

Curriculum Handbook

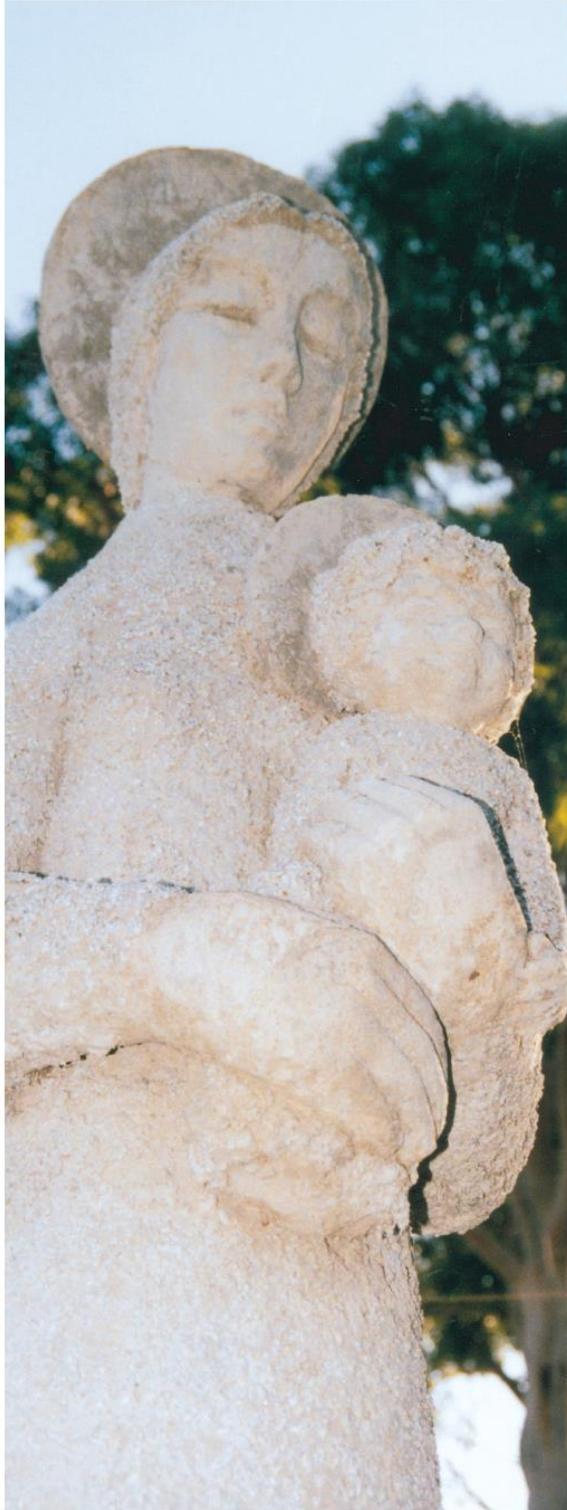
Stage 6

Preliminary Course 2018
HSC Course 2019

April 2017

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MATER MARIA CATHOLIC COLLEGE
COMMUNITY • FORMATION • SUCCESS

MISSION STATEMENT

Inspired by the teachings of Jesus Christ we, at Mater Maria, provide a well-rounded, high quality education for young men and women within the welcoming environment of a Catholic faith community.

We aim to build an educational foundation for life with an emphasis on social justice, the celebration of the human spirit and the uniqueness of the individual.

We will therefore:

Encourage a sense of community

Promote gospel values

Nurture the human spirit

Develop a welcoming, peaceful environment

Provide opportunities for the realisation of potential

Celebrate the uniqueness of the individual

Educate for life

MATER MARIA CATHOLIC COLLEGE
5 FOREST ROAD WARRIEWOOD NSW 2102 AUSTRALIA
TELEPHONE 02 9997 7044 FACSIMILE 02 9997 6042
info@mmcc.dbb.catholic.edu.au www.matermaria.nsw.edu.au

College Curriculum Team

Principal	Mr M Reicher
Assistant Principal	Mrs B Timp
Leader of Evangelisation and Catholic Formation	Mr M Halliday
Director of Academic Care	Mr P Mau
Director of Pastoral Care	Mrs A Hurley
Key Learning Coordinators	
Creative Arts	Mrs R Tarrant
English	Mrs S Conna Ms J Leigh-Jones (Assistant)
Human society & Its Environment	Mrs J Hammond Mrs P Mayne
Languages	Mrs A Giunta Mrs M Raso
Leader of Religious Education – Curriculum	Ms Kim-Maree Goodwin
Learning Support	Mrs T Marshall
Mathematics	Mr J Radcliff Mrs M Rulli (Assistant)
Performing Arts	Ms K Hollestelle-Watson
Personal Development, Health & Physical Education	Ms P Lineham
Science	Mr T Walsh Mr A Law (Assistant)
Technology and Applied Studies	Mrs P Malone Mr G Hinson (Assistant)
Vocational Education Training (VET)	Mrs S Hastings
General Coordinators	
Leader of Innovative Learning	Mrs M Walsh
Careers / Literacy Adviser	Ms R Turner
Externally Delivered Language Courses	Mr P Mau

Timeline for completion of the HSC in 2019

Term 2 2017

- Subject Selection Seminar & Career Conversations.
- Year 11, 2018 Subject Selection Information Evening – 27 April
- Year 10 Interim reports
- Selection Interviews with KLA coordinators for Year 10 parents and students - Friday 2 June (week 6, term 2)

Term 2/3 2017

- Informal discussions / counselling with selected teachers regarding subject selection
- Counselling for students where subject preferences/lines are causing concern.
- Final confirmation of student choices.
- Year 10 Parent Teacher Interviews – Thursday 29 June (week 10, term 2).

Term 4 2017

- 2018 Timetable created

Term 1 2018

- Preliminary HSC courses commence
- Subject changes finalised by Week 4 Term 1
- Interim report

Term 2 2018

- Yr 11 Parent/Teacher Interviews
- Half Yearly examinations
- Reports

Term 3 2018

- Yearly Examinations
- Final reports

Term 4 2018

- HSC year commences
- Information Evening - HSC & ATAR requirements
- Students choose 10, 11 or 12 units of study for HSC (including Religious Education)

Term 1 2019

- Year 12 Parent/Teacher Interviews
- Half Yearly Examinations
- Interim reports

Term 2 2019

- Beyond the HSC / Careers information evening

Term 3 2019

- 2nd Parent/Teacher evening
- Submission of Major Projects / Performances for HSC
- Trial HSC

Term 4 2019

- HSC commences
- Results and ATAR score released

Enrolment in Year 11

There are as many answers to this question as there are students. However, there are a couple of main reasons that make sense to most students:

- **to complete your schooling.**
It is taken for granted these days that for the great majority of students, schooling is completed at the end of Year 12. The HSC is now seen as a basic educational qualification.
- **to gain skills for meaningful employment.**
The subjects studied for the HSC enable students to develop a wide range of skills that employers are seeking. Skills in English are maintained and extended, a whole range of new and interesting courses can be attempted - and as the year progresses, students become even better prepared for employment.
- **to keep up an education until a good job comes along.**
A number of students return to school in Year 11, aware that they probably will leave by the end of the year. This is a perfectly valid reason for going into Year 11. Some students who return for what they think will be a short stay, end up completing their HSC - more than possible if you choose your subjects carefully.
- **to obtain an HSC result that also gains them a ATAR sufficient for university entrance.**
These students study carefully the prerequisites for gaining an ATAR, and take careful advice on how to maximise their ATAR.
- **to go to TAFE at the completion of Year 12, to pursue particular vocational certificates and diplomas.**
TAFE offers a wide range of courses to all students and most subjects studied for the HSC add value to the courses studied at TAFE. These students will also be seeking to maximise their HSC results, and will take careful advice on subject selection.
- **to do something useful because they will be very unsure about what they wish to do when they leave school.**
Some will be back at school because they can't think of anything else to do. This is perfectly OK. Follow the basic rules of subject selection, be prepared to give it a good shot, and amazing things can happen.
- **to become a better person by being part of the Mater Maria Catholic community.**
We endeavour to develop a Catholic World View which promotes gospel values and nurtures the human spirit.

The Higher School Certificate (HSC)

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

The purpose of the HSC program of study is to:

- Provide a curriculum structure which encourages students to complete secondary education
- Foster the intellectual, social and moral development of students
- Provide a flexible structure within which students can prepare for further learning and training and employment
- Provide formal assessment and certification of students' achievements
- Provide a context within which schools also have the opportunity to foster students' physical and spiritual development

- Courses will be linked to further education and training
 - Extension courses will enable able students to undertake more in-depth study in areas of special interest
 - Vocational Education and Training courses count towards the HSC and will also lead to qualifications recognised across a range of industries
 - Life Skills courses for students with special education needs
- The HSC will fairly assess each student's knowledge and skills
- If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.
- For each course you will receive easy to understand reports which contain much more information. These reports provide clearer indications of what you have demonstrated you know, understand and can do in each course.

The Preliminary HSC course is completed in Year 11 – 120 hours. The Preliminary Course involves assessment work but these assessments do not count towards your HSC mark.

The Higher School Certificate course (120 hours) is the Year 12 component of the two year course and is the examinable section of the HSC. Students cannot complete the Higher School Certificate without first satisfying the requirements of the Preliminary course. The assessment component of the HSC course counts towards the final mark.

What types of courses can I select?

There are different types of courses that you can select in Years 11 and 12.

1. Board Developed Courses

These courses are developed by the NSW Education Standards Authority (NESA). These courses are examined externally. There is a syllabus for each course (http://www.boardofstudies.nsw.edu.au/syllabus_hsc/syllabus2000_listi.html) which contains:

The course objectives, structure, content and outcomes

- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The performance scale

2. Board Endorsed Courses

There are two types

- **Content Endorsed Courses (CEC)** have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.
- Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses. e.g Child Care
- **School Designed Course** - design of special courses to meet student needs. These courses are approved by NESA.

- Board Endorsed Courses do not contribute towards the calculation of the ATAR.
- Board Endorsed Courses count towards the Higher School Certificate and appear on the Record of Achievement.

3. Vocational Education and training (VET) Courses

(either Board Developed or Board Endorsed)

- All Vocational Education courses undertaken at this college involve an external optional examination.

