People, Shelter, Workplace, World Order.

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

**WHAT SHOULD I BE ABLE TO DO AT THE END OF THIS 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****BOARD DEVELOPED COURSE****KLA: MATHS**

2 units in each of Preliminary and HSC

**ATAR: CATEGORY A**

Exclusions: General Mathematics

**WHAT WILL I BE DOING IN THIS COURSE?**

The course is intended to give students 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 also undertake the Mathematics Extension 1 course or both Mathematics Extension 1 and Mathematics Extension 2.

**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:**

Co-ordinate 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 THIS 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 requiring 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 Mathematics in Years 9 and 10 and who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should also undertake the Mathematics Extension 1 or Extension 2 courses.



**MATHEMATICS GENERAL (Preliminary)**

BOARD DEVELOPED COURSE

KLA: MATHS

2 units in each of Preliminary and HSC

ATAR: CATEGORY A



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

**WHAT WILL I BE DOING IN THIS COURSE?**

General Mathematics focuses on mathematical skills and techniques that have direct application to every day activity.

**COURSE CONTENT COVERS:**

The course content is organised into five strands:

- Data and statistics
- Algebra and modelling
- Financial Mathematics
- Measurement and
- Probability

The course also includes a number of focus studies. These are designed to help students develop the capacity to integrate their knowledge, skills and understanding across the Strands as well as to equip them with ability to apply mathematical skills to their everyday lives.

The Focus Areas for Mathematics General (Preliminary) are:

- Mathematics and Communication, and
- Mathematics and Driving

At the end of the Preliminary course, students will need to choose an HSC pathway; either Mathematics General 1 (Content Endorsed Course) or Mathematics General 2 (Board Developed Course). This choice may affect HSC or ATAR eligibility

**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?**

Mathematics General (Preliminary) is a prerequisite for Mathematics General 1 or Mathematics General 2.

**MATHEMATICS GENERAL 1**

BOARD ENDORSED COURSE

KLA: MATHS  
2 units in HSC

ATAR: NONE



Refer to page 49 for course information.

**MATHEMATICS GENERAL 2  
COURSE**

BOARD DEVELOPED

KLA: MATHS

ATAR: CATEGORY A



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 every day activity.

**COURSE CONTENT COVERS:**

Mathematics General 2 follows on directly from Mathematics General (Preliminary). It is organised into the same five strands:

- Data and statistics
- Algebra and modelling
- Financial Mathematics
- Measurement and Probability
- Contains two additional focus areas

The course also includes a number of focus studies. These are designed to help students develop the capacity to integrate their knowledge, skills and understanding across the Strands as well as to equip them with ability to apply mathematical skills to their everyday lives.

The Focus Areas for Mathematics General (Preliminary) are:

- Mathematics and Health, and
- Mathematics and resources

**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?**

Mathematics General 2 is designed to support a broad range of vocational pathways including further study through TAFE. It also 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 EXTENSION 2**

BOARD DEVELOPED COURSE

KLA: MATHS

ATAR: CATEGORY A

1 UNIT IN HSC

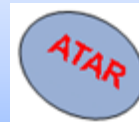
**MATHEMATICS EXTENSION 1**

BOARD DEVELOPED COURSE

KLA: MATHS

ATAR: CATEGORY A

1 UNIT IN EACH PRELIMINARY AND HSC



Prerequisites: Students must concurrently be studying Mathematics. Mathematics Extension 1 course is a prerequisite for the Mathematics Extension 2 course.

Exclusions: General Mathematics

**WHAT WILL I BE DOING IN THIS COURSE?**

The content of the Extension course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and 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 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 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 who have shown that they possess special aptitude for the subject.

