



*Wellington High School*

*Senior Study Guide*

*2013 - 2014*

*Updated: 25th May 2012*



# 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:

Your student adviser :  
The Careers Adviser :

Mr Roberts  
Mrs Boyers

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

Don Harvey  
Principal





## 1. 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 web site.

### 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.

Preliminary courses are those usually taken in Year 11 and do not have an external examination.

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.

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



## 1.1 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 of the courses available at Wellington High School are Content Endorsed Courses which have been endorsed by the Board of Studies to cater for areas of special interest. Some courses delivered by TAFE are locally designed courses that have been approved by the Board of Studies.

All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of 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 many delivered by TAFE NSW.



## 1.2 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.

## 1.3 Accumulation of the Higher School Certificate

Students may accumulate an 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.

## 1.4 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.



## 1.5 Vocational Education and Training (VET)

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

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

The VET Curriculum Framework courses available at Wellington High School are:

- Business Services
- Construction
- Hospitality
- Information Technology
- Metal and Engineering
- Primary Industries (General Agriculture)
- Retail



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.**
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.**

## 1.6 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, Information Technology, Metal and Engineering, Primary Industries (General Agriculture) and Retail Studies

## 1.7 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.



## 1.8 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 A Stevenson.

**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.**



The following pages contain the courses which **MAY** be offered at Wellington High School in 2013—2014 (subject to numbers)

## Board Developed Higher School Certificate Courses

English Standard

English Advanced

*Preliminary English Extension 1*

General Mathematics

Mathematics

*Preliminary Mathematics Extension 1*

Agriculture

Biology

Chemistry

Physics

Senior Science

Ancient / Modern History

Legal Studies

Music 1

Aboriginal Studies

Business Studies

Community and Family Studies

Food Technology

Geography

Industrial Technology—Timber

Personal Development/Health/Physical Education

Textile and Design

Visual Arts

### ***VET Curriculum Frameworks***

Business Services (240 hours)

Construction (240 hours)

Hospitality Operations (240 hours)

Information Technology (240 hours)

Metal and Engineering (240 hours)

Primary Industries (240 hours)

Retail Operations (240 hours)

### ***CONTENT ENDORSED COURSES***

Applied Mathematics

English Studies

Exploring Early Childhood

Computing Applications

Horticulture—Landscape

Human Services—Aged Care

Sport, Lifestyle and Recreation Studies

Visual Design

**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 8th March 2013, you should negotiate with the Principal BEFORE this date.**

**REFUNDS:** Where 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  |
| <i>Subject Consumable Fees—To be paid or negotiated with the Principal by the end of Week 6 Term 1</i>                |   |   |  |
| Agriculture   | \$30.00   | Agriculture   | \$30.00  |
| Business Services   | \$20.00   | Business Services   | \$20.00  |
| Computing Applications  | \$15.00   | Computing Applications  | \$20.00  |
| Construction  | \$60.00   | Construction  | \$60.00  |
| Exploring Early Childhood   | \$20.00   | Exploring Early Childhood   | \$20.00  |
| Food Technology   | \$95.00   | Food Technology   | \$80.00  |
| Horticulture—Landscape  | \$60.00   | Horticulture—Landscape  | \$50.00  |
| Hospitality<br>Hire of uniform and equipment OR<br>Students can purchase their own<br>uniform for<br>Hire of kit only | \$120.00 (and you pay<br>as you go) PLUS<br>\$30.00<br>\$69.00<br>\$10.00 | Hospitality<br>Hire of uniform and equipment OR<br>If uniform has been purchased—<br>Hire of kit only | \$120.00 (and you pay<br>as you go) PLUS<br>\$30.00<br>\$10.00 |
| Industrial Technology—Timber  | \$40.00   | Industrial Technology—Timber  | \$50.00 + Major Project  |
| Information Technology  | \$20.00   | Information Technology  | \$20.00  |
| Metal and Engineering   | \$65.00   | Metal and Engineering   | \$65.00  |
| Primary Industries  | \$60.00   | Primary Industries  | \$60.00  |
| Textiles and Design (Includes basic<br>requirements + 1 project)  | \$60.00   | Textiles and Design (Includes basic<br>requirements + 1 project)                                      | \$50.00 + cost of major<br>project                             |
| Visual Art  | \$45.00   | Visual Art  | \$45.00 + cost of body of<br>work and extra<br>materials       |
| Visual Design   | \$45.00   | Visual Design   | \$45.00  |