VET courses are offered as part of the HSC. They enable students to study courses which are relevant to industry needs and have clear links to post school destinations.

These courses allow students to:

- Gain an HSC qualification
- Gain an AQF (Australian Qualification Framework) qualification in a Vocational Course based on national competency standards
- Complete a 240 hour course = Certificate II
- Facilitate students' transition from school to work and further education and training and provide credit transfer to further education courses

VET courses can be undertaken –

- At school – Industry Curriculum Framework courses – Hospitality and Construction Pathways.
- At TAFE – Non Industry Curriculum Framework courses – e.g. Tourism and Events, Automotive, Software Design & Gaming, etc
- As a Part time Traineeship or a School Based Apprenticeships Scheme (SBAT)

Industry Curriculum Frameworks have been developed to provide students with the opportunity to:

- undertake the HSC external examination in the VET framework course (external examination is optional)
use 2 units of a VET framework course to contribute to the ATAR as a Category B course
- have knowledge and skills recorded
- Dual Accreditation = HSC and ATAR + competency log

Note: VET Courses have a compulsory 70 hour work placement component

4. Life Skills Courses As Part Of A Special Program Of Study

Stage 6 (Years 11 and 12) Life Skills courses will be available for students following a Special Program of Study for the HSC.

Students accessing a Special Program of study in Stage 6 will need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5. Further, participation in a Special Program of Study will be based upon an individual transition – planning process which will occur for both Preliminary and HSC years.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed courses to meet the requirements for the award of the Higher School Certificate.

NESA has developed Life Skills courses for Stage 6 in the following areas of learning:

- English Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Science Life Skills
- Citizenship and Society Life Skills
- Creative Arts Life Skills
- Technological and Applied Studies Life Skills
- Work and Community Life Skills

Please note not all of these subjects will run in 2018-19. Some students will be required to attend TAFE for additional courses. Please speak to Mrs Marshall for clarification.

- Work placement is a condition in some of the above courses.

Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

NESA expects that most students would meet the outcomes over 240 hours.

It may be necessary for a student to undertake a TAFE course.

Change a Subject or Course

It may be desirable occasionally for a student to change subjects or courses, but changes usually cannot be made after Term 1 of Year 11. In some cases they may not be possible at all if a class is full or if the course has progressed too far. It is important to make choices as carefully as possible to avoid the inconvenience and disruption of changing.

Most changes must be applied for by submitting a Change of Course form and collecting signatures from subject teachers, KLA and Curriculum Coordinators.

All students must complete a CHANGE OF COURSE form which must be countersigned by a parent, subject-teacher, KLA Coordinator and Director of Academic Care BEFORE Week 4 of Term 1, 2018
Students must NOT change classes without following this process.

What are Units?

- All Preliminary or HSC courses offered to students have a UNIT value.
- Courses may have a value of 1 or 2 units. Most courses are 2 unit.
- Each unit requires a total course time of 60 hours.
- In the HSC, each unit has a value of 50 marks. Hence a 2 Unit course has a value of 100 marks.

2 units = 4 hours per week (120 hours per year) = 100 marks

The information below describes the general course levels:

2 UNIT COURSE

This is the basic structure for all courses in most subjects.

It is worth 100 marks. There are 6 bands of achievement: Band 6 is the top band.

EXTENSION COURSE

1. Extension study is available in a number of subjects.

Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET courses. Undergraduate courses can also be studied in some subjects.

English and Mathematics Extension Courses are available at Preliminary and HSC levels.

Students must study the Preliminary extension course in these subjects before proceeding to the HSC extension courses.

English and Mathematics offer two Extension Courses - Extension 1 and Extension 2.

The Extension 2 course requires students to work beyond the standard of the Extension 1 course. Extension 2 is only available in Year 12.

2. HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 UNIT COURSE

Approximately 2 hours in class time each week or 60 hours per year

This is worth 50 marks. There are 4 Bands of achievement - Band 4 is the top band.

BOARD DEVELOPED COURSE (BDC)

These courses count towards an HSC and an ATAR and are studied over two years.

(for example – English Advanced, Standard English, Ancient History, Studies of Religion).

Requirements for the award of the HSC

To be eligible for the award, students must:

- attend school for the required period of time;
- study the pattern of courses required by the NESA for the required time;
- attend 85% of classes in each course and apply themselves to their studies;
- complete the requirements for a sufficient number of courses, including any practical, oral or project works;
- complete assessment requirements for a sufficient number of courses;
- sit for, and make a genuine attempt at, the HSC Examination, in a sufficient number of Board Developed Courses, in compliance with the examination procedures.

Students who do not attend school regularly will be issued with Unsatisfactory Attendance forms.

Preliminary Course Requirements

The Preliminary Course in any subject must have been "satisfactorily completed" before the HSC course in that subject can be attempted.

NESA Requirements:

A minimum of 12 units, made up of:

- at least six units of Board Developed Courses including at least 2 units of a Board Developed Course in English.
- at least three courses of 2 units value or greater
- at least four subjects.
- Students selecting Investigating Science in their Preliminary Year may NOT select any other Science courses (Earth & Environment, Biology, Chemistry or Physics).

Mater Maria Catholic College Requirements:

- All students will study at least 1 Unit of Religious Education, choosing one of the two courses available. [Studies of Religion is a Board Developed Course available as a 1 unit and a 2 unit course and can be used to satisfy the requirements for ATAR applications.]
- Most students will take a total of 12 units of study in Preliminary courses (including Religious Education)

HSC Course Requirements

Students will be permitted to alter their study program so that a minimum of 10 units are completed for their HSC.

These begin in Term 4 of Year 11. Although content and skills covered in Preliminary Courses may constitute assumed knowledge for HSC courses, the HSC examination will generally be based on HSC course work only.

NESA Requirements:

A minimum of 10 units, made up of :

- at least six units of Board Developed Courses including at least 2 units of a Board Developed Course in English.
- at least three courses of 2 units value or greater
- at least four subjects.
- No more than 6 units of courses in Science can contribute to the Higher School Certificate. Students may now select Senior Science by withdrawing from any other subject (Science / Non Science) in their HSC Year and may now include Senior Science together with TWO other on-going Science courses. (Earth & Environment, Biology, Chemistry or Physics).

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

It is of specific use to students leaving school prior to the HSC.

Any time a student or school wants an up-to-date snapshot of a student's academic progress, a transcript called a Student eRecord can be accessed via **Schools Online** or **Students Online** and printed or emailed.

Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

HSC credentials

1. Higher School Certificate testamur



This shows that a student is eligible for the Higher School Certificate. It includes the student's name, school and date of the award.

2. Higher School Certificate Record of Achievement



The Higher School Certificate (HSC) Record of Achievement (RoA) will include students' Year 11 (Preliminary Stage 6) grades.

This provides formal recognition of students' two years of senior secondary school achievements.

- **Assessment mark:** School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course. The Board puts the marks through a process of **moderation** to allow a fair comparison of marks in each course across different schools.
- **Examination mark:** The examination mark for each course shows the student's performance in the Board's HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set **standards of performance**.

- **HSC mark:** The HSC mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.
- **Performance band:** A student's HSC mark for each course will fall within one of six **performance bands**, where the highest achievement is Band 6 (90–100 marks) and where the minimum standard expected is 50 marks. A performance band of E1–E4 is shown for Extension courses. Each performance band is aligned to what a student at that level of performance typically knows, understands and can do.
- **Stage 6 Preliminary grades:** Schools using the **Common Grade Scale for Preliminary courses** award A–E grades for **Stage 6 Preliminary courses** (other than Life Skills and Vocational Educational Training (VET) courses).

The HSC does not report a single, overall score.

3. Course reports



Students receive an HSC course report for each course with an external examination that has been completed satisfactorily. The course report shows the student's assessment mark, examination mark, HSC mark and performance band with a description of what a student within that band typically knows, understands and can do. In most courses, it also has a graph showing where the student's HSC mark lies within the state distribution of all student performances in that course.

- For every examinable HSC Course
- Provide clear descriptions of performance standards for each course
- Students will receive a Course Report showing
 - their examination mark, assessment mark and HSC mark on a scale from 0 - 10
 - descriptions in bands of the standards for each course
 - a graph showing the state-wide distribution of marks for each course and the student's state-wide position.
- The minimum standard expected is represented by a mark of 50.
- Any student who meets the performance standard described in Band 2 will be awarded 50 or more.
- Students who score below 50 will not have a description of their course performance but will receive a mark and recognition of the completion of the course.

4. AQF VET Certificate



This certificate is awarded to students in ***Vocational Education and Training (VET)*** courses who successfully complete all requirements of an Australian Qualifications Framework (AQF) VET Certificate.

5. VET Statement of Attainment



A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate.

6. Life Skills Profile of Student Achievement



Where students satisfactorily complete a Life Skills course, the course is listed on the Record of Achievement with the annotation '*Refer to Profile of Student Achievement*'. The ***Profile of Student Achievement*** provides details of the specific Life Skills syllabus outcomes achieved.

Additional information about courses and the HSC is available from the NESA website:
<http://www.boardofstudies.nsw.ed.au>

An information booklet for Year 10 students 2014 will also be distributed later in the year when it is made available from the BOS.

Assessment & The Higher School Certificate

The Higher School Certificate will assess students against **standards of achievement** set for each course.

The standards indicate clearly what a student knows and can do.

- Students will receive marks on a scale from 0 to 100, together with descriptions of the standard of performance they have achieved.
- All students achieving the minimum standard or better will receive a mark of 50 or more.
- The marks achieved by the student will now have meaning because they will indicate a standard of performance reflected in a mark range.
- A mark range 90 –100 will correspond to the highest level of achievement.
- Most importantly, marks will no longer be scaled to a fixed distribution.
- The marks a student earns will be the marks received. This means that a student will be rewarded for working that bit harder to gain extra marks.

Marks awarded on the HSC for each course, come from two sources:

School based Assessments	50%
The HSC Examination	50%

School Based Assessment

You will be required to complete school based assessment tasks for Board Developed and Content Endorsed courses. They:

- apply to everyone who has entered for the Higher School Certificate.
- are designed to measure performance in a wider range of objectives than may be tested in an examination.
- include tests, written or oral assignments, practical activities, fieldwork and projects.

For VET courses you are assessed on your competency in performing work related tasks.

