

Stage 6 Handbook
Years 11-12

2016 (version 2)

KEIRA HIGH SCHOOL

Great traditions, a confident future.



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Advice from the Principal

This booklet contains information about the courses students may choose to study in Years 11 and 12 in order to satisfy the requirements for the award of the Higher School Certificate. There is no doubt, with the range of courses schools now offer and the complexity of the requirements that students need to meet, that the course selection process is quite daunting.

For this reason, all students need to carefully analyse the information contained in this booklet, seek advice from a range of staff and visit the Board of Studies website from which each course syllabus can be downloaded and studied. Also, additional advice is available from the school's Careers Adviser as well as outside institutions such as the universities and large employing authorities. The critical point that needs to be made about advice is this: test it. Do not rely on just one individual's opinion. Try to seek a range of advice.

From the outset, students need to consider the following. Choose those courses that you anticipate you will enjoy. If you enjoy the experiences, you are more likely to engage in the learning. Secondly, choose those subjects that will be challenging. If you set high expectations for yourself, you have goals to reach. Choosing a subject in which you simply 'coast', can lead to boredom and a lack of motivation.

In my experience, it is not sensible to be overly concerned about what your friends are choosing. Each person has different interests, different skills, different needs and different goals. To choose a subject based on friendship, often leads to at least one of the friends being misplaced and unhappy in a subject. Indeed, you may change your friendship groups during the next two years but you will not be able to change your course of study. Similarly, try not to anticipate which teachers will be teaching or not teaching a particular subject. The allocation of teaching staff to particular classes will change from year to year.

Another factor that is often overemphasised is that certain subjects lead to specific careers. This is simply unfounded. There is very little evidence of a direct link between subjects studied and employment gained. Over the next two years your attraction for certain career paths may change as new interests and skills emerge. Therefore, it is far wiser to choose a range of subjects that will maximise your final overall results and allow you to develop a set of generic skills that give you flexibility when applying for jobs or enrolling for further study.

I urge all students to seek a range of advice and to involve parents/caregivers in the process. Studying at the senior level is very demanding. The NSW Higher School Certificate is an internationally recognised credential. Therefore, whatever pattern of study is chosen, students will need to develop a rigorous study routine in order to maximise their results. To this end, on behalf of the staff, I wish students all the very best for their senior years.



Mr D J Robson
Principal

The Higher School Certificate Curriculum

The standards-based Higher School Certificate (HSC) offers syllabuses that set clear expectations of what students must learn and measures student performance against set standards. A student's mark in each course is reported against descriptive performance bands that show what the student knows, understands and can do.

Subjects

A subject is the general name given to an area of study; a subject may offer one or more courses. There is a wide variety of subjects to choose from for the Higher School Certificate, with a large range of both Board Developed Courses and Board Endorsed Courses.

Types of courses

There are two broad categories of courses: Board Developed Courses and Board Endorsed Courses.

Board Developed Courses (BDC)

Board Developed Courses are the courses for which the Board of Studies develops a syllabus, setting out the objectives, outcomes, structure and content. The Board also develops Higher School Certificate examinations for most of these courses.

In addition, the Board develops course and assessment requirements, specimen examination papers, marking guidelines and performance scales for these courses for distribution to all schools.

Most Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses (BEC)

There are two types of Board Endorsed Courses offered at Keira High School:

1. *School Developed Courses*: These are courses developed by individual schools in response to local interest or need that have been endorsed by the Board.
2. *Content Endorsed Courses (CECs)*: These courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses. They fall into two categories: general CECs and VET CECs including many delivered by TAFE.

Board Endorsed Courses count towards the Higher School Certificate and are listed on your Record of School Achievement. There is no external examination for Board Endorsed Courses. Assessment is school based. **However, Board Endorsed Courses do not count towards the calculation of an ATAR.**

Units of study

Most courses offered for the Higher School Certificate have a 2 unit Preliminary and a 2 unit HSC component. Each unit requires approximately 60 hours of classroom study per year.

VET courses are not divided into HSC and Preliminary components and may be counted as Preliminary or HSC courses. However, only VET courses of at least 120 hours duration will be accredited for the Higher School Certificate.

Some Board Endorsed Courses and most HSC extension courses are offered as 1 unit courses.

At Keira High School, extension study is available in English, Mathematics and History. Extension courses build on the content of the 2 unit course, and require students to study beyond the 2 unit course.

Study requirements

English is the only compulsory Higher School Certificate subject.

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least 12 units in your Preliminary study pattern and at least 10 units in your HSC study pattern.

Both study patterns must include:

- at least six units of Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of 2 unit value or greater
- at least four subjects.