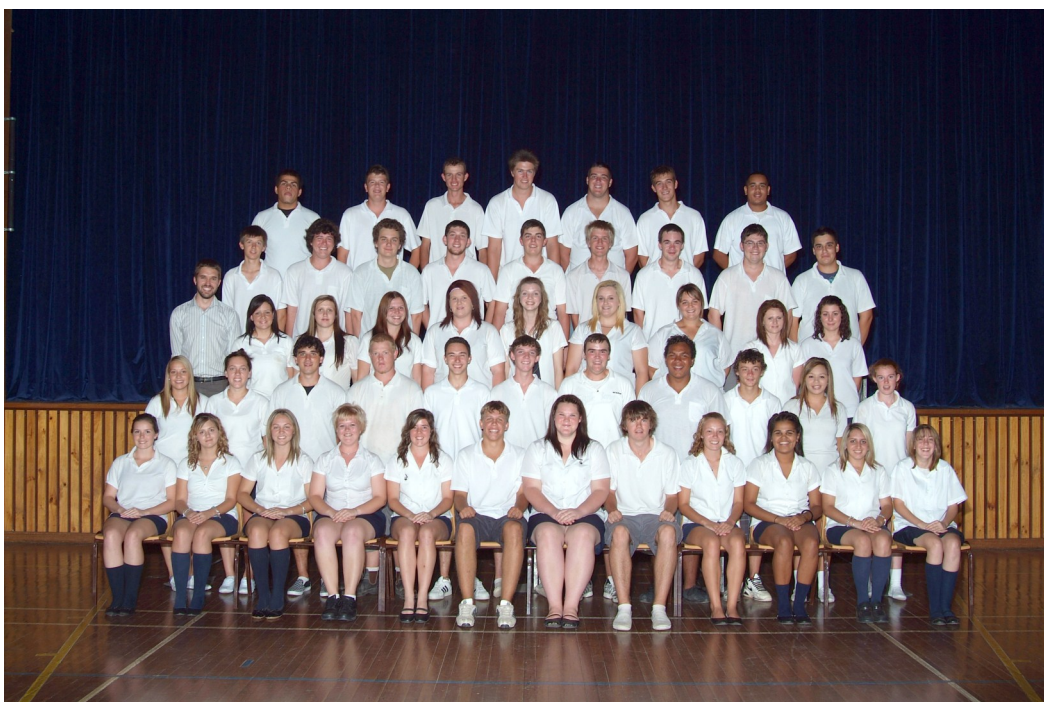
## **2 Details of Courses**

### **2.1 Board Developed Courses**

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

**Board Developed Courses are all delivered at school.**

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

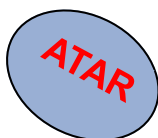




## Aboriginal Studies

### 2 Units in each of Preliminary and HSC

Board Developed Course



#### 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.

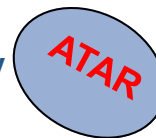
#### How will this course help me in the future?

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

### 2 Units in each of Preliminary and HSC

Board Developed Course



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

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:

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 it 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

### 2 Units in each of Preliminary and HSC and an optional 1 Unit HSC extension

Board Developed Course

#### What will I be doing in this course?

The Preliminary course is structured for students to investigate:

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

It covers:

Part 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

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

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

- Collect, analyse and 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.

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

## Biology

### 2 Units in each of Preliminary and HSC

Board Developed Course

Exclusion: Preliminary Senior Science

#### What will I be doing in this course?

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

The Preliminary course incorporates the study of the mechanisms 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 builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which the inheritance of characteristics are transmitted from generation to generation. The options cover a wide variety of interest topics and draw on developments in technology to examine areas of current research.

The HSC course core topics are:

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

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

ATAR

ATAR

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

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

## How will this course help me in the future?

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

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

## Business Services 240 hours 4 Preliminary and/or HSC units in total and optional 120 hours 2 Unit



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

## HSC Extension—Certificate II in Business

Board Developed Vocational Education and Training (VET) Course.

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

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

- Students who are assessed as competent in all of the units of competency in Business Services (240 hours) will be eligible for Certificate II in Business and will have completed some units in Certificate III.
- Students who complete a 120 hour Extension course in conjunction with the 240 hour course will have completed additional units from Certificate III in Business.
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of AQF Certificate II in Business.

## What will I be doing in this course?

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

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

## What else do I need to know about this course?

- Students must complete a minimum of 35 hours work placement each year in a business work place.
- This is a competency based course. It means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor, that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the industry. There is no mark awarded in competency based assessment. Students are assessed either "competent" or "not yet competent". Competency based assessment determines the vocational qualification that a student will receive.
- There is an optional Higher School Certificate examination for Business Services (240 hour). The written examination consists of multiple choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.
- The HSC exam mark for this course may be included in the ATAR (Category B).
- A materials fee may apply to this course.