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



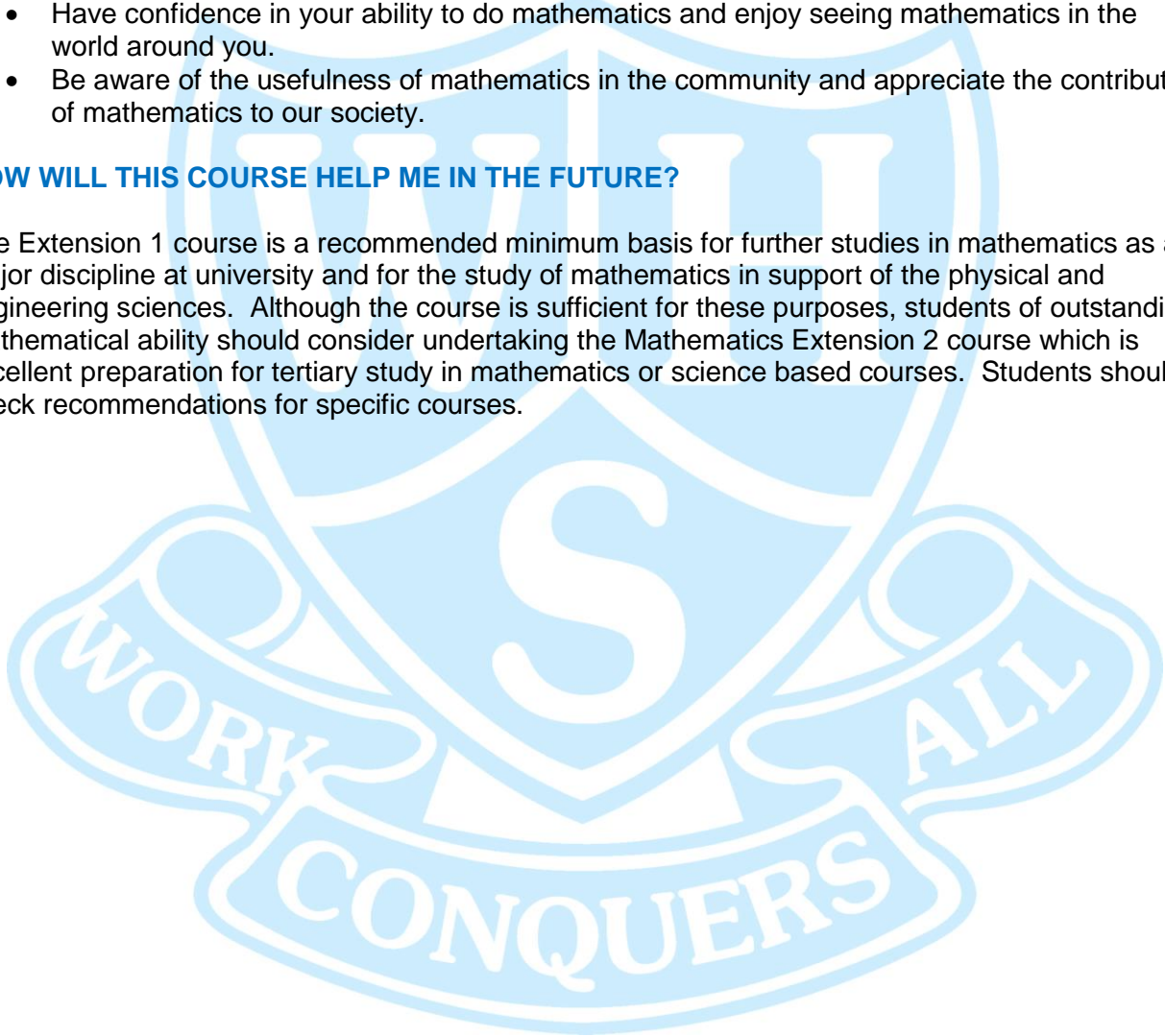
calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject. The main topics covered are: Graphs; Complex Numbers; Conics; Integration; Volumes; 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 difficult 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 your ability to do mathematics and enjoy seeing mathematics in the world around you.
- 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 which is excellent preparation for tertiary study in mathematics or science based courses. Students should check recommendations for specific courses.



**METAL AND ENGINEERING 240 HOURS**

BOARD DEVELOPED VET

KLA: VET

ATAR: CATEGORY B

Certificate I in Engineering MEM10105



This course attracts a consumable fee of \$70.00 in both Year 11 and Year 12

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

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

- The HSC examination mark for this course may be included in the ATAR (Category B).
- A materials fee applies to this course
- Certificate I in Engineering MEM10105

**WHY STUDY METAL AND ENGINEERING?**

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

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

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

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

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

**COURSE DESCRIPTION:**

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

**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. 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 organisations 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. School based Traineeships and Apprenticeships (SBATS) are available, please see the Careers Adviser.