You may not count more than six units of Science courses towards the minimum 12 Preliminary units or 10 HSC units required for the award of the Higher School Certificate.

In the Preliminary study pattern, Senior Science may not be studied in combination with either Biology, Chemistry, Physics or Earth and Environmental Science.

Vocational Education and Training Courses

Vocational Education and Training (VET) curriculum frameworks are Board Developed Courses that allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation.

VET AQF qualifications are recognised by industry and employers throughout Australia. These courses require you to spend a minimum number of hours in the workplace. You receive an AQF Certificate or Statement of Attainment that reports the competencies you have achieved. Some of these courses can be studied at school while others can be studied at TAFE institutes or with other training providers.

Board Developed VET Courses are available in eight industry frameworks:

- Automotive
- Business Services
- Construction
- Electro Technology

- Entertainment Industry
- Financial Services
- Hospitality
- Human Services
- Information and Digital Technology
- Metal and Engineering
- Primary Industries
- Tourism, Travel and Events

Each framework is made up of combinations of units of competency contained in national Training Packages. Each industry framework identifies the units of competency, which make up 120 and 240 hour courses for the HSC in that industry and any extension or other courses that are available.

Students who undertake the optional written HSC examination in one of the 240 hour VET courses may have the result for that course included in the calculation of their ATAR.

You can study other VET courses in industries where there is no industry framework. These courses include:

- Content Endorsed Courses (CECs)
- Board Developed, TAFE Delivered VET courses
- TAFE Delivered VET CECs in many industry areas
- Locally designed VET courses endorsed by the Board of Studies.

Students with special education needs

Students with special education needs are able to access the HSC using a combination of:

- Board Developed Life Skills Courses and/or
- Board Developed Courses and/or
- Board Endorsed Courses (including Content Endorsed Courses).

The Board has developed 2 Unit Life Skills Courses for Stage 6 (Preliminary and HSC) in:

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

The enrolment of a student in Life Skills Courses for the HSC is the result of an individual transition planning process developed by the school that addresses how the student's study will contribute to his or her transition from school to adult life. This transition is achieved through a process of ongoing planning involving the student and all those concerned with his or her education and welfare.

Students with special needs must meet all eligibility and pattern of study requirements for the HSC.

Keira High School Course List for 2016

Board Developed Courses

The list below contains Board Developed Courses (listed alphabetically), available to be studied at Keira for the Higher School Certificate. All courses are of 2 unit value except for some VET courses and extension courses that are usually of 1 unit value.

Aboriginal Studies	Industrial Technology
Ancient History	Information Processes and Technology
Biology	Japanese Beginners
Business Studies	Japanese Continuers
Chemistry	Legal Studies
Community and Family Studies	Mathematics
Dance	Mathematics Extension 1 (Preliminary)
Design and Technology	Mathematics Extension 1 (HSC)
Drama	Mathematics Extension 2 (HSC)
Economics	Mathematics General 1
Engineering Studies	Mathematics General 2
English (Advanced)	Modern History
English as a Second Language (ESL)	Music 1
English Standard	Personal Development, Health and Physical Education
English Extension (Preliminary)	Physics
English Extension 1 (HSC)	Senior Science
English Extension 2 (HSC)	Society and Culture
Food Technology	Studies of Religion
Fundamentals of English (Preliminary only)	Textiles and Design
Geography	Visual Arts
History Extension	

VET Curriculum Frameworks

Construction Pathways (240 hours)	Hospitality (240 hours)
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Board Content Endorsed Courses

English Studies	Visual Design
Marine Studies	Work Studies
Sport, Lifestyle and Recreation Studies	

Life Skills Courses

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

Course entries and changes

Early in the year, your school will submit an entry to the Board showing those courses that you expect to complete that year.

If you wish to change courses after the entries have been submitted, you will need to apply to the school principal. This will only be allowed in exceptional circumstances.

Course information and resources

The Board of Studies publishes syllabuses for every Board Developed Course, together with specimen examination papers where required.

Board syllabuses contain information about course objectives, outcomes, structure and content as well as assessment requirements. In addition to syllabuses and specimen examination papers, marking guidelines and performance scales are provided.

Higher School Certificate rules and requirements are covered in the *Assessment, Certification and Examination (ACE) Manual*. This and many other Board publications can be found on the Board website: www.boardofstudies.nsw.edu.au

Assessment

You are required to complete school-based assessment tasks for Board Developed HSC Courses you study. (VET and Life Skills Courses have different requirements.) This applies to all students regardless of the number of units attempted.