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

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

## 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.

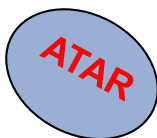
## What will the consumable fee purchase?

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

## Business Studies

### 2 Units in each of Preliminary and HSC

Board Developed Course



#### What will I be doing in this course?

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

In the Preliminary course students study:

- Nature of Business—The 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 the course?

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

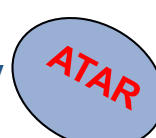
#### How will this course help me in the future?

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

## Chemistry

### 2 Units in each of Preliminary and HSC

Board Developed Course



Exclusion: Preliminary Senior Science

#### What will I be doing in this course?

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

The Preliminary course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students' understanding of the Earth's resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds. It covers: The Chemical Earth; Metals; Water; Energy.

The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the type and effect of chemicals that have been released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a variety of interest topics and draw on the increased information and understandings provided by improved technology to examine areas of current research.

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

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

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

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

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

#### How will this course help me in the future?

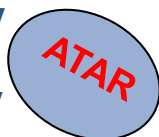
This course is highly recommended preparation for many science based tertiary courses. It is especially appropriate for students in chemistry, biochemistry, environmental sciences, medicine, health sciences, food science, metallurgy and chemical engineering.



## Community and Family Studies

### 2 Units in each of Preliminary and HSC

Board Developed Course



#### What will I be doing in this course?

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

The Preliminary course covers:

Resource Management—Basic concepts of the resource management process.

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

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

The HSC course covers:

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

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: Individuals, Groups, Families, Communities, Resource Management.

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

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

#### How will this course help me in the future?

This course develops skills and understanding which are relevant to life after school. It helps students to set goals and make decisions about themselves, their families and the community. It is relevant to a wide range of further study at both TAFE and university and has particular application in careers such as business management, human resource management, teaching, social work, nursing, counselling and marketing.

## Construction 240 hours

### 4 Preliminary and/or HSC units in total

Board Developed Vocational Education and Training (VET) Course



**This course attracts a consumable fee of \$60.00 in Year 11 and \$60.00 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.

#### What will I be doing in this course?

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

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

#### What else do I need to know about this course?

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

# Wellington High School - *The Place to Be*

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

- The HSC exam mark for this course may be included in the ATAR (Category B).
- A materials fee applies to this course and is \$35.00 for Year 11 and Year 12.

## What will the consumable fee purchase?

The consumable fee covers the cost of materials sufficient to construct a set of household steps and the Worldskills Sawhorse exercise. Students will be required to pay for the two day Basic Resuscitation / CPR course and the WorkCover OH & S Induction White Card, which allows students to work on and visit construction sites.

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

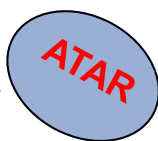
- Be familiar with the construction industry and career structures within the industry.
- Seek and attain suitable and rewarding employment in the construction industry.
- Function competently and confidently at the entry level standard of a construction work environment.

## How will this course help me in the future?

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

## English Advanced 2 Units in each of Preliminary and HSC

Board Developed Course



## What will I be doing in this course?

Students examine the ways that events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different values and attitudes.

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

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

It requires:

- Study of Australian and other texts.
- Exploration of a range of types of text drawn from prose fiction, drama, poetry, 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 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.
- A prescribed stimulus booklet.

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

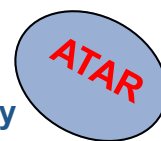
- Effectively communicate at different levels of complexity.
- Comprehend and understand the effects and purposes of a range of textual forms.
- Undertake independent research, individual and collaborative learning.
- Write coherently in a variety of forms.

## 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 it is compulsory to study for the HSC. Students who study the Advanced English course will be well equipped for further study of English and related disciplines at university. Success in this demanding course will be a good indicator of success in a large range of courses at TAFE NSW or university.

## English Standard 2 Units in each of Preliminary and HSC

Board Developed Course



## What will I be doing in this course?

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

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

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

It requires:

- Study of Australian and other texts.
- Exploration of a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film or media or multimedia texts.

- A wide reading program involving texts and textual forms composed in and for a wide variety of contexts.
- Integrating the modes of reading, writing, listening, speaking, viewing and representing as appropriate.
- Engaging in the integrated study of language and text.

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

It requires:

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

## 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 it 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 Extension 1 1 Unit in Preliminary

Preliminary

ATAR

## English HSC Extension 1 1 Unit in HSC

ATAR

## English HSC Extension 2 1 Unit in HSC

Board Developed Courses

ATAR

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

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

## How will this course help me in the future?

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

## Food Technology 2 Units in each of Preliminary and HSC

Board Developed Course

ATAR

This course attracts a consumable fee of \$95.00 in Year 11 and \$80.00 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.