You must complete assessment tasks worth more than half of a course's total assessment marks. If you don't, you will not have satisfactorily completed the course. **Students who do not complete assessment tasks will be issued with unsatisfactory attendance forms, and ultimately BOS warning letters.** This means the course cannot be counted towards the units required for the Preliminary or Higher School Certificate.

The school submits your assessment marks to the NESA, calculated from your results on each formal assessment task you undertake as part of your HSC course.

At the completion of the HSC exams you may ask the school for your rank order in each course studied based on your school assessment.

Higher School Certificate Examinations

Most of the examinations for the Higher School Certificate are written examinations held in October and November each year. Some subjects have practical examinations which are held in Term 3 of the HSC year.

Submitted Works and Practical Examinations

The following subjects require examination, project or submitted work:

Design and Technology
Drama
Extension 2 English
Industrial Technology
Languages
Music
Society and Culture
Textiles and Design
Visual Arts

You are required to certify that any submitted work is your own. If you cannot do so you will not be awarded the marks. All submitted works are returned after marking.

Reporting the Higher School Certificate

On satisfactory completion of your HSC you will receive a portfolio containing:

The HSC Testamur

- the official certificate confirming your achievement of all requirements for the award.

The Record of Achievement

- the document that lists the courses you have studied and reports the marks and bands you have received.

Course Reports

- for every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state wide distribution of marks in the course is also shown.

Additional information may be found as an appendix to this Curriculum Manual – pages 71 – 74

The Australian Tertiary Admission Rank (ATAR)

The ATAR provides a measure of overall academic achievement in the HSC which assists universities in ranking applications for university selection. It is a figure between 0 to 100. It is expressed in steps of 0.05 with the top students receiving 100.

Admission to most university courses is based on the performance in the HSC where applicants are ranked on the basis of their ATAR. Other criteria such as portfolio, interview, audition or questionnaire may also be taken into account for certain courses in conjunction with the ATAR.

It is a confidential piece of information sent, on request, to the student's home. It is not received by the school or made available to the media.

Unfortunately, it is the most misused and misunderstood bit of information in the whole HSC process despite the fact that not all students need this information.

The ATAR is a ranking not a mark.

To be eligible for an ATAR a student must meet the following rules:

- Rule 1 – a student must satisfactorily complete at least 10 units of Board Developed courses, including at least 2 units of English.
- Rule 2 – the ATAR will be based on the aggregate of scaled marks in 10 units comprising:
 - The best 2 units of English
 - The best 8 units from the remaining units

Note

Only 2 units (i.e. one subject of a Category B course) can contribute to the ATAR (e.g. Hospitality or Construction) and/or some externally delivered VET courses

Content Endorsed Courses and most TAFE courses do not count towards an ATAR.

Concern is often expressed that too many students restrict their choice of subjects in order to obtain an ATAR which they never require. This is particularly true for students who are not pursuing a pattern of study of an academic nature. Further, non-academic courses and lower level courses have their marks scaled down by the Universities while calculating the ATAR. For these students, although they may be eligible for an ATAR, the resulting ATAR may be too low to be useful. It gives a completely distorted picture of just how successful a certain student may have been in the subjects they attempted.

An excellent summary of the ATAR by Prof Jacqui Ramagge can be found at:
<https://www.facebook.com/sydneymorningherald/videos/10154955076706264/>

Recognition of Prior Learning

TAFE recognises skills and knowledge which students may gain through previous studies, work and life experiences.

Credit Transfer allows students to have previous studies recognised as they move from one educational sector to another.

Advanced standing means that students completing some HSC courses at a satisfactory level may count these towards a TAFE qualification.

Many subjects studied for the HSC have credit transfer points at TAFE. See TAFE handbook.

Pathways to Further Qualifications

Secondary School	VET	Higher Education
<ul style="list-style-type: none"> ▪ Senior Secondary Certificate of Education HSC or Year 11 exit 	<ul style="list-style-type: none"> ▪ Graduate Certificate ▪ Advanced Diploma ▪ Diploma ▪ Certificate IV ▪ Certificate III ▪ Certificate II ▪ Certificate I 	<ul style="list-style-type: none"> ▪ Doctoral Degree ▪ Masters Degree ▪ Graduate Diploma ▪ Graduate Certificate ▪ Bachelor Degree ▪ Advanced Diploma ▪ Diploma

Resources to assist you with Career Choices:

- NSW Job Guide
- The UAC Handbook
- Individual University Handbooks are available on the internet
- TAFE handbooks
- Careers Reference Centre 477 Pitt St Sydney
- Careers Adviser
- OZJAC careers website available at school
- Mrs R Turner – College Careers adviser (but make a booking)

The ingredients of Success

1. **A good attitude.**
2. Recognise that no matter what courses you choose, **you will need to work** at them - in the classroom and in your study time to raise the standard of your performance.
3. Accept that you have now moved past younger-kid stuff into "post compulsory education". You have chosen to return to school. **You will only achieve the marks if you put in the effort.**
4. **Work out a balance between all the activities you do** out of school: part-time work, sport, social life, and HOMEWORK! If any one or two of these gets out of control, the others will suffer.
5. **Choose your subjects carefully.** Ask for advice, from people who know. Don't get caught up in myths or silly reasons:
6. **Make a commitment to give it a good go.** It's your life, and you are the one who will gain the Year 11 Record of Achievement and the HSC. Make them worth receiving.
7. **Time / Task management.** It is important that you organise yourself effectively from the **beginning of Year 11.**
 - Be on time to school and to class
 - It is important to plan your time for each subject. Develop a study / homework timetable.
 - Ensure you record the dates for submission of assignments, tests, and homework in your diary
 - Read widely a wide range of fiction, non-fiction including broadsheet newspapers
 - Plan to study / review your work regularly. Use a study journal to reflect on your work
 - Make effective study notes in a variety of forms.
8. **Be realistic** about your own potential and the marks you can achieve.

Choosing your Pattern of Study

The subject choices made are part of the lifelong process of career decision making. Consider your needs, interests and abilities, strengths and weaknesses. Conduct some research on your career preferences as this will influence the subjects you may choose.

1. Choose the courses you like

If you do subjects that you like and enjoy, these are the subjects you will do the most work in; you will feel motivated and this will bring results.

2. Get advice

Subject teachers, KLA Coordinators, Year Coordinator, Careers' Adviser, Curriculum Coordinator, Assistant-Principal and Principal, parents, older brothers and sisters, older students' experiences can cover all your concerns and provide you with the support necessary to choose wisely.

3. Study each course at the highest level of which you are capable

Do subjects you are good at. There is no point doing a subject you are not talented in because you have been told it could be useful. If you can't cope with it at school, you will definitely not cope with it at University or TAFE.

4. Check carefully any prerequisites for TAFE or University courses you are considering.

Your careers adviser will give you guidance on possible job areas that might suit you. If your career choice requires a subject you are poor at and not interested in, you may need to reassess your career ambitions.

5. Do NOT choose any subject on the basis of rumours.

eg. if you have heard that it is "scaled up" (for ATAR calculation). These rumours give a very limited and inaccurate picture of what actually happens in ATAR calculation. Both your HSC and your ATAR are optimised by choosing subjects you like; working hard in those subjects; and obtaining good results in those subjects.

Courses usually offered at the College

KLA	Subject	Unit
Religious Education	Studies of Religion I	1
	Studies of Religion II	2
English	English Standard	2
	English Advanced	2
	English Extension 1	1
	English Extension 2 * (HSC only)	1
Creative Arts	Drama *	2
	Music 1 *	2
	Music Extension (HSC only)	1
	Visual Arts *	2
Human Society and its Environment (HSIE)	Ancient History	2
	Modern History	2
	History Extension (HSC only)	1
	Business Studies	2
	Economics	2
	Geography	2
	Legal Studies	2
	Society and Culture *	2
Languages other than English (LOTE)	Japanese Continuers	2
	Italian Continuers	2
	Extension courses	1
	Beginners and Continuers Courses	2
	<small>#Available at NSW School of Languages and Saturday School of Community Languages</small>	
Mathematics	Mathematics – Standard	2
	Mathematics - Advanced	2
	Mathematics Extension 1	1
	Mathematics Extension 2 (HSC)	1
Personal Development, Health and Physical Education (PDHPE)	PDHPE	2
	Community and Family Studies	2
Science	Earth and Environmental Science	2
	Biology	2
	Chemistry	2
	Physics	2
	Investigating Science**	2
Learning Support	Life Skills	2
	English, Mathematics, PDHPE, Science, Creative Arts, TAS, Work and Community	
Technological and Applied Studies (TAS)	Design and Technology *	2
	Information Processes and Technology	2
	Food Technology	2
	Industrial Technology - Electronics OR Timber OR Multimedia*	2
	Software Design and Development * (externally delivered only)	
Textiles and Design *		
Vocational Education Training (VET) (All subjects are Category B)	Construction Pathways	2
	Hospitality	2
One unit courses offered in Year 11 (Preliminary HSC) only	Sport, Lifestyle & Recreation	1
	Visual Design	1

BEC – Board Endorsed Course

CEC – Content Endorsed Course

Category B - only 2 units are counted in the ATAR

***Course requires a NESA submission of major project or major performance**

**** Senior Science - may only be taken in Year 11 Preliminary HSC exclusively. No additional Science courses can be taken). However, Senior Science can be taken in the HSC year by withdrawing from another course (Science or Non-Science)**

Guidelines for Subject Selection

- Choose Category A subjects and a maximum of ONE Category B subject if you are seeking an ATAR at the completion of Year 12.
- Mathematics is **not** a compulsory subject in the HSC. However, approximately 80% of the state candidature will complete a Mathematics course.
- Studies of Religion 1 & Studies of Religion 2 can contribute towards your ATAR.
- Consider your preferences in the subjects requiring a major project – as a general rule select only one subject that requires a folio and practical component to enable you to manage your time efficiently.
- Only one strand of Industrial Technology can be studied for the HSC – Electronics or Timber or Multimedia.
- Consider the commitment to 70 hours of work placement when you are choosing VET subjects
- Extension Courses are offered to able students through consultation with the appropriate KLA Coordinator.
- Externally offered courses such as TAFE, Childcare, NSW School of Languages and Distance Education involve extra fees

REMEMBER

Choose courses for which you have a passion, and to which you are willing to commit yourself!