School-based assessment counts for 50% of your overall mark in each course, and is reported on your Higher School Certificate Record of Achievement.

School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.

For VET courses, you are assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification but not towards an HSC mark.

The school's responsibilities

Keira High School will develop an assessment program for each course and distribute this in a booklet early in Year 11. The assessment booklet will outline the school's responsibilities in regards to:

- setting tasks that will be used to measure your performance in each component of a course
- specifying the relative value of each of these tasks
- informing you in writing of:
 - i. the components and their weightings for each course
 - ii. when assessment tasks will take place
 - iii. the mark value of each task in relation to the total number of marks for the course
 - iv. the nature of each assessment task (eg assignment, test, project etc)
 - v. the administrative details associated with each task (eg student absence, illness, late submission of work etc)
- providing adequate notice of the precise timing of each assessment task
- keeping records of your performance in each task
- providing feedback on your performance and what you must do to improve.

Your responsibilities

You are expected to complete all of the tasks that are part of the assessment program, and you should ensure that you understand the school's assessment policy and schedule.

Assessment marks

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

In the case of Board Developed VET Courses studied at school, there is no assessment mark. Student achievement in the units of competency for each course is entered in a competency record. The school submits to the Board a list of the units of competency you have successfully achieved. This information is used to produce your Certificate or Statement of Achievement.

Satisfactory completion of courses

- To receive a result in any course, you must satisfactorily complete that course.
- Satisfactory completion of a course involves:
 - i. following the course developed or endorsed by the Board; and
 - ii. applying yourself with diligence and sustained effort to the set tasks provided in the course by the school; and
 - iii. achieving some or all of the course outcomes; and
 - iv. maintaining a satisfactory attendance record.
- The principal will give you written warnings in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses.
- If the principal decides that you have not satisfactorily completed a course, you will receive no results in that course.

Tertiary entry

Entry from Year 12 into university courses in NSW generally depends upon a student's Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview or portfolio. The ATAR for every student who completes the necessary pattern of study is calculated by the universities, not by the Board of Studies.

From the 2007 HSC, *Rule 1 – Eligibility for a ATAR* will be as follows: To be eligible for an ATAR a student must satisfactorily complete at least 10 units (including at least two units of English*) of ATAR courses including at least eight units of Category A courses.

ATAR courses, generally, are Board Developed courses for which there are examinations conducted by the NSW Board of Studies. These, as well as VET Curriculum Frameworks courses (provided the examination is undertaken), can be included in ATAR calculations. ATAR courses are classified by the Universities Admission Centre as either Category A courses or Category B courses.

For further information regarding the ATAR and tertiary study, students should read the *UAC Guide 2014* available from either the school's Careers Adviser or from newsagents.

Read more about ATAR on the UAC website www.uac.edu.au

* *Students studying English Studies are NOT eligible for an ATAR.*

Board Developed Courses

ABORIGINAL STUDIES

Course: Aboriginal Studies		Course No: 15000	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description: Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to 'learn together' with Aboriginal peoples and communities. All students are encouraged to take an active role in the process of reconciliation.</p>			
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>Part I – Aboriginality and the Land: Aboriginal peoples' relationship to Country: Dispossession and dislocation of Aboriginal peoples from Country; Impact of British colonisation on Country.</p> <p>Part II – Heritage and Identity: The Dreaming and cultural ownership; Diversity of Aboriginal cultural and social life; Impact of colonisation on Aboriginal cultures and families; Impact of racism and stereotyping.</p> <p>Part III – International Indigenous Community: Comparative Study: Location, environment and features of an international Indigenous community; Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to: Aboriginality and the Land and Heritage and Identity.</p> <p>Part IV – Research and Inquiry Methods: Local Community Case Study. An aspect of the local community from pre-contact to the present</p> <p style="text-align: center;">HSC Course</p> <p>1960s onwards (120 indicative hours)</p> <p>Part I – Social Justice and Human Rights Issues</p> <p>A – Global Perspective</p> <p>B – Comparative Study A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health; Education; Housing; Employment; Criminal Justice; Economic Independence.</p> <p>Part II: A case study of an Aboriginal community for each topic</p> <p>A. Aboriginality and the Land: The Land Rights movement and the recognition of native title; Government policies and legislation; Non-Aboriginal responses</p> <p>OR</p> <p>B. Heritage and Identity: Contemporary aspects of Aboriginal heritage and identity; Government policies and legislation; Non-Aboriginal responses.</p> <p>Part III – Research and Inquiry Methods – Major Project</p> <p>A student's Major Research project on an aspect of the HSC course.</p> <p>Methods and skills relating to: Community consultation; Planning research; Acquiring information; Processing information and Communicating information.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination in three parts, including short answer, source based and extended response questions	100	The three parts of the course are assessed through a range of tasks, including: <ul style="list-style-type: none"> • Tests • Research • Source analysis • Oral and written communication • Major project 	100
	100		100