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

The Preliminary course covers:

- Nutrition
- Food Quality
- Food Availability and Selection

# Wellington High School - *The Place to Be*

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 the 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.

## Geography

### 2 Units in each of Preliminary and HSC

Board Developed Course

## 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 240 hours 4 Preliminary and/or HSC units in total

Board Developed Vocational Education and Training (VET) Course

**This course attracts a consumable fee of \$120.00 in both Year 11 and Year 12. Plus uniform hire in both Years of \$30.00. Students are also able to purchase their own uniform.**

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.

## What will I be doing in this course?

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

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

ATAR

ATAR  
Category B



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

## What else do I need to know about this course?

- Students must complete a minimum of 35 hours work placement each year in a hospitality workplace. A total of 70 hours over 2 years.
- This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate, to a qualified assessor, that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the industry. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'. Competency based assessment determines the vocational qualification that a student will receive.
- There is an optional Higher School Certificate examination for Hospitality (240 hour). The written examination consists of multiple choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.
- The HSC examination mark for this course may be included in the ATAR (Category B).
- A materials fee applies to this course

## 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.

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

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

## How will this course help me in the future?

The competencies, skills and work experience students gain in this course equip them well for direct entry into the work force in areas such as hotels, clubs, restaurants, community food service organisations, catering 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.

## Industrial Timber

## 2 Units in each of Preliminary and HSC

Board Developed Course

## Technology—

ATAR

**This course attracts a consumable fee of \$40.00 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 Timber 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 (Preliminary)

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 HSC

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, largely through the development and completion of their Major Project management folio.

## What should I be able to do at the end of the 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. OH&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.

## What will the consumable fee purchase?

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 Technology 240 hours

### 4 Preliminary and/or HSC units in total

Board Developed Vocational Education and Training (VET) Course



**This course attracts a consumable fee of \$20.00 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 Information Technology curriculum framework includes courses that are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.

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

#### What will I be doing in this course?

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

Students concentrate on developing a range of skills required to prepare someone to work effectively in an environment where information technology is used. These include oral and written communication skills, teamwork skills, efficient use of a range of software application packages, essential hardware management and occupational health and safety competencies.

#### What else do I need to know about this course?

- Students must complete a minimum of 35 hours work placement each year in an information technology work place.
- This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate, to a qualified assessor, that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the industry. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'. Competency based assessment determines the vocational qualification that a student will receive.
- There is an optional Higher School Certificate examination for Information Technology (240 hour). The

written examination consists of multiple choice items, short answers and extended response items. The questions will be based on units of competency and HSC requirements and advice detailed in the syllabus. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

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

#### What 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.

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

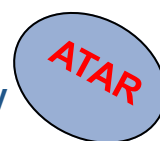
- Be familiar with the information technology industry and career structures within the industry.
- Seek and attain suitable and rewarding employment in the information technology industry.
- Function competently and confidently at the entry level standard of an information technology work environment.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

#### How will this course help me in the future?

The competencies, skills and work experience students gain in this course equip them well for direct entry into the work force in a range of career areas in which information technology is a major feature. This course enhances vocational pathways for students who are interested in pursuing information technology studies in further education. There are direct articulation arrangements with TAFE NSW and students are able to complete a TAFE NSW diploma in minimum time and articulate, if they choose, to university, with significant advanced standing.

## Legal Studies 2 Units in each of Preliminary and HSC

Board Developed Course



#### What will I be doing in this course?

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

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

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 the course?

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

### How will this course help me in the future?

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



## Mathematics

### 2 Units in each of Preliminary and HSC

Board Developed Course

**Prerequisites:** The course assumes that students have achieved the outcomes in the core and recommended options of the Intermediate Mathematics course for the School Certificate.

**Exclusions:** General Mathematics

### What will I be doing in this course?

The course is intended to give students, who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

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

The HSC course covers: 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 the course?

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

### How will this course help me in the future?

The Mathematics (2 Unit) course provides the minimum basis for entry into university courses 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 the Advanced course in Years 9 and 10 and who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 or Extension 2 courses.



## General Mathematics

### 2 Units in each of Preliminary and HSC

Board Developed Course

**Prerequisites:** The course assumes that students have achieved the outcomes in the core and recommended option of Trigonometry and Further Algebra of the Standard Mathematics course for the School Certificate.

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

### What will I be doing in this course?

General Mathematics focuses on mathematical skills and techniques that have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.