**WHAT WILL THE CONSUMABLE FEE PURCHASE?**

The consumable fee covers the cost of constructing the several projects which students undertake in both years.

**MODERN HISTORY****BOARD DEVELOPED COURSE****KLA: HSIE**

2 units in each of Preliminary and HSC

**ATAR: CATEGORY A****WHAT WILL I BE DOING IN THIS COURSE?**

The Preliminary course is structured for students to investigate:

- Case Studies
- An historical investigation
- Core Study: The World at the Beginning of the 20<sup>th</sup> Century
  - It covers:
    - Minimum of 2 case studies from
    - Europe, North America and Australia
    - Asia, the Pacific, Africa, the Middle East and Central/South America
- Historical investigation
- Core Study which investigates the forces and ideas for change and continuity that shaped the early twentieth century world using the methods of historical inquiry.

In the HSC course students study:

Part I: Core Study: World War I 1914–1919: A Source-based study

Part II: National Studies

Part III: Personalities in the Twentieth Century

Part IV: International Studies in Peace and Conflict

**WHAT SHOULD I BE ABLE TO DO AT THE END OF THIS COURSE?**

- Collect, analyse and organise 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 modern 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 Modern 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.





**MUSIC 1****BOARD DEVELOPED COURSE****KLA: CREATIVE ARTS**

2 units in each of Preliminary and HSC

**ATAR: CATEGORY A**

**This course attracts a consumable fee of \$20.00 in both Year 11 and Year 12**

**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 this course.

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

**WHAT SHOULD I BE ABLE TO DO AT THE END OF THIS COURSE?**

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

**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 AND PHYSICAL EDUCATION BOARD DEVELOPED COURSE

KLA: PDHPE

2 units in each of Preliminary and HSC

ATAR: CATEGORY



### 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.

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

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

In the HSC course, the focus is on major issues related to Australia's health status. They also look at factors that affect physical performance. They 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 and Factors Affecting Performance. The optional component includes two options from: The Health of Young People, Sport and Physical Activity in Australian Society, Sports Medicine, Improving Performance, Equity and Health.

### WHAT SHOULD I BE ABLE TO DO AT THE END OF THIS COURSE?

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

### WHAT WILL THE CONSUMABLE FEE PURCHASE?

- 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 wellbeing, 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.

**PHYSICS****BOARD DEVELOPED COURSE****KLA: SCIENCE**

2 units in each of Preliminary and HSC

**ATAR: CATEGORY A**

Exclusions: 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 COVERS:**

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 and 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.



**PRIMARY INDUSTRIES 240 HOURS**

BOARD DEVELOPED VET

KLA: VET

ATAR: CATEGORY B

Certificate II in Agriculture AHC20110



This course attracts a consumable fee of \$60.00 in both Year 11 and Year 12

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

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

- The HSC examination mark for this course may be included in the ATAR (Category B).
- A materials fee applies to this course
- Certificate II in Agriculture AHC20110

**WHY STUDY PRIMARY INDUSTRIES?**

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

**Working in the primary industries industry involves:**

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

**Samples of occupations students can aim for in the primary industries industry:**

animal attending	horse care
beef production	livestock rearing and breeding
crop production	pest and disease control
dairy farming	poultry production

**COURSE DESCRIPTION:**

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

**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, equip them well for direct entry into the workforce in livestock, cropping, horticulture and other related industries. This course enhances vocational pathways for students who are interested in pursuing agricultural 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. School based Traineeships and Apprenticeships (SBATS) are available, please see the Careers Adviser.

**WHAT WILL THE CONSUMABLE FEE PURCHASE?**

The consumable fee cover the cost of materials, such as plants, animals and fencing materials which are used in many demonstrations throughout the course.

**SENIOR SCIENCE****BOARD DEVELOPED COURSE****KLA: SCIENCE**

2 units in each of Preliminary and HSC

**ATAR: CATEGORY A****WHAT WILL I BE DOING IN THIS COURSE?**

The study of Senior Science provides students with general understanding of some of the basic laws, theories and principles of Biology, Chemistry, Physics and Earth and Environmental Sciences and their application. It includes an examination of the technology that uses these laws, theories and principles and the impact of this science and technology on society. It reflects the interdisciplinary nature of science with a focus on the interdependence of science, technology and society.