ANCIENT HISTORY

Course: Ancient History		Course No: P11020 / H15020	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description: Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Preliminary and HSC courses. The Preliminary course is structured for students to investigate:</p> <ul style="list-style-type: none"> • People, groups, events, institutions, societies and historical sites from the ancient world • Archaeological and written evidence and the methods used by historians and archaeologists. <p>In the HSC course, students use archaeological and written evidence to investigate The Core Study: Cities of Vesuvius, a personality from the ancient world one ancient societies and one historical period.</p>			
Main Topics Covered			
<p>Preliminary Course</p> <ul style="list-style-type: none"> • Part I <ul style="list-style-type: none"> – Investigating the Past: History, Archaeology and Science: – Case Studies – at least one study. • Part II Studies of Ancient Societies sites and sources – at least one study of Ancient Societies sites and sources. • Part III: Historical Investigation The historical Investigation is designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. 			
<p>HSC Course</p> <ul style="list-style-type: none"> • Part I: Core: Cities of Vesuvius Pompeii and Herculaneum: (25%) • Part II: Ancient Societies – one Ancient Society to be studied from the Ancient Societies options offered in the syllabus: (25%) • Part III: One Personality in Their Time: (25%) • Part IV: One Historical Period: (25%) <p>The course requires study from at least two of the following areas: Egypt, Near East, Greece and Rome, The core study: Cities of Vesuvius Pompeii and Herculaneum is a Roman study.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination in four parts, as listed above, including short answer and extended response questions	100	<ul style="list-style-type: none"> • Knowledge and understanding of course content • Source based skills • Historical enquiry and research • Communication of historical understanding in appropriate forms 	40 20 20 20
	100		100

BIOLOGY

Course: Biology		Course No: P11030 / H15030	
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Senior Science (Preliminary only)			
<p>Course Fee: A course fee of \$10 applies to all students studying Preliminary or HSC Biology. This fee helps to offset the substantial cost of materials and specialised equipment used by the students.</p> <p>Course Description: Biology is the study of living organisms, life processes & interactions between organisms and their environment.</p> <p>The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and use for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent.</p> <p>The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which the inheritance of characteristics are transmitted from generation to generation. The nature of disease is studied and strategies to maintain the health of humans, other organisms as well as our natural and artificial environments are explored. The options cover a wide variety of interest topics and draw on the increased information and understandings provided by improved technology to examine areas of current research.</p>			
<p>Main Topics Covered:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • A Local Ecosystem • Patterns in Nature • Life on Earth • Evolution of Australian Biota <p>HSC Course</p> <p>Core Topics</p> <ul style="list-style-type: none"> • Maintaining a Balance • Blueprint of Life • The Search for Better Health <p>One Option from the following:</p> <ul style="list-style-type: none"> • Communication • Biotechnology • Genetics: The Code Broken? • The Human Story • Biochemistry 			
<p>Particular Course Requirements: The Preliminary course includes a field study related to local terrestrial and aquatic environments. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination Core	75	Core	75
Option	25	Option	25
	100		100

BUSINESS STUDIES

Course: Business Studies		Course No: P11040 / H15040	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
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. 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.			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • 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			
<ul style="list-style-type: none"> • 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 			
Particular Course Requirements: In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
<i>A three hour written examination, including multiple-choice, short answer and extended response questions</i>	<i>100</i>	<i>Knowledge and understanding of course content</i>	<i>40</i>
		<i>Stimulus-based skills</i>	<i>20</i>
		<i>Inquiry and research</i>	<i>20</i>
		<i>Communication of business information, ideas and issues in appropriate forms</i>	<i>20</i>
	<i>100</i>		<i>100</i>