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

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

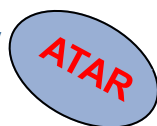
- Deal successfully and confidently with situations involving mathematics.
- Apply mathematical skills and techniques to interpret practical situations.
- Communicate mathematically in written and/or verbal form.
- Become aware of the usefulness of mathematics and appreciate the contribution of mathematics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

# Wellington High School - *The Place to Be*

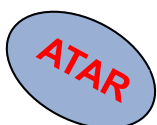
## How will this course help me in the future?

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

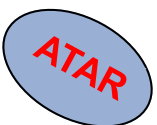
## Mathematics Preliminary Extension 1 1 Unit in Preliminary



## Mathematics HSC Extension 1—1 Unit in HSC



## Mathematics HSC Extension 2—1 Unit in HSC



Board Developed Course

**Prerequisites:** The course assumes that students have achieved the outcomes in the core and recommended options of the Advanced Mathematics course for the School Certificate.

They must concurrently be studying Mathematics 2 Unit in Preliminary and HSC years. HSC Extension 1 course is prerequisite for Extension 2 course.

**Exclusions:** General Mathematics

## What will I be doing in these courses?

The content of the Extension 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 Extension 1 course covers: other inequalities; further geometry; further trigonometry; angles between two lines; internal and external division of lines into given ratios; parametric representation; permutations and combinations; polynomials; harder applications of the Mathematics course.

The HSC Extension 1 course covers:

- Methods of integration
- Primitive of  $\sin^2 x$  and  $\cos^2 x$
- Equation  $\frac{dN}{dt} = k(N - P)$

- Velocity and acceleration as a function of  $x$
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation.

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

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

The main topics covered are: 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

### 4 Preliminary and/or HSC units in total

Board Developed Vocational Education and Training (VET) Course



**This course attracts a consumable fee of \$65.00 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.

- Students who are assessed as competent in all of the prescribed units of competency in Metal and Engineering (240 hours) will be eligible for Certificate II in Engineering—Production.
- Students who are assessed as competent in some units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate II in Engineering.

#### What will I be doing in this course?

This course is for students who wish to work in the manufacturing, engineering and related service industries.

The course is based on units of competency developed by the manufacturing, engineering and related service industries to describe the competencies, skills and knowledge needed by workers in these industries.

This course incorporates foundation units plus elective units. The foundation units of competency represent the basic skills, knowledge and attitudes required by all workers within the manufacturing, engineering and related service industries. They specifically address industry awareness, communicating with others, planning for work, quality principles and working safely. These foundation units of competency focus on developing and refining the skills required to work effectively within the industry, and need to be exhibited throughout the entire course.

The elective units complement these competencies and provide a range of practical and technical skills which will facilitate a transition into the metal and engineering industry.

#### What else do I need to know about this course?

- Students must complete a minimum of **35 hours work placement each year** in a metal and engineering workplace.
- This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate, to a qualified assessor, that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the industry. There is no mark awarded in competency based assessment. Students

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

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

#### What will the consumable fee purchase?

The consumable fee covers the cost of constructing the several projects which students undertake in Years 11 and 12.

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

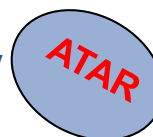
- Be familiar with the metal and engineering industry and career structures within the industry.
- Seek and attain suitable and rewarding employment in the metal and engineering industry.
- Function competently and confidently at the entry level standard of an engineering work environment.
- Have knowledge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

#### How will this course help me in the future?

The competencies, skills and work experience students gain in this course equip them well for direct entry into the work force in areas such as metal fabrication and production as well as many other sections of the metal and engineering industry. This course enhances vocational pathways for students who are interested in pursuing engineering 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.

## Music 1 2 Units in each of Preliminary and HSC

Board Developed Course



#### 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.

# Wellington High School - *The Place to Be*

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

Students selecting Composition electives will be required to compile a portfolio of work as part of the 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 the 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 contemporary 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 Health and Education**      **Development, and Physical Education**

### **2 Units in each of Preliminary and HSC**

Board Developed Course

ATAR

**What will I be doing in this course?**

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

In the Preliminary course the core topics are: Meanings of Health and Physical Activity, Better Health for Individuals, the Body in Motion.

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

In the HSC course, the 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 each 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 the course?**

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

**How will this course help me in the future?**

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

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

## **Physics**

### **2 Units in each of Preliminary and HSC**

Board Developed Course

ATAR

**What will I be doing in this course?**

Exclusion: Preliminary Senior Science

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

The Preliminary course covers:

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

The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics.