**THE PRELIMINARY COURSE COVERS:**

The Preliminary course incorporates the study of:

- Water for living
- Plants
- Human at work and
- The local environment

**THE HSC COURSE COVERS:**

The HSC course incorporates the study of:

- Lifestyle chemistry
- Medical technology
- Information systems
- One option/elective topic from Polymers, Preservatives and Additives, Pharmaceuticals, Disasters or Space Science

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

This course will be an advantage to students studying for a non-science related career but who would still like to study science or include science in their units. This course is not intended to lead to tertiary studies in Science.

**TEXTILES AND DESIGN****BOARD DEVELOPED COURSE****KLA: TAS**

2 units in each of Preliminary and HSC

**ATAR: CATEGORY A**

This course attracts a consumable fee of \$60.00 in Year 11 and \$50.00 in Year 12 + cost of major project in year 12

**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. Practical work and portfolio work are an essential part of the course.

**THE PRELIMINARY COURSE COVERS:**

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

**THE HSC COURSE COVERS:**

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 market place. 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. Students will hand in a major project and portfolio to the Board of Studies.

**WHAT SHOULD I BE ABLE TO DO AT THE END OF THIS 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, textile management, clothing buying, textile retail, marketing, commercial fabric buying and creative textile works. The consumable fee will purchase scissors and essential items for practical experimentation and sewing. Students will need to provide major project materials and portfolio.



**VISUAL ARTS****BOARD DEVELOPED COURSE****KLA: CREATIVE ARTS**

2 units in each of Preliminary and HSC

**ATAR: CATEGORY A**

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.

**This course attracts a consumable fee of \$50.00 in both Year 11 and Year 12**

**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 COVERS:**

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 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 COVERS:**

The HSC course provides for deeper and more complex investigations. 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 THIS 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. 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.

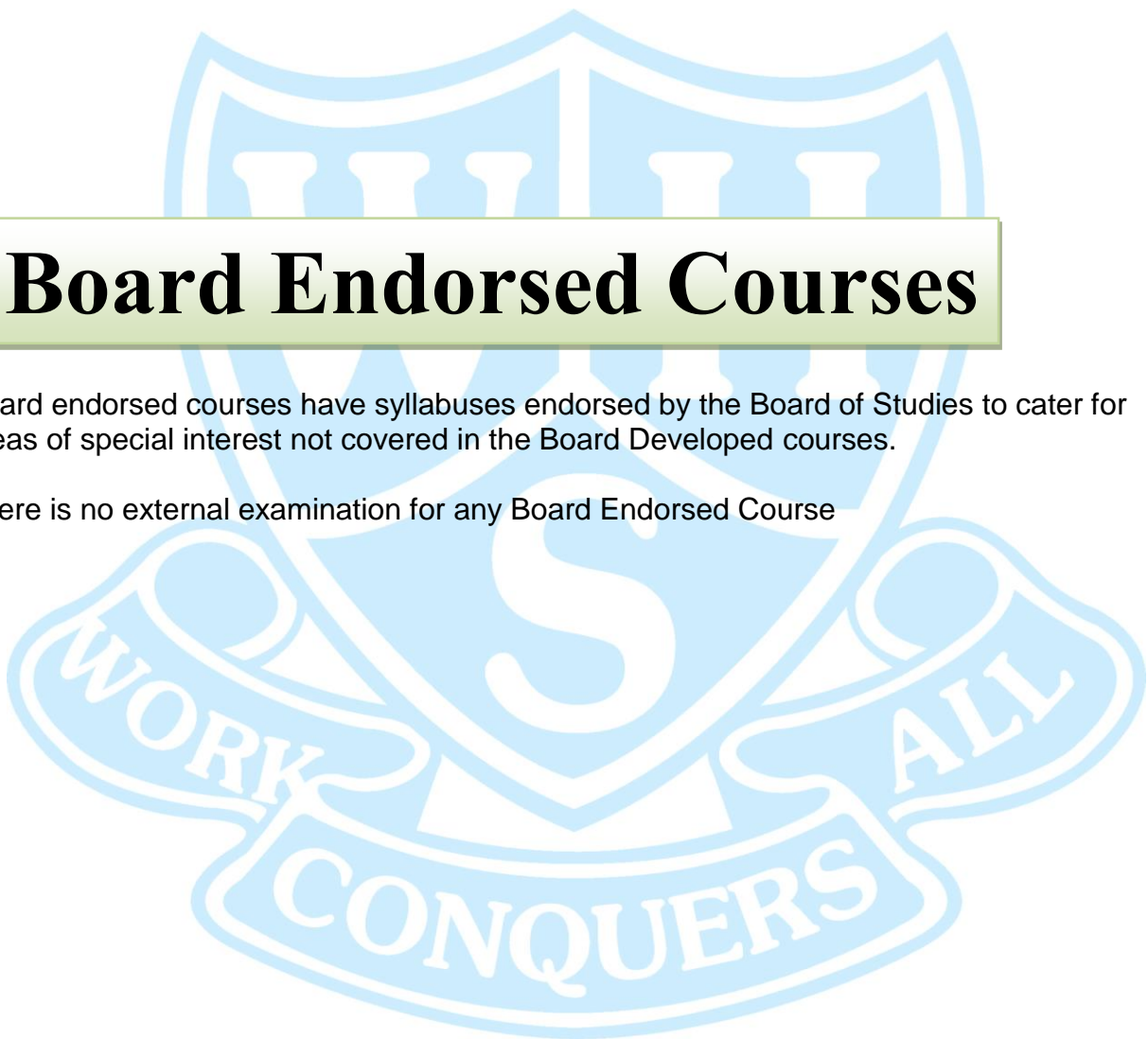
**WHAT WILL THE CONSUMABLE FEE PURCHASE?**