- Your initial career is likely to be connected to your subject interests.
- Some courses require prior study of certain subjects
- The required ATAR changes each year for a given course, and changes from university to university.
- The required ATAR is a function of supply and demand, not course difficulty.
- Do not associate the pure disciplines eg. Modern History, English with specific careers - they contribute vital skills to eventual careers.
- Try not to stress about your choices. There are many ways, opportunities and choices that will present themselves in the future and enable you to change accordingly

Choosing your Courses – “packages”

To assist you with your choices, you can think of a "theme" or "package" of elective courses. Some examples of such "packages" could be:

Tourism and Hospitality	Hospitality, Business Studies, Japanese, Geography, Food Technology, Legal Studies, Economics.
Advertising, Marketing	Advanced English, Economics, Design & Technology, Business Studies, Computing Courses, Visual Arts, Society & Culture, Drama, Visual Design, Industrial Technology – Multimedia, Economics.
Art/Design	Textiles & Design, Visual Arts, Society & Culture Design & Technology, Computing courses
Health/Leisure	Drama, PDHPE, Community and Family Studies, Biology, Hospitality, Food Technology, Investigating Science.
Building, Engineering, Architecture	Economics, Design & Technology, Business Studies, Computing Studies, Industrial Technology, Physics, Mathematics, Economics.
Computing Science	Physics, Economics, Information Technology, Mathematics, Software Design and Development, Information Processes and Technology
Earth Sciences	Geography, Chemistry, Biology, Physics, Earth and Environmental Science, Investigating Science.
Sports Science/ Health Science/ Nursing	Physics, Chemistry, PDHPE, Community and Family Studies, Biology, Mathematics, Food Technology, Investigating Science.
Social Welfare, Child Care	Society & Culture, Drama, Child Care, Community and Family Studies
Law, Politics,	Advanced English, Economics, Modern History, Geography, Legal Studies, Mathematics
Commerce, Business Management	Business Studies, Mathematics, Legal Studies, Economics, Business Services

Flexible Delivery Courses Online

Diocese of Lismore Distance Education School

Changes over the past fifteen years have broadened the options for students enrolling for the Higher School Certificate. Students are no longer confined to a mostly academic pathway, limited to courses that can be taught at their schools. It is now possible to study using several different modes of delivery, attending different campuses and institutions, pursuing various pathways over a number of years. The information in this section deals with one such mode of delivery.

Online, flexible delivery of courses has been made available to Diocesan schools to cater for specific student needs and to address equity issues associated with existing education. For 2018, the courses which may be offered in this mode of delivery are the Preliminary and HSC courses in:

- Ancient History
- Economics
- Engineering Studies
- Geography
- Studies of Religion II
- Software Design and Development

It is the intention neither of the Diocese nor of individual schools to replace existing face-to-face classes with flexible deliver modes. What schools are endeavoring to do is to maintain a Catholic Education for these students and to provide them with access to subjects that traditionally have created timetable difficulties due to their very small candidature.

The delivery of subjects to students in the Diocese can and will be achieved through the use of internet technologies. A teacher, based at one of the Diocesan schools, will use this infrastructure to teach students in various other schools, both within and outside the Lismore Diocese. Some lessons will involve being “on-line” together, i.e. synchronously. Students follow up these lessons by accessing the course material and resources and completing set work in their own time, i.e. asynchronously. This asynchronous delivery can take place at school during the normal school day or at home in the student’s own time. However, in order to cater for all schools it will be necessary to timetable the synchronous classes on occasions either before or after school each week. This is similar to existing arrangements for Extension English, Mathematics and History that already exist in some schools and should be a commitment students consider carefully when choosing subjects. It will be the responsibility of the school to provide access to a computer with an internet connection at school. It is recommended that students have access to a reliable computer with internet access at home.

As part of the support network for these students a mentor will be based in each school. The mentor is the first point of contact for students needing guidance and support and will provide supervision for students when they are on-line. Another role of the mentor is to keep in contact with the appointed “on-line” teacher and monitor student progress. They also have the responsibility for the co-ordination of exams and other assessment events that the student attempts at school. All formal assessment tasks will be conducted at school. The internet will not be used as a means of conducting formal assessment tasks. Student’s school reports will contain results from the flexible delivery class.

Importantly this structure and the type of learning involved may not be suited to all students. However, for motivated and conscientious students, this form of delivery may provide the flexibility required to pursue a chosen pattern of study. The courses involved in this mode of delivery will be provided to the student at a nominal cost, over and above existing school fees.

More detailed information can be obtained by contacting Andrew Burgess at the Catholic Education Office in Lismore, Phone: 66585896 or 0407457009.

Helpful NESA sites:

- Syllabus:
 - <http://www.boardofstudies.nsw.edu.au/syllabuses/>
- Course Descriptions:
 - http://www.boardofstudies.nsw.edu.au/syllabus_hsc/course-descriptions/

Course Outlines

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Religious Education	
Studies of Religion I	28
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English	
All English courses / syllabuses are under final stages of development by NESA for 2018. A brief course outline is provided.	
To view specific course information, visit the NESA site:	
http://syllabus.nesa.nsw.edu.au/	
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HSIE	
The Ancient History, Modern History and History Extension courses / syllabuses are under final stages of development by NESA for 2018. A brief course outline is provided.	
To view specific course information, visit the NESA site:	
http://syllabus.nesa.nsw.edu.au/	
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Mathematics	
The Mathematics Standard course / syllabus is under final stages of development by NESA for 2018. A brief course outline is provided.	
To view specific course information, visit the NESA site:	
http://syllabus.nesa.nsw.edu.au/	
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Science

All Science courses / syllabuses are under final stages of development by NESA for 2018.

A brief course outline is provided.

To view specific course information, visit the NESA site:

<http://syllabus.nesa.nsw.edu.au/>

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Investigating Science	56

TAS

Design and Technology	57
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Industrial Technology Timber/Electronics/Multimedia	59
Information Processes and Technology	60
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Special Needs – Life Skills

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VET

Business Services	65
Construction Pathways	66
Hospitality	67
Information & Digital Technology	68

1 Unit Courses offered in the Preliminary Year only – One year duration.

Sport, Lifestyle & Recreation	70
Visual Design	71

Course: Studies of Religion I		Course No: 15350	
1 unit for each of Preliminary and HSC Board Developed Course		Exclusions: Studies of Religion II	
Course Description Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.			
Preliminary Course			
<ul style="list-style-type: none"> • Nature of Religion and Beliefs <ul style="list-style-type: none"> - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life. • Two Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism <ul style="list-style-type: none"> - Origins - Principal beliefs - Sacred texts and writings - Core ethical teachings - Personal devotion/expression of faith/observance. 			
HSC Course			
<ul style="list-style-type: none"> • Religion and Belief Systems in Australia post-1945 <ul style="list-style-type: none"> - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today. • Two Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism <ul style="list-style-type: none"> - Significant people and ideas - Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics - Significant practices in the life of adherents. 			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 1 ¹ / ₂ -hour written examination		Knowledge and understanding of course content	20
<ul style="list-style-type: none"> • Section I – Religion and Belief Systems in Australia post-1945 Objective response questions One short-answer question 	15	Source-based skills	10
<ul style="list-style-type: none"> • Section II – Religious Tradition Depth Study Candidates answer one question 	15	Investigation and research	10
<ul style="list-style-type: none"> • Section III – Religious Tradition Depth Study Candidates answer one extended response question 	20	Communication of information, ideas and issues	10

Course: Studies of Religion II		Course No: 15360	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Studies of Religion I	
Course Description Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.			
Preliminary Course			
<ul style="list-style-type: none"> • Nature of Religion and Beliefs <ul style="list-style-type: none"> - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life. • Three Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism <ul style="list-style-type: none"> - Origins - Principal beliefs - Sacred texts and writings - Core ethical teachings - Personal devotion/expression of faith/observance. • Religions of Ancient Origin <ul style="list-style-type: none"> - The response to the human search for ultimate meaning in two religions of ancient origin from: <ul style="list-style-type: none"> - Aztec or Inca or Mayan - Celtic - Nordic - Shinto - Taoism - an Indigenous religion from outside Australia • Religion in Australia pre-1945 <ul style="list-style-type: none"> - The arrival, establishment and development of religious traditions in Australia prior to 1945. 			
HSC Course			
<ul style="list-style-type: none"> • Religion and Belief Systems in Australia post-1945 <ul style="list-style-type: none"> - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today. • Three Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism <ul style="list-style-type: none"> - Significant people and ideas - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics - Significant practices in the life of adherents. • Religion and Peace <ul style="list-style-type: none"> - The distinctive response of religious traditions to the issue of peace. • Religion and Non-Religion <ul style="list-style-type: none"> - The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews. 			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination		Knowledge and understanding of course content	20
<ul style="list-style-type: none"> • Section I <ul style="list-style-type: none"> Part A - Religion and Belief Systems in Australia post-1945 Multiple Choice/One short-answer question • Section II – Religious Tradition Depth Study 	15	Source-based skills	10
<ul style="list-style-type: none"> • Section III – Religious Tradition Depth Study 	15	Investigation and research	10
<ul style="list-style-type: none"> • Section III – Religious Tradition Depth Study 	30	Communication of information, ideas and issues	10
<ul style="list-style-type: none"> • Section IV – Religion and Peace 	20		
<ul style="list-style-type: none"> • Section IV – Religion and Peace 			

Rationale for English in Stage 6 Curriculum

Language shapes our understanding of ourselves and our world. It is the primary means by which we relate to others and is central to the intellectual, social and emotional development of all students. In the years of schooling from Kindergarten to Year 12, English is the study and use of the English language in its various textual forms. These encompass spoken, written, visual and multimodal texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.

In acknowledgement of its role as the national language, English is the mandatory subject from Kindergarten to Year 12 in the NSW curriculum. Knowledge, understanding, skills, values and attitudes acquired in English are central to the learning and development of students. Proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society. It supports the development and expression of a system of personal values, based on students' understanding of moral and ethical matters, and gives expression to their aspirations and ideals.

The study of English in Stage 6 develops in students an understanding of literary expression and nurtures an appreciation of aesthetic values. It develops skills to enable students to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning.

Through responding to and composing texts from Kindergarten to Year 12, students learn about the power, value and art of the English language for communication, knowledge, enjoyment and agency. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander peoples. By composing and responding students develop an understanding of themselves and of diverse human experiences and cultures.