The HSC course has core topics:

- Space;
- Motors 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 (General Agriculture) 240 hours 4 Preliminary and/or HSC units in total

Board Developed Vocational Education and Training (VET) Course



**This course attracts a consumable fee of \$60.00 in 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.

- Students who are assessed as competent in the units of competency in Primary Industries (240 hours) may be eligible for a Certificate II in Agriculture or Statement of Attainment towards Certificate III in Agriculture.

### What will I be doing in this course?

This course is for students who wish to work in primary industry, either as a long-term career or in part-time or temporary positions. It is based on units of competency that have been drawn up by the primary industry to describe the competencies, skills and knowledge needed by workers in this industry. Students concentrate on developing a range of skills required to work effectively in a modern primary industry environment. These include oral and written communication skills, the safe use of chemicals associated with primary industries and OH & S competencies.

### What else do I need to know about this course?

- Students must complete a minimum of 35 hours work placement each year in an agricultural workplace.
- This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate, to a qualified assessor, that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the industry. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'. Competency based assessment determines the vocational qualification that a student will receive.
- There is an optional Higher School Certificate examination for Primary Industries (240 hour). The written exam consists of multiple choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.
- The HSC exam mark for this course may be included in the ATAR (Category B).
- A materials fee applies to this course.

### What will the consumable fee purchase?

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

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

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

### How will this course help me in the future?

The competencies, skills and work experience students gain in this course equip them well for direct entry into the work force in livestock, cropping, horticultural 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.

## Retail Operations 240 hours 4 Preliminary and/or HSC units in total



Board Developed Vocational Education and Training (VET) Course

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

The Retail 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 the units of competency in Retail Operations (240 hours) will be eligible for a Statement of Attainment showing partial completion of Certificate II in Retail Operations.

### What will I be doing in this course?

This course is for students who wish to work in the retail industry, either as a long-term career or in the part-time or temporary retail jobs. It is based on units of competency that have been drawn up by the retail industry to describe the competencies, skills and knowledge needed by workers in this industry. It incorporates all units of competency in Phases A and B of the AQF Certificate II in Retail Operations.

Phase A of the course concentrates on developing the skills to work effectively in a retail environment including communicating with customers and staff, working safely and operating retail equipment.

Phase B of the course builds on these skills. Students will be able to develop further competencies in operating point-of-sale equipment, including cash registers and terminals, and in stocktaking, communicating with customers and security procedures.

An extension course may be available in Retail. It requires students to log part-time paid work placement hours.

### What else do I need to know about this course?

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

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

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

- Be familiar with the retail industry and career structures within the industry.
- Seek and attain suitable and rewarding employment in the retail industry.
- Use technologies appropriate to the retail industry.
- Appreciate the importance of commitment to quality in all aspects of service, production and organisation of work.
- Function competently and confidently at the entry-level standard of a retail work environment.

### How will this course help me in the future?

The retail industry is a major area of employment in Australia and is 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.

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



Board Developed Course

Exclusion: Students cannot study Senior Science and another Science in Year 11. However, they may study Senior Science and other Sciences in Year 12 (eg. drop Physics, pick up Senior Science, continue Chemistry).

### What will I be doing in this course?

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

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

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



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

The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved elementary to substantial achievement in the School Certificate in Science. In the HSC study pattern, students who have completed the Preliminary course in Biology, Chemistry or Physics, may replace it with the HSC course in Senior Science. These students may also study HSC Senior Science in combination with the HSC course in Biology, Chemistry or Physics to a maximum of six science units.

The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 30% of teaching time in both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

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

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

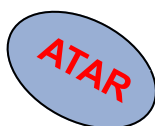
## How will this course help me in the future?

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

## Textiles and Design

### 2 Units in each of Preliminary and HSC

Board Developed Course



**This course attracts a consumable fee of \$60.00 in Year 11 and \$50.00 + 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 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 will the consumable fee purchase?

The consumable fee will purchase scissors and essential items for practical experimentation and sewing. Students will need to provide major project materials and portfolio.

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

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

## How will this course help me in the future?

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



## Visual Arts

### 2 Units in each of Preliminary and HSC

**This course attracts a consumable fee of \$45.00 in Year 11 and \$45.00 in Year 12**



Board Developed Course

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

#### What will I be doing in this course?

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

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

- The nature of practice in art making, art criticism and art history through different investigations.
- The role and function of artists, artworks, the world and audiences in the art world.
- The different ways the visual arts may be interpreted and how students might develop their own informed 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 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 will the consumable fee purchase?

In Year 12, a consumable fee of \$45.00 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.