In Year 12, a consumable fee of \$50.00 will be used to purchase materials for students' body of work. They may need to pay for materials that exceed this amount depending on the form of their major project.

# Board Endorsed Courses

Board endorsed courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed courses.

There is no external examination for any Board Endorsed Course



**ENGLISH STUDIES****BOARD ENDORSED COURSE****KLA: ENGLISH****ATAR: NONE**

2 units in each of Preliminary and HSC

**WHAT WILL I BE DOING IN THIS COURSE?**

The aim of this course is to enable students to continue to understand, use, enjoy and value the English language in its various textual forms, and to become thoughtful, imaginative and effective communicators.

There is NO external examination in this course for Preliminary or HSC. Student achievement is based on the successful completion of numerous class content based assessments. Students will also be able to demonstrate outcomes in different ways.

**WHAT SHOULD I BE ABLE TO DO AT THE END OF THIS COURSE?**

- Read, View, listen and compose a variety of texts for specific and general purposes.
- Engage with the community through avenues such as interviews, work experience and listening to guest speakers.
- Be involved in planning, researching and presenting activities as both an individual and as part of a collaborative project.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

Communication is the most basic requirement in modern Australian society in any field of employment, life or further education. This is why English is the only subject which is compulsory in both the Preliminary and HSC.

**WHAT WILL THE CONSUMABLE FEE PURCHASE?**

The consumable fee is levied to help cover the cost of the consumable items associated with this subject, such as paper and operating cost.

**EXPLORING EARLY CHILDHOOD****BOARD ENDORSED COURSE****KLA: PDHPE****ATAR: NONE**

2 units in each of Preliminary and HSC



**This course attracts a consumable fee of \$20.00 in Year 11 and Year 12**

**WHAT WILL I BE DOING IN THIS COURSE?**

This course aims to achieve an overview of the development and issues related to early childhood. Children and childhood are examined from a multidisciplinary perspective with opportunities to link theory and practice. The course also allows reflection on the personal relevance of childhood issues and students are encouraged to consider the implications for future interactions with children, be these as an educator, carer, parent or friend.

**WHAT ELSE DO I NEED TO KNOW ABOUT THE COURSE?**

A variety of assessment strategies will be used including topic tests, critical reviews, evaluation of an aspect which can impact on childhood development, examinations and problem solving assignments. For example, design and make, observation reports, interviews and simulated pre-school experiences.

**WHAT WILL THE CONSUMABLE FEE PURCHASE?**

The consumable fee of \$20.00 will purchase necessary equipment in the general study of this subject.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

Study of this course could lead to careers in child care such as childcare worker, early childhood care supervisor, nurse, childcare aide, play therapist, nutritionist, pre-school teacher/ supervisor, long day care teacher/supervisor, infants teacher, specialist childcare, lecturer.