The study of English in this syllabus is founded on the belief that language learning is recursive and develops through ever-widening contexts. Students learn English through explicit teaching of language and literacy, and through their engagement with a diverse range of purposeful and increasingly demanding textual experiences. The English Stage 6 syllabuses enable teachers to draw on various theoretical perspectives and pedagogical models for teaching English to assist their students to achieve the syllabus outcomes at the highest levels.

In their study of English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine various contexts of language usage to understand how making meaning is complex and shaped by a multiplicity of factors. As students' command of English continues to grow, they are provided with opportunities to question, assess, challenge, reformulate information, identify and clarify issues, negotiate and solve problems. They can become creative and confident users of a range of digital technologies and understand and reflect on the ongoing impact of these technologies on society. These skills and understandings allow them to develop their control of language for lifelong learning, in their careers and lives in a global world.

Rationale for English Standard (2 unit)

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provide students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives. In their study of English students continue to develop their creative and critical faculties and broaden their capacity for cultural understanding. The course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They further develop skills in literacy, and independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning.

Rationale for English Advanced (2 unit)

In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world. Through their study of English students can become critical thinkers, and articulate and creative communicators. They extend and deepen their ability to use language in subtle, nuanced, inventive and complex ways to express experiences, ideas and emotions. They refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. They extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes.

Through exploring and experimenting with processes of composition and response, students further develop understanding of how language is employed to create artistic expression in texts. They analyse the different ways in which texts may reflect and/or challenge and extend the conventions of other texts. They evaluate the meanings conveyed in these texts, and how this is achieved. Students further develop skills in independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The modules encourage students to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

Rationale for English Extension (1 unit)

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Rationale for English Extension 2 (1 unit – HSC only)

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.

Through the experimentation with and exploration of form, style and media students express complex concepts and values in innovative, insightful and powerful ways. The creative process involves the exploration and expression of complex human experiences, connects individuals to wider visions and perspectives, and enhances a student's enjoyment of literature and the aesthetics of language.

This course provides students with the opportunity to apply and extend research skills developed in the English Extension Year 11 course to their own extensive investigation and develop autonomy and skills as a learner and composer. English Extension 2 develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

The course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English.

Course: Drama		Course No: 11090	
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<p>Course Description Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p>Preliminary Course Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p>HSC Course Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p>			
<p>Main Topics Covered</p> <p>Preliminary Course Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles</p> <p>HSC Course Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project</p>			
<p>Particular Course Requirements The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (Core)	30	Australian Drama and Theatre Studies in Drama and Theatre	30 30
Individual Project	30	Development of Group Performance Development of Individual Project	20 20
A 1½-hour written examination comprising two compulsory sections: Australian Drama and Theatre (Core) Studies in Drama and Theatre	40		

Course: Music 1		Course No: 11280 / 15290	
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Music 2			
Course Description 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.			
Main Topics Covered Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.			
Particular Course Requirements 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 NESAs to validate authorship of the submitted work.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece)	10	Core Performance	10
Written examination – Aural Skills (45–60 minutes)	30	Core Composition	10
Electives		Core Musicology	10
Three electives from any combination of:		Core Aural	25
Performance (one piece)			
Composition (one submitted composition)		Elective 1	15
Musicology (one <i>viva voce</i>)		Elective 2	15
		Elective 3	15
Elective 1	20		
Elective 2	20		
Elective 3	20		

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

Course: HSC Music Extension Course (Yr 12 only)	Course No: 15310
1 unit/60 hour course Board Developed Course Prerequisites: Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways. Exclusions: Music 1	
<p>Course Description The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.</p>	
<p>Particular Course Requirements Students selecting Composition or Musicology as their area of specialisation 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 NESA to validate authorship of the submitted work.</p>	

Course: Visual Arts		Course No: 15400	
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
Course Description Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.			
Preliminary Course learning opportunities focus on: <ul style="list-style-type: none"> • the nature of practice in artmaking, art criticism and art history through different investigations • the role and function of artists, artworks, the world and audiences in the artworld • the different ways the visual arts may be interpreted and how students might develop their own informed points of view • how students may develop meaning and focus and interest in their work • building understandings over time through various investigations and working in different forms. HSC Course learning opportunities focus on: <ul style="list-style-type: none"> • how students may develop their practice in artmaking, 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, artworks, the world and audiences within the artworld and apply these to their own investigations • how students may further develop meaning and focus in their work. 			
Particular Course Requirements Preliminary Course: <ul style="list-style-type: none"> • Artworks in at least two expressive forms and use of a process diary • a broad investigation of ideas in art making, art criticism and art history. HSC Course: <ul style="list-style-type: none"> • development of a body of work and use of a process diary • a minimum of five Case Studies (4–10 hours each) • deeper and more complex investigations in art making, art criticism and art history. 			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 1½-hour written examination paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50

**NB Additional curriculum fees are charged to cover basic costs in this subject
Students are responsible for the purchase of all materials for practical project work.**

Rational for the study of Ancient History (2 unit)

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander peoples.

The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for conserving and preserving the world's cultural heritage.

The study of Ancient History requires students to understand and use historical concepts and apply skills in their investigation of the ancient world. It draws upon the methods used by historians and archaeologists to investigate sources from the past, and to communicate their findings and interpretations. In Ancient History, students engage with a range of sources, both physical and written. They are introduced to the complexities of reconstructing aspects of the past, often using fragmentary evidence from a range of literary, documentary and archaeological sources. Students are encouraged to develop their own interpretations and to compare these with those offered in published works.

Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. Students develop increasingly sophisticated historiographical skills and historical understanding from the close study of features of ancient societies and their distinctive legacies to the analysis and interpretation of broader themes and issues from the ancient world.

The knowledge, understanding and skills that students acquire through studying Ancient History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

Rational for the study of Modern History (2 unit)

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them.

The study of Modern History requires students to understand and use historical concepts and apply skills in their investigation of people, ideas, movements, events and developments of the modern world within personal, local, national, regional and global contexts. Students are introduced to the complexities associated with the changing nature of sources, their expanding quantity, range and form, and the distinctive characteristics of modern historical representation. Students are encouraged to interpret sources for evidence, establish which evidence is relevant to an inquiry, and use evidence to construct and analyse historical accounts.

Modern History provides students with opportunities to explore their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the possible motivations and role of individuals and groups, as well as the origin and impact of ideas and developments that have transformed societies. It enables students to acquire knowledge and to understand how knowledge is constructed. Modern History provides opportunities for students to explore historical problems, to pose questions and to consider problems of evidence, causation and historical agency as part of the historical inquiry process, using the information technology available to them.

Students develop transferable skills associated with the process of historical inquiry and dealing with the provisional nature of historical evidence and arguments. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. Students develop increasingly sophisticated historiographical skills and historical understanding, from the close study of people and events to the analysis and interpretation of broader developments that have shaped the modern world.

The knowledge, understanding and skills that students acquire through studying Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

Rational for the study of History Extension (1 unit – HSC Year only)

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian's context, methodology and purpose shape their interpretation of a person, group, event or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.

History Extension requires students to engage with complex historiographical ideas and methodologies and to communicate sophisticated, sustained and coherent historical arguments about the nature and construction of history.

History Extension appeals to students who appreciate the intellectual challenge of grappling with an area of debate, and constructing and defending a position through a reasoned and cohesive argument. It offers students the opportunity to work independently and apply the historiographical understanding developed through the course to an individual project of personal interest.

The History Extension course is designed to enhance the development of critical and reflective thinking skills essential for effective participation in work, higher learning and the broader community. It fosters the ability of students to approach complex tasks flexibly, analyse and synthesise information from a range of sources and situations, explore a range of perspectives, develop considered responses and reflect on the methodologies with which they engage.

These experiences are of particular value to those students intending to undertake tertiary study, by providing an introduction to the issues of how a discipline is structured and practised. The History Extension course lays a foundation for such tertiary study by raising awareness of these issues and facilitating the transfer of higher-order thinking skills from one area of study to another.

Course: Business Studies		Course No: 15040	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>			
Main Topics Covered			
Preliminary Course			
Nature of business (20%) – the role and nature of business			
Business management (40%) – the nature and responsibilities of management			
Business planning (40%) – establishing and planning a small to medium enterprise			
HSC Course			
Operations (25%) – strategies for effective operations management			
Marketing (25%) – development and implementation of successful marketing strategies			
Finance (25%) – financial information in the planning and management of business			
Human resources (25%) – human resource management and business performance			
Note: This is a revised course for implementation with Year 11 from 2011.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of:		Knowledge and understanding of course content	50
Section I - Multiple-choice	20		30
Section II – Short answer	40	Stimulus – based skills	20
Section III – Extended Response Business report	20	Inquiry and Research	20
Section IV – Extended response,	20	Communication of business information, ideas and issues	20

Course: Economics		Course No: 15110	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>			
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Introduction to Economics – the nature of economics and the operation of an economy • Consumers and Business – the role of consumers and business in the economy • Markets – the role of markets, demand, supply and competition • Labour Markets – the workforce and role of labour in the economy • Financial Markets – the financial market in Australia including the share market • Government in the Economy – the role of government in the Australian economy. <p>HSC Course</p> <ul style="list-style-type: none"> • The Global Economy – Features of the global economy and globalisation • Australia's Place in the Global Economy – Australia's trade and finance • Economic Issues – issues including growth, unemployment, inflation, wealth and management. • Economic Policies and Management – the range of policies to manage the economy. 			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of:		Knowledge and understanding of course content	40
Section I - Multiple-choice	20	Stimulus – based skills	20
Section II - Short answer	40	Inquiry and Research	20
Section III – Stimulus based response	20	Communication of business information, ideas and issues	20
Section IV - Extended response questions	20		

Course: Geography		Course No: 15190	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description</p> <p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>			
<p>Preliminary Course</p> <p>Biophysical Interactions – how biophysical processes contribute to sustainable management. Global Challenges – geographical study of issues at a global scale. Senior Geography Project – a geographical study of student's own choosing.</p> <p>HSC Course</p> <p>Ecosystems at Risk – the functioning of ecosystems, their management and protection. Urban Places – study of cities and urban dynamics. People and Economic Activity – geographic study of economic activity in a local and global context.</p> <p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>			
<p>Particular Course Requirements</p> <p>Students complete a senior geography project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of:		Knowledge and understanding of course content	40
Multiple-choice	20	Geographical tools and skills	20
Short answers	40	Geographical inquiry and research (including fieldwork)	20
Extended responses	40	Communication of geographical information, ideas and issues	20