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

- Present a body of artwork that shows creativity and strength in its ideas and representation of subject matter.
- Use art materials with confidence, sensitivity and technical competence.
- Initiate an art making process that is sustained and reflective.
- Identify an individual approach to art making.
- Write about artworks, artists and art styles in art history from different perspectives.
- Describe how the relationship between the artist, artwork, the audience and the world creates meaning in art.

#### How will this course help me in the future?

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





### 2.3 Board Endorsed Courses

Board Endorsed Courses have syllabuses endorsed or approved by the Board of Studies to cater for areas of special interest. All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of 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 two Board Endorsed Courses delivered by Wellington High School and a number delivered by TAFE NSW Wellington Campus (known as TVET).



## Animal Care

### 2 Units in Preliminary and/or HSC

Board Endorsed Course  
TAFE NSW Delivery



At the time of printing information for this course was unavailable. Students interested in studying this course are advised to see the Careers Adviser.

## Automotive—Mechanical

### 2 Units in Preliminary and/or HSC

Board Endorsed Course  
TAFE NSW Delivery



#### What will I be doing in this course?

This course provides a broad knowledge of the Automotive Retail Service and Repair (RS&R) industry. In particular students learn about safe working practices and using and maintaining tools and equipment commonly used in the automotive industry.

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

- State and demonstrate safe working practices required to work effectively in the Automotive Retail Service and Repair (RS&R) industry.
- Identify, select, use and maintain tools and equipment commonly used in the automotive RS&R industry.
- Book and identify the basic functions, systems and components in automotive vehicles. These include engines, electrical, suspension and steering.

#### What else do I need to know about this course?

This course can be counted as a Preliminary or HSC course. It will run as a two year course only if there is sufficient demand.

#### How will this course help me in the future?

This course is designed to give those students interested in a career in the automotive industry advanced standing for future studies at TAFE NSW. It provides students with specific skills and knowledge related to a selected field of study and will greatly enhance their employment prospects in the automotive industry. Practical experience enables students to gain the competencies required for future accreditation in the industry. Career options include automotive electrician.

## Beauty Therapy

### 2 Units in Preliminary and/or HSC

Board Endorsed Course  
TAFE NSW Delivery



#### What will I be doing in this course?

Students in this course learn two aspects of the beauty industry: how to give a professional manicure and pedicure in a systematic and efficient manner and how to care effectively for clients' skin and design and apply makeup for a range of occasions.

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

- Give a manicure and pedicure to clients.
- Design and apply makeup for a range of occasions according to individual client needs.
- Understand the process involved in caring for skin types.

#### What else do I need to know about this course?

This course can be counted as a Preliminary or HSC course. It will run as a two year course only if there is sufficient demand.

#### How will this course help me in the future?

This course suits students interested in working as a manicurist, nail technician or beauty therapist.

## Electrotechnology—Electrical

### 2 Units in Preliminary and/or HSC

Board Endorsed Course  
TAFE NSW Delivery



#### What will I be doing in this course?

Students who undertake this course will acquire basic skills of electrical principles that relate to the Electrotechnology industry, as well as being able to carry out routine work activities in a related environment. They will learn to identify and select components, accessories and materials for work activities within the Electrotechnology industry.

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

On successful completion of this course, students may receive advanced standing into Electrotechnology courses such as Servicing, Systems Electrician, Data Communications.

#### What else do I need to know about this course?

Work placement of 35 hours per year is a compulsory component of this course. This course can be counted as a Preliminary or HSC course. It will run as a two year course only if there is sufficient demand. Other strands of this course may be available.

#### How will this course help me in the future?

This course is ideal for those students seeking an apprenticeship or traineeship in the electrical trade.

## Outdoor Sport and Recreation

### 2 Units in Preliminary and/or HSC

Board Endorsed Course  
TAFE NSW Delivery



At the time of printing information for this course was unavailable. Students interested in studying this course are advised to see the Careers Adviser.

## Welding

### 2 Units in Preliminary and/or HSC

Board Endorsed Course  
TAFE NSW Delivery



At the time of printing information for this course was unavailable. Students interested in studying this course are advised to see the Careers Adviser.



### 2.4 Content Endorsed Courses (CEC) (Other Than Vocational CECs)

**Content 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 Content Endorsed Course.**



## Applied Mathematics

### 2 Units in each of Preliminary and HSC

Content endorsed Course



**Prerequisites:** The course assumes that students have achieved the outcomes in the core and recommended option of Trigonometry and Further Algebra of the Standard Mathematics course for the School Certificate.

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

#### What will I be doing in this course?

Applied Mathematics focuses on mathematical skills and techniques that have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.

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

There are also two focus studies in the Preliminary Course and four focus studies in the HSC Course.