**MATHEMATICS GENERAL 1**

BOARD ENDORSED COURSE



KLA: MATHS  
2 units in HSC

ATAR: NONE

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

**WHAT WILL I BE DOING IN THIS COURSE?**

Mathematics General 1 is designed to better meet the needs of students who wish to study mathematics in Stage 6, but whose purposes are not accommodated through the study of the HSC Mathematics General 2 course. It is organised into the same five strands

- Data and statistics
- Algebra and modelling
- Financial Mathematics
- Measurement and Probability

However, this course contains more practical focus through the application of our four additional focus areas:

The Focus Areas for Mathematics General (Preliminary) are:

- Mathematics and design
- Mathematics and Household finance
- Mathematics and Health, and
- Mathematics and resources

**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?**

Mathematics General 1 provides an appropriate foundation for a range of vocational pathways, either in the workforce or in further training. This course does not prepare students for university study or further studies in mathematics.

**SPORT, LIFESTYLE AND RECREATION****BOARD ENDORSED COURSE****KLA: PDHPE****ATAR: NONE**

1 unit / 2 units in Preliminary and HSC

**WHAT WILL I BE DOING IN THIS COURSE?**

Sport, Lifestyle and Recreation encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday living. This course will cover a variety of issues which relate to Australians' participation in recreational and leisure activities. An understanding of the nature of recreation will be developed along with the skills necessary to participate in a variety of recreation activities.

Modules of work include:

1. Aquatics
2. Athletics
3. First Aid and Sports injuries
4. Fitness
5. Healthy Lifestyle
6. Individual games and sports applications
7. Outdoor recreation
8. Resistance training
9. Sports Administration
10. Sports coaching and training

**WHAT ELSE DO I NEED TO KNOW ABOUT THE COURSE?**

- This course involves both theory and practical lessons. Students studying this course must be prepared to actively participate in all course work.
- Assessment will be based on practical tasks, and some theoretical research and tests.

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

This course gives the students a wide range of lifestyle and recreational knowledge and experiences.

**VISUAL DESIGN BOARD ENDORSED COURSE****KLA: CREATIVE ARTS****ATAR: NONE**

1 unit / 2 units in Preliminary and HSC



Exclusions: When selecting modules from the Visual Design Content Endorsed Course, duplication with other Stage 6 syllabuses which students are studying should be avoided.

**WHAT WILL I BE DOING IN THIS COURSE?**

Visual Design Stage 6 is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand the value how graphic, wearable, product and interior/exterior design invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead and demonstrate conceptual and technical accomplishment.

**WHAT ELSE DO I NEED TO KNOW ABOUT THE COURSE?**

Students will develop knowledge, skills and understanding which lead to increasingly accomplished critical and historical investigations of design.

The modules that may be undertaken for study in the Preliminary HSC and/or HSC Course include:

Graphic Design Module 1: Publications and Information  
 Graphic Design Module 2: Illustration and Cartooning  
 Graphic Design Module 3: Interactive and multimedia  
 Wearable Design Module 1: Clothing and Image  
 Wearable Design Module 2: Jewellery and Accessories  
 Wearable Design Module 3: Textiles  
 Product Design Module 1: Packaging  
 Product Design Module 2: Furniture  
 Product Design Module 3; Industrial  
 Interior/Exterior Design Module 1: Structures and Environments  
 Interior/Exterior Design Module 2: Stage Sets and Props  
 Interior/Exterior Design Module 3: Interiors  
 General Module; Individual/Collaborative Design Project  
 Mandatory Module: Occupational Health and Safety

**POSSIBLE COURSE OPTIONS****COURSE UNITS HOURS STRUTURE**

1 unit 1 year (Year 11 or Year 12) 60 hours 2—3 modules  
 2 unit 1 year (Year 11 or Year 12) 120 hours 3—6 modules  
 1 unit 2 year (Year 11 and Year 12) 120 hours 3—6 modules  
 2 unit 2 year (Year 11 and Year 12) 240 hours 6—12 modules

**THE LEARNING OPPORTUNITIES**

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

**HOW WILL THIS COURSE HELP ME IN THE FUTURE?**

The study of Visual Design 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 the Visual Design field. In addition, the study of Visual Design 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.

## My Career Planning Notes