Course: Legal Studies		Course No: 15220	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description</p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>			
<p>Preliminary Course</p> <ul style="list-style-type: none"> • Part I – The Legal System (40% of course time) • Part II – The Individual and the Law (30% of course time) • Part III – The Law in Practice (30% of course time) <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p>			
<p>HSC Course</p> <ul style="list-style-type: none"> • Core Part I: Crime (30% of course time) • Core Part II: Human Rights (20% of course time) • Part III: Two options (50% of course time) <p>Two options are chosen from:</p> <ul style="list-style-type: none"> • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter Workplace • World order. <p>Each topic's themes and challenges should be integrated into the study of the topic.</p> <p>Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.</p>			
Particular Course Requirements No special requirements			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of:		Knowledge and understanding	60
Multiple-choice	20	Research	20
Short answers	30	Communication	20
Extended responses	50		

Course: Society and Culture		Course No: 15350	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methods and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</p>			
<p>Preliminary Course</p> <ul style="list-style-type: none"> • The Social and Cultural World – the interaction between aspects of society and cultures • Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings. • Intercultural Communication – how people in different cultures interact and communicate. 			
<p>HSC Course</p> <p>Core</p> <ul style="list-style-type: none"> • Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country • The Personal Interest Project – an individual research project. <p>Depth Studies</p> <p>Two to be chosen from:</p> <ul style="list-style-type: none"> • Popular Culture – the interaction between popular culture, society and the individual • Beliefs Systems and Ideologies – the study of beliefs systems and ideologies to culture and identity • Social Inclusion and Exclusion – the study of the nature of social inclusion and exclusion and the implications for individuals and groups in societies and cultures • Social Conformity and Non Conformity – the focus is on the formation of, and influences of, attitudes and behaviours of groups and their members, including factors influencing conformity, and nonconformity. 			
<p>Particular Course Requirements Completion of Personal Interest Project.</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination <i>Section I – Core</i> Objective response questions Short-answer questions	8 12	Knowledge and understanding of course content Application and evaluation of social and cultural research Methodologies	50 30
<i>Section II – Depth Studies</i> Candidates answer two questions on separate Depth Studies, each of two parts (worth 5 & 15 marks)	40	Communication of information, ideas and issues	20
Personal Interest Project (PIP)	40		
TOTAL	100		100

Course: Italian Beginners		Course No: 15790	
2 units for each of Preliminary and HSC Board Developed Course			
Prerequisites: Nil Exclusions: Italian Continuers; Italian Extension Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply .			
Course Description: In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian. Topics studied through two interdependent perspectives, the <i>personal world</i> and the <i>Italian -speaking communities</i> , provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture. Students' skills in, and knowledge of, Italian will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.			
Main Topics Covered: <ul style="list-style-type: none"> ▪ Family life, home and neighbourhood ▪ People, places and communities ▪ Education and work ▪ Friends, recreation and pastimes ▪ Holidays, travel and tourism ▪ Future plans and aspirations. 			
Particular Course Requirements: Nil			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Oral examination:	20	Speaking	20
		Listening and responding	30
A three-hour written examination:		Reading and responding	30
Listening and responding	30	Writing in Italian	20
Reading and responding	30		
Writing in Italian	20		

Course: Japanese Beginners		Course No: 15820	
2 units for each of Preliminary and HSC Board Developed Course			
Prerequisites: NIL Exclusions: Japanese Continuers; Japanese Extension; Heritage Japanese; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.			
Course Description: In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the <i>personal world</i> and the <i>Japanese -speaking communities</i> , provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.			
Main Topics Covered: <ul style="list-style-type: none"> ▪ Family life, home and neighbourhood ▪ People, places and communities ▪ Education and work ▪ Friends, recreation and pastimes ▪ Holidays, travel and tourism ▪ Future plans and aspirations. 			
Particular Course Requirements: Nil			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 10-minute oral examination: Conversation	20	Speaking Listening and responding Reading and responding Writing in Japanese	20 30 30 20
A three-hour written examination: Listening and responding Reading and responding	30 30		
Writing in Japanese	20		

Course: Italian Continuers		Course No: 15800	
2 units for each of Preliminary and HSC Board Developed Course			
Prerequisites: Stage 5 Italian or equivalent knowledge is assumed			
Exclusions: Italian Beginners			
Course Description:			
The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.			
Prescribed Themes		Mandatory Topics	
The Individual		<ul style="list-style-type: none"> ▪ Personal identity ▪ Relationships ▪ Health and leisure ▪ Education and future aspirations 	
The Italian speaking communities		<ul style="list-style-type: none"> ▪ Lifestyle in Italy and abroad ▪ The arts and entertainment ▪ Youth and social issues 	
The changing world		<ul style="list-style-type: none"> ▪ The world of work ▪ Communication ▪ Italian influence ▪ Tourism and hospitality 	
Students' language skills are developed through tasks such as:			
<ul style="list-style-type: none"> ▪ Conversation ▪ Responding to an aural stimulus ▪ Responding to a variety of written material ▪ Writing for a variety of purposes ▪ Studying the culture of Italian-speaking communities 			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
External examination:		Speaking	25
Section I – Listening and Responding Short-answer and objective response questions	25	Listening and responding	20
Section II – Reading and Responding		Reading and responding	40
Part A Two questions containing short answer and/or objective response parts	25	Writing in Italian	15
Part B One extended response question	15		
Section III – Writing in [Language]	5		
One short-answer question	10		
Candidates answer one extended response alternative	5 10		
Oral examination	20		

Rationale for the study of Mathematics

Mathematics is the study of order, relation, pattern, uncertainty and generality and is underpinned by observation, logical reasoning and deduction. From its origin in counting and measuring, its development throughout history has been catalysed by its utility in explaining real-world phenomena and its inherent beauty. It has evolved in sophisticated ways to become the language now used to describe many aspects of the modern world.

Mathematics is an interconnected subject that involves understanding and reasoning about concepts and the relationships between those concepts. It provides a framework for thinking and a means of communication that is powerful, logical, concise and precise.

The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically. Mathematical thinking is supported by an atmosphere of questioning, communicating, reasoning and reflecting and is engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

All Mathematics Stage 6 syllabuses provide opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, in all courses students are encouraged to learn to use appropriate technology as an effective support for mathematical activity.

Mathematics Standard (2 unit)

The **Mathematics Standard 2 course** is focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Mathematics Advanced (2 unit)

The **Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses** form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and utilised across the courses, through a range of applications and in increasing complexity.

Course: Mathematics	Course No: 15240
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: For students who intend to study the Mathematics course, it is recommended that they study the topics <i>Real Numbers</i>, <i>Algebraic Techniques</i> and <i>Coordinate Geometry</i> as well as at least some of <i>Trigonometry</i> and <i>Deductive Geometry</i> from Stage 5.3 (identified by §) of <i>Mathematics Years 7–10 Syllabus</i>, if not all of the content.</p> <p>Exclusions: General Mathematics</p>	
<p>Course Description</p> <p>The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Basic arithmetic and algebra ▪ Real functions ▪ Trigonometric ratios ▪ Linear functions ▪ The quadratic polynomial and the parabola ▪ Plane geometry – geometrical properties ▪ Tangent to a curve and derivative of a function 	<p>HSC Course</p> <ul style="list-style-type: none"> ▪ Coordinate methods in geometry ▪ Applications of geometrical properties ▪ Geometrical applications of differentiation ▪ Integration ▪ Trigonometric functions ▪ Logarithmic and exponential functions ▪ Applications of calculus to the physical world ▪ Probability ▪ Series and series applications
External Assessment	Internal Assessment
<p>A single written examination paper of three hours duration, consisting of ten questions of equal value.</p> <p>No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>	<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (80%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (20%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment in both components.</p> <p>Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Preliminary course.</p>

Course: Mathematics Extension 1	Course No: 15250
<p>1 unit in each of Preliminary (<i>Preliminary Mathematics Extension</i>) and HSC Board Developed Course</p> <p>Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) <i>Curve Sketching and Polynomials, Functions and Logarithms</i>, and <i>Circle Geometry of Mathematics Years 7–10 Syllabus</i>.</p> <p>Exclusions: General Mathematics</p>	
<p>Course Description</p> <p>The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ 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 Preliminary course topics 	<p>HSC Course</p> <ul style="list-style-type: none"> ▪ 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 ▪ Harder applications of Mathematics HSC course topics
External Assessment	Internal Assessment
<p>Two written examination papers. One paper is the Mathematics course paper and is of three hours duration. The other paper, of two hours duration, is based on the Mathematics Extension 1 course and consists of seven questions of equal value.</p> <p>No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>	<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (70%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (30%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment in both components.</p> <p>School assessment for the Mathematics Extension 1 HSC course can be based on the whole of the Mathematics Extension 1 course (Preliminary and HSC courses). Assessment for this course should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).</p>

Course: Mathematics Extension 2	Course No: 15260
<p>1 unit for the HSC Board Developed Course The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject. Exclusions: General Mathematics</p>	
<p>Course Description The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.</p>	
<p>Main Topics Covered</p> <ul style="list-style-type: none"> ▪ Graphs ▪ Complex Numbers ▪ Conics ▪ Integration ▪ Volumes ▪ Mechanics ▪ Polynomials ▪ Harder Mathematics Extension 1 topics 	
External Assessment	Internal Assessment
<p>Two written examination papers. One paper is the Mathematics Extension 1 course paper and is of two hours duration. The other paper, of three hours duration, is based on the Mathematics Extension 2 course and consists of eight questions of equal value.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>	<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (60%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (40%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment in both components.</p>

Course: Personal Development, Health and Physical Education		Course No: 15320	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description</p> <p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>			
<p>Preliminary Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ▪ Better Health for Individuals ▪ The Body in Motion <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> ▪ First Aid ▪ Composition and Performance ▪ Fitness Choices ▪ Outdoor Recreation 		<p>HSC Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ▪ Health Priorities in Australia ▪ Factors Affecting Performance <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> ▪ The Health of Young People ▪ Sport and Physical Activity in Australian Society ▪ Sports Medicine ▪ Improving Performance ▪ Equity and Health 	
<p>Particular Course Requirements</p> <p>In addition to core studies, students select two options in each of the Preliminary and HSC courses.</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written paper		Core	60
Part A – multiple choice	20	Options	40
Part B – short answer and extended response related to core	40		
Part C – short answer and extended response related to two options	40		

Course: Community and Family Studies		Course No: 15060	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>			
<p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Resource Management Basic concepts of the resource management process (approximately 20% of course time). ▪ Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time). ▪ Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time). 		<p>HSC Course</p> <p>Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</p> <p>Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time).</p> <p>Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</p> <p>HSC Option Modules Select one of the following (approximately 25% of course time):</p> <p>Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan.</p> <p>Social Impact of Technology The impact of evolving technologies on individuals and lifestyle.</p> <p>Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments.</p>	
<p>Particular Course Requirements Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written paper Part A – multiple choice Part B – short answer and extended response related to core Part C – short answer and extended response related to one options studied	20 55 25	Core Options	75 25

Rationale for the study of Biology

The ***Biology Stage 6 Syllabus*** explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications. The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Rationale for the study of Chemistry

The ***Chemistry Stage 6 Syllabus*** explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Rationale for the study of Earth & Environmental Science

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments. The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.