The focus studies are:

|              |   |
|--------------|---|
| Preliminary— | Mathematics and Communication           |
|              | Mathematics and Driving                 |
| HSC —        | Mathematics and Design                  |
|              | Mathematics and Household Finance       |
|              | Mathematics and the Human Body          |
|              | Mathematics and Personal Resource Usage |

#### 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?

Applied Mathematics is designed to support vocational courses at TAFE NSW.

## English Studies

### 2 Units in Preliminary and HSC

Content Endorsed Course



#### 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.

## Computing Applications

### 1 Unit / 2 Unit in Preliminary and HSC

Content Endorsed Course



**This course attracts a consumable fee of \$15.00 in Year 11 and \$ 20.00 Year 12**

#### What will I be doing in this course?

This course is aimed at students who have had limited exposure to computers through their K to 10 schooling. Computing Applications is designed to develop students' ability to become competent and confident users of information technologies to improve their participation in a range of work study and life situations. Students will have the opportunity to develop skills in a range of computer software and terminology, as well as gaining skills in problem solving in the world of technology.

Students will study some of the following modules:

- Hardware and Software Skills
- Graphics
- Spreadsheets
- Desktop Publishing
- Databases
- Communications
- Multimedia

#### What else do I need to know about this course?

The course is practically based but there are a number of theoretical aspects that have to be covered. There is also a mandatory project component in the course.

#### How will this course help me in the future?

The course will aid in the development of skills that are becoming essential in the increasingly digital dependent world. It could also provide a link to further study after leaving school.

#### 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 2 Units in Preliminary and HSC

Content Endorsed Course



**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 this 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.

## Horticulture—Landscape Board Developed Vocational Education and Training Course

Content Endorsed Course



**This course attracts a consumable fee of \$40.00 in both Year 11 and Year 12**

The Horticulture 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 the units of competency in Horticulture (280 hours) may be eligible for Certificate III in Horticulture.

### What will I be doing in this course?

This course is for students who wish to work in horticulture with a particular interest in landscaping, either as a long-term career or in part-time or temporary positions. It is based on competencies, skills and knowledge needed by workers in this industry. These include safe work practices, environmental concerns, and general landscaping skills.

### What else do I need to know about this course?

- Students will be expected to complete work placement as part of their studies each year.
- Horticulture is a competency based course which means that students work to develop the competencies, skills and knowledge described in each competency.
- To be assessed as competent, a student must demonstrate that they can effectively carry out the various tasks to the standard required in the industry.

### What will the consumable fee purchase?

The consumable fee is used to help cover the costs of materials, such as plants, which are used in the many demonstrations throughout the course.

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

- Be familiar with most aspects of the industry.
- Seek and attain suitable employment in the horticultural landscaping industry.
- Display the knowledge and skills required to perform a range of tasks in a variety of industry environments.

### How will this course help me in the future?

The competencies, skills and work experience gained in this course will equip them for direct entry into the workforce in horticulture and landscaping. This will also link readily with TAFE NSW in the acquisition of further training in this area.

## Human Services—Aged Care 240 Hours TAFE delivered VET course



### What will I be doing in this course?

Human Services provides students with the opportunity to obtain nationally recognised vocational qualifications for employment in the health and/or aged care industries. Students gain skills in a variety of areas including:

- Safe work practices
- Communication
- Client care

Work placement is compulsory and students will have the opportunity to work one paid day a week at Maranatha aged care facility as part of their school-based traineeship.

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

Qualify for either Statement of Attainment Certificate III Health Services Assistance or Certificate III Health Services Assistance Aged Care.

### How will this course help me in the future?

This can be the first step towards a career in the health industry.

## Sport, Lifestyle and Recreation

### 1 Unit / 2 Unit in Preliminary and HSC

Content Endorsed Course



#### 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.

Topics of work include:

- The Body in Motion
- Sports Coaching and Training
- Dance and Gym
- Outdoor Recreation
- Sport and Australian Society
- First Aid and Sports Injuries
- Games—ball and stick
- Social Perspectives—politics in sport
- Weight Training
- Aquatics, Athletics and Sport Administration
- Healthy Lifestyle
- Fitness
- Racquet Sports

#### What else do I need to know about this 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 mainly 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

### 1 or 2 Units in Preliminary and/or HSC

Content Endorsed Course



**This course attracts a consumable fee of \$45.00 in Year 11 and Year 12**

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 to and demonstrate conceptual and technical accomplishment.

#### What else do I need to know about this 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 Structure

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.

#### What will the consumable fee purchase?

The consumable fee is used to purchase an A3 visual diary, folder, printer consumables, fine art papers, canvas painting surfaces, paints and other specialist materials.

#### 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