The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

Rationale for the study of Physics

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities. The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Rationale for the study of Investigating Science

The *Investigating Science Stage 6 Syllabus* is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Course: Design and Technology		Course No: 15080	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and include evidence of the design process recorded in a design folio. The design folio can take a variety of different forms. The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.</p>			
<p>Main Topics Covered Preliminary Course Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques. HSC Course Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.</p>			
<p>Particular Course Requirements In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media. In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
<p>Section I: The examination consists of: Written Paper. Part A – Multiple Choice Part B – ONE compulsory question made up of a number of short structured response parts Part C – extended response questions (choose one out of three) Questions based on Innovation & Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study. Section II: Major Design Project This will include submission of: (i) a folio documenting the project proposal and project management, project development and realisation and project evaluation. (ii) a product system or environment.</p>	<p>40</p> <p>60</p>	<p>Innovation and Emerging Technologies, including a compulsory case study of an innovation</p> <p>Designing and Producing (which may include aspects of the Major Design Project that are not assessed externally)</p>	<p>40</p> <p>60</p>

**NB Additional curriculum fees are charged to cover basic costs in this subject
Students are responsible for the purchase of all materials for practical project work.**

Course: Food Technology		Course No: 15180	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description</p> <p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>			
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Food Availability and Selection (30%) ▪ Food Quality (40%) ▪ Nutrition (30%) <p>HSC Course</p> <ul style="list-style-type: none"> ▪ Involves the study of The Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition. 			
<p>Particular Course Requirements</p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
<p>Core</p> <p>The Australian Food Industry</p> <ul style="list-style-type: none"> – multiple-choice – short structured items <p>Food Manufacture, Food Product Development</p> <ul style="list-style-type: none"> – multiple-choice – short structured items – extended structured response <p>Contemporary Food Issue: Nutrition</p> <ul style="list-style-type: none"> – short structured items – extended response 	<p>15</p> <p>30</p> <p>30</p> <p>25</p>	<p>Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace)</p> <p>Research, analysis and communication</p> <p>Experimentation and preparation</p> <p>Design, implementation and evaluation</p>	<p>20</p> <p>30</p> <p>30</p> <p>20</p>

Course: Information Processes and Technology		Course No: 15210	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Computing Applications CEC	
<p>Course Description Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.</p>			
<p>Main Topics Covered</p> <p>Preliminary Course Introduction to Information Skills and Processes (20%) Tools for Information Processes (50%) Developing Information Systems (30%)</p> <p>HSC Course Project Management (20%) Information Systems and Databases (20%) Communication Systems (20%) Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Transport Systems; Automated Manufacturing Systems; Multimedia Systems.</p>			
<p>Particular Course Requirements There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination	100	Project(s) Information Systems and Databases Communication Systems Option Strand (two of the following) – Transaction Processing Systems – Decision Support Systems – Automated Manufacturing Systems – Multimedia Systems	20 20 20 40
	100		100

NB Additional curriculum fees are charged to cover basic costs in this subject

Course: Software Design and Development	Course No: 15360
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Computing Applications CEC
<p>Course Description</p> <p>The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.</p> <p>The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> • Concepts and Issues in the Design and Development of Software (30%) - Social and ethical issues - Hardware and software - Software development approaches • Introduction to Software Development (50%) - Defining and understanding the problem - Planning and designing software solutions - Implementing software solutions -Testing and evaluating software solutions - Maintaining software solutions • Developing software solutions (20%) 	<p>HSC Course</p> <ul style="list-style-type: none"> • Development and Impact of Software Solutions (15%) - Social and ethical issues - Application of software development approaches • Software Development Cycle (40%) - Defining and understanding the problem - Planning and design of software solutions - Implementing software solutions - Testing and evaluating software solutions -Maintaining software solutions • Developing a Solution Package (25%) • Options (20%) Study one of the following options: -Programming paradigms or -The interrelationship between software and hardware
<p>Particular Course Requirements</p> <p>There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.</p> <p>It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.</p>	

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

**NB Additional curriculum fees are charged to cover basic costs in this subject
Students are responsible for the purchase of all materials for practical project work.**

Course: Life Skills	Course No:
2 Units for each of Preliminary and HSC Board Developed Course	
<p>Eligibility: Students accessing a Special Program of study in Stage 6 will need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5. Further, participation in a Special Program of Study will be based upon an individual transition – planning process which will occur for both Preliminary and HSC years.</p>	
<p>Course Structure:</p> <ul style="list-style-type: none"> ▪ Each course has six modules which focus on generalising knowledge, understanding, skills, values and attitudes across a range of post - school environments. ▪ The choice of outcomes and content from the modules within each course will reflect the needs of the individual students. <p>The NESAs have developed Life Skills Courses for Stage 6 in the following areas of learning:</p> <ul style="list-style-type: none"> • English Life Skills • Mathematics Life Skills • Personal Development, Health and Physical Education Life Skills • Citizenship and Society Life Skills • Creative Arts Life Skills • Science Life Skills • Technological and Applied Studies Life Skills • Work and Community Life Skills 	
<p>Assessment</p> <p>This is an outcomes based course. All assessment is internal with no requirement for an external examination.</p> <ul style="list-style-type: none"> ▪ Students will receive a Profile of Student's Achievement which is a report completed by the school on the student's individual achievements. The Profile lists the outcomes for each Life Skills Course. As a student demonstrates that they have achieved learning outcomes, the relevant section of the Profile is signed and dated by the relevant school teacher. This is then verified by the School Principal before the student leaves school. 	

**Vocational Education
and Training (VET)**

CATEGORY B COURSES
Stage 6

Preliminary Course 2018
HSC Course 2019

Business Services (240 indicative hours)

Board Developed Course	A total of 4 units of credit – Preliminary and/or HSC
Minimum mandatory work placement – 70 hours	Category B status for the Australian Tertiary Admission Rank (ATAR)
Exclusions with other Board Developed Courses – nil	
Course Description This course provides students with the opportunity to obtain national vocational qualifications for employment in the 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.	
AQF VET Qualification(s) Depending on the selection and achievement of units of competency the possible qualification outcomes are: <ul style="list-style-type: none">• Certificate II in Business• Statement of Attainment towards Certificate III in Business Summaries of the employability skills developed through these qualifications can be downloaded from: http://employabilityskills.training.com.au	
Units of Competency	
Compulsory	Elective – minimum <u>95</u> HSC indicative hours
<i>Unit code</i>	<i>Unit title</i>
BSBCMM201A	Communicate in the workplace
BSBCUS201B	Deliver a service to customers
BSBIND201A	Work effectively in a business environment
BSBINM201A	Process and maintain workplace information
BSBOHS201A	Participate in OHS processes
BSBSUS201A	Participate in environmentally sustainable work practices
BSBWOR202A	Organise and complete daily work activities
BSBWOR203B	Work effectively with others
BSBWOR204A	Use business technology
Recognition of Prior Learning Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.	
Students with Special Education Needs Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.	
Assessment and Course Completion	
Competency-based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.	
Optional HSC examination Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.	
N Determinations Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.	
Appeals Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.	
School-based Traineeship A school-based traineeship is available. For more information: www.sbatinnsw.info	
More Information For more information on this course: www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html	

Construction Pathways (240 indicative hours)

Board Developed Course Minimum mandatory work placement – 70 hours Exclusions with other Board Developed Courses – nil	A total of 4 units of credit – Preliminary and/or HSC Category B status for the Australian Tertiary Admission Rank (ATAR)																											
<p>Course Description This provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, tiler, concreter, painter and decorator and wall or floor tiler.</p>																												
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<p>Units of Competency (CPC08v9)</p> <table border="1"> <thead> <tr> <th colspan="2">Mandatory</th> <th>Elective – minimum 110 HSC indicative hours</th> </tr> <tr> <th><i>Unit code</i></th> <th><i>Unit title</i></th> <th></th> </tr> </thead> <tbody> <tr> <td>CPCCCM1012A</td> <td>Work effectively and sustainably in the construction industry</td> <td></td> </tr> <tr> <td>CPCCCM1013A</td> <td>Plan and organise work</td> <td></td> </tr> <tr> <td>CPCCCM1014A</td> <td>Conduct workplace communication</td> <td></td> </tr> <tr> <td>CPCCCM1005A</td> <td>Carry out measurements and calculations</td> <td></td> </tr> <tr> <td>CPCCCM2001A</td> <td>Read and interpret plans and specifications</td> <td></td> </tr> <tr> <td>CPCCOHS1001A</td> <td>Work safely in the construction industry</td> <td></td> </tr> <tr> <td>CPCCOHS2001A</td> <td>Apply OHS requirements, policies and procedures in the construction industry</td> <td></td> </tr> </tbody> </table>		Mandatory		Elective – minimum 110 HSC indicative hours	<i>Unit code</i>	<i>Unit title</i>		CPCCCM1012A	Work effectively and sustainably in the construction industry		CPCCCM1013A	Plan and organise work		CPCCCM1014A	Conduct workplace communication		CPCCCM1005A	Carry out measurements and calculations		CPCCCM2001A	Read and interpret plans and specifications		CPCCOHS1001A	Work safely in the construction industry		CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	
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CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry																											
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Hospitality (240 indicative hours)

Board Developed Course Minimum mandatory work placement – 70 hours Exclusions with other Board Developed Courses – nil	A total of 4 units of credit – Preliminary and/or HSC Category B status for the Australian Tertiary Admission Rank (ATAR)															
<p>Course Description This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in accommodation services, commercial cookery or food and beverage service. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner.</p>																
<p>AQF VET Qualification(s) Depending on the selection and achievement of units of competency the possible qualification outcomes are:</p> <ul style="list-style-type: none"> • Statement of Attainment towards Certificate II • Certificate II • Statement of Attainment towards Certificate III <p>Summaries of the employability skills developed through these qualifications can be downloaded from: http://employabilityskills.training.com.au</p>																
<p>Units of Competency (SIT2V2)</p> <table border="1"> <thead> <tr> <th colspan="2">Compulsory</th> <th>Stream</th> </tr> <tr> <th><i>Unit code</i></th> <th><i>Unit title</i></th> <th></th> </tr> </thead> <tbody> <tr> <td>BSBWOR203B</td> <td>Work effectively with others.</td> <td rowspan="4">Commercial Cookery / Kitchen Operations Elective – 80 HSC indicative hours</td> </tr> <tr> <td>SITXFSA101</td> <td>Use hygiene practices for food safety.</td> </tr> <tr> <td>SITWHS101</td> <td>Participate in safe work practices.</td> </tr> <tr> <td>SITHIND201</td> <td>Source and use information on the hospitality industry.</td> </tr> </tbody> </table>		Compulsory		Stream	<i>Unit code</i>	<i>Unit title</i>		BSBWOR203B	Work effectively with others.	Commercial Cookery / Kitchen Operations Elective – 80 HSC indicative hours	SITXFSA101	Use hygiene practices for food safety.	SITWHS101	Participate in safe work practices.	SITHIND201	Source and use information on the hospitality industry.
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Information and Digital Technology (240 indicative hours)

Board Developed Course	A total of 4 units of credit – Preliminary and/or HSC
Minimum mandatory work placement – 70 hours	Category B status for the Australian Tertiary Admission Rank
Exclusions with other Board Developed Courses – nil	
Course Description This course provides students with the opportunity to obtain national vocational qualifications for employment in the information and communications technology industry. Students will be able to develop knowledge and skills to enable them to be an effective ICT user and/or employer. Skills acquired in this course are transferable to other industries. Specialised occupations in ICT include technical support officer, desktop publisher, computer programmer, software designer/developer, website developer and systems analyst.	
AQF VET Qualification(s) Depending on the selection and achievement of units of competency the possible qualification outcomes are: Certificate II in Information Technology Statement of Attainment towards Certificate III in Information Technology Summaries of the employability skills developed through these qualifications can be downloaded from: http://employabilityskills.training.com.au	
Units of Competency	
Compulsory	Elective – minimum 80 HSC indicative hours
<i>Unit code</i>	<i>Unit title</i>
BSBWHS30A4A	Participate effectively in WHS communication and consultation process.
ICAICT202A	Work and communicate effectively in an IT environment.
ICAICT302A	Install & optimize operating system software.
ICASAS301A	Run standard diagnostic tests
ICAIT203A	Operate application software packages.
ICAICT308A	Use advanced features of computer applications.
ICAWEB302A	Build simple websites using commercial programs.
Recognition of Prior Learning Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.	
Students with Special Education Needs Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.	
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1 Unit Courses Offered in the Stage 6, Preliminary Course 2015 only.

- These courses are a one year course and terminate at the conclusion of the Preliminary course.
- These courses can be taken separately or in conjunction with Extension English or Extension Mathematics.

Sport, Lifestyle and Recreation Studies

Content Endorsed Course

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

Course Description

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

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

Through the course students will develop:

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

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

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

Visual Design

Content Endorsed Course

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

Course Description

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

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

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

Main Topics Covered

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

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

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

Particular Course Requirements Students are required to keep a diary throughout the course.

Understanding HSC results



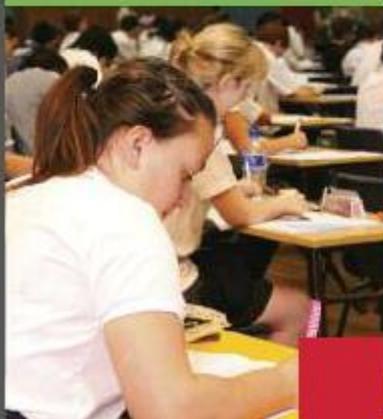
Your guide to understanding your
Higher School Certificate results
and what they represent



If you have satisfied all the requirements, you will be awarded the Higher School Certificate and receive your HSC credentials in January.

Achieving the HSC is different from getting a driver licence or an ATAR. You do not receive a simple 'pass' or 'fail', or a single rank or mark overall.

Rather, you will receive HSC marks that reflect the level of knowledge, skills and understanding you have achieved after completing each of your HSC courses.



Your HSC results

Your achievement in each course in the HSC is reported in relation to defined standards, ensuring you are rewarded for your performance with the mark you deserve, no matter how many other people performed at a similar, higher, or lower level. There is no pre-determined number of students in each mark range.

These achievement standards do not change each HSC year, making it possible to compare the performances of students in the same course across different years. Therefore, you know your HSC mark in a course has the same meaning as someone who achieved the same HSC mark last year for example.

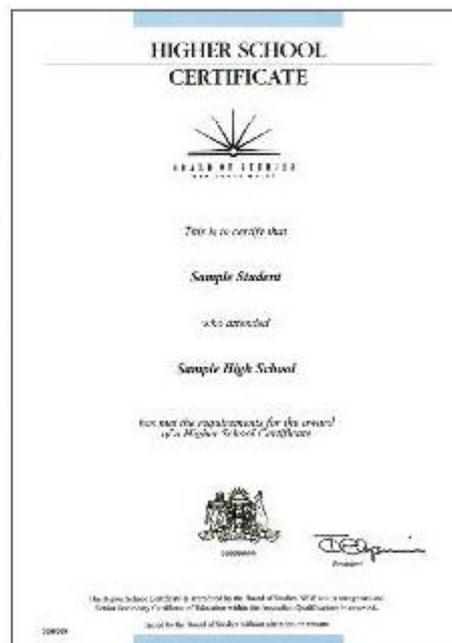
Your HSC credentials will include your HSC testamur, Record of Achievement, and a Course Report for each course you studied. If you studied a Vocational Education and Training

course, you may also receive an Australian Qualifications Framework VET certificate or VET Statement of Attainment.

Your HSC results will be reported on your Record of Achievement. In most courses, your result will consist of your Examination mark and your Assessment mark, which determines your HSC mark for each course you studied. Your HSC mark will align with a performance band describing the performance of a typical student in that mark range in the course.

You can see the performance band descriptions and Standards Packages for each HSC course on the Board's website for a better understanding of the level of performance required for each performance band. Standards Packages include actual student responses from different bands and are published for a variety of past examination questions.

HSC testamur
The HSC testamur is the formal certificate you will receive once you have met all your HSC requirements.





Examination mark
Shows your performance in the exam set and marked by the Board of Studies.



Assessment mark
The marks you received for your assessment tasks set by and marked at school during the year.



HSC mark
A 50:50 combination of your examination mark and assessment mark.



Performance band
The performance band your HSC mark falls into.
On your Course Report, each performance band has a corresponding description of a typical performance by a student within that HSC mark range. The higher your performance band, the better your performance in that course.

How your results are determined

Several thousand experienced teachers from across the state are employed by the Board to mark the HSC written and practical exams. Students sit for more than 500,000 individual examinations each year, using almost two million writing booklets.

Your exam paper for a course will be split into sections and marked by many different markers using marking guidelines set by the exam committee. Your English exam, for example, will be marked by at least 12 different markers, each specialising in the question they are allocated. A Supervisor of Marking is appointed for every course, ensuring every student's performance, project or written exam

response is marked accurately and fairly. The final step to determining your examination mark is the alignment of exam results to the standards.

Your assessment mark represents the measurement of your performance in a wider range of outcomes than can be tested in a state-wide exam. Your school submits an assessment mark to the Board based on your performance in assessment tasks such as tests, written or oral assignments and projects for example. The Board then adjusts the mark using a process called moderation. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale.

HSC results services

For more information about understanding HSC results, including how to access them and explanations of the marking, moderation and alignment processes, visit the HSC results section of the Board's website boardofstudies.nsw.edu.au

HSC Results Inquiry Centre

☎ 13 11 12

A telephone hotline available to call after results are released if you have any questions.

The Board also offers the following HSC results services. It is important to note these services do not involve a re-mark of examination responses. Visit the Board's website for more details.

HSC Results Check

If you feel your examination mark is not as you expected, this service is an opportunity to confirm your marks were processed correctly for a fee.

HSC Raw Marks Report

You are able to request a report of the raw examination marks, for each question in each course you studied, for a fee.

HSC Examination Responses

You are able to request a copy of your examination response for each of your courses with a written examination for a fee.

Replacement certificates

If your certificates are ever lost or destroyed, you can order a replacement for a fee.



Other post-HSC services

Careers Advisory Service

Free phone and email service offered by the NSW Department of Education and Communities available after results are released in December. The service provides students and their families or caregivers with up-to-date, relevant and impartial information about the range of available career and study options. For more information visit cas.det.nsw.edu.au

TAFE NSW

For courses, application and enrolment procedures or careers counsellor appointments call 131 601 or visit tafensw.edu.au

Universities Admissions Centre (UAC)

For more information about the ATAR and university admissions visit uac.edu.au

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The HSC results are used by the Universities Admissions Centre (UAC) to calculate a rank order of students known as the Australian Tertiary Admission Rank (ATAR).

The ATAR is not a mark, nor is it a summary of the HSC. It is a ranking system used to allocate university placements.

UAC releases the ATAR the day after the release of HSC results. UAC calculates the university admission rankings each year using your moderated assessment marks and total exam marks (both before alignment with the standards).

Notification of your ATAR is optional. Students undertaking the HSC may indicate that they do not wish to receive an ATAR. Many students who do not wish to gain entry to university do not request calculation of an ATAR.

To be eligible for an ATAR, students must satisfactorily complete at least 10 units of eligible Board Developed Courses for which formal examinations are conducted by the Board of Studies.