CHEMISTRY

Course: <i>Chemistry</i>		Course No: P11050 / H15050	
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Senior Science (Preliminary only)			
<p>Course Fee: A course fee of \$10 applies to all students studying Preliminary or HSC Chemistry. This fee helps to offset the substantial cost of materials and specialised equipment used by the students.</p> <p>Course Description: Chemistry is the study of the physical and chemical properties of substances, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.</p> <p>The Preliminary course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students' understanding of the Earth's resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds.</p> <p>The HSC course builds on the concepts developed in the Preliminary course expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the behaviour of acids, the type and effect of chemicals that have been released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a wide variety of interest topics and draw on the increased information and understandings provided by improved technology to examine areas of current research.</p>			
Main Topics Covered:			
<p>Preliminary Course</p> <ul style="list-style-type: none"> • The Chemical Earth • Metals • Water • Energy <p>HSC Course</p> <p>Core Topics</p> <ul style="list-style-type: none"> • Resources and Materials • The Acidic Environment • Chemical Monitoring and Management <p>One Option from the following:</p> <ul style="list-style-type: none"> • Industrial Chemistry • The Biochemistry of Movement • Shipwrecks, Conservation and Salvage • The Chemistry of Art • Forensic Chemistry 			
<p>Particular Course Requirements: Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time, with no less than 35 hours in the HSC course.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination			
Core	75	Core	75
Option	25	Option	25
	100		100

COMMUNITY AND FAMILY STUDIES

Course: Community and Family Studies		Course No: H15060 P11060	
Board Developed Course 2 units for each of Preliminary and HSC		Exclusions: Nil	
Course Fee: Nil			
<p>Course Description</p> <p>The Preliminary Course consists of three mandatory modules which form the foundation of the HSC Course. The units are Resource Management, Individuals and Groups and Families and Communities.</p> <p>The HSC Course consists of three Core Modules and one Option Module. The Core Modules are Research Methodology, Groups in Context and Parenting and Caring. Students complete an independent Research Project worth 20% of their HSC assessment mark.</p>			
Main Topics Covered			
Preliminary Course			
<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). 			
HSC Course			
<ul style="list-style-type: none"> ▪ Research Methodology. This strand covers research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). ▪ Groups in Context. This strand examines the characteristics and needs of specific community groups (approximately 25% of course time). ▪ Parenting and Caring. This strand examines issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). 			
HSC Option Modules			
Select one of the following (approximately 25% of course time):			
<ul style="list-style-type: none"> ▪ Family and Societal Interactions. Government and community structures that support and protect family members throughout their lifespan. ▪ Social Impact of Technology. The impact of evolving technologies on individuals and lifestyle. ▪ Individuals and Work. Contemporary issues confronting individuals as they manage roles within both their family and work environments. 			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
HSC Written Exam	100	Independent Research Project Half Yearly Exam Trial HSC Examination Parenting and Caring Groups in Context	20 15 25 20 20
	100		100

DANCE

Course: Dance			
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.			
Preliminary Course Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. Components to be completed are: – Performance (40%) – Composition (20%) – Appreciation (20%) – Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class)			
HSC Course Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology: – Core 60% (Performance 20%, Composition 20%, Appreciation 20%) – Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.			
Particular Course Requirements: The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses. The published 'Course Prescriptions', which may change in total or in part every two years, indicate works to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Core Performance Solo dance and interview	20	Core Performance	20
Core Composition Solo composition performed by another student, 300 word rationale and interview	20	Core Composition	20
Core Appreciation A written examination: one hour	20	Core Appreciation	20
Major Study Major Study Performance • One solo dance and interview	40	Development of Major Study	40
Major Study Composition OR			
• One dance composition: for 2 - 3 dancers, 300 word rationale and interview			
Major Study Appreciation OR			
• Written examination: 1 1/4 hours or			
Major Study - Dance & Technology OR			
Body - Presentation of a choreographed work using 3D animation software and 300 word rationale			
OR <i>Option 2: Film and Video</i> - Presentation filmed and edited choreographed work and 300 word rationale			
	100		100

DESIGN AND TECHNOLOGY

Course: Design and Technology		Course No: P11080 / H15080	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Fee: Year 11 - \$35 (including text) Year 12 - \$10 (+ project fees if school materials)</p> <p>Course Description: Students study design processes, design theory and factors in relation to design projects. In the Preliminary course, students study designing and producing, which includes the completion of at least two design projects.</p> <p>In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.</p>			
<p>Main Topics Covered:</p> <p>Preliminary Course Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.</p> <p>HSC Course Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and 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. In the HSC course the comprehensive study 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 the presentation of a case study.</p>			
Assessment HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
<p>Section I: The examination consists of: Written Paper. 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.</p> <p>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>Section II: Major Design Project Project proposal Folio Product, system or environment</p>	40	<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>	40 60
	60		
	100		100

DRAMA

Course: Drama		Course No: P11090 / H15090		
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: Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. Preliminary course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. HSC Course content 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 to 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.				
Main Topics Covered:				
Preliminary Course Improvisation, Play building, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles				
HSC Course Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project				
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 'Course Prescriptions' include a topic list that 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 should base their work on one of the texts listed in the published text list. This list changes every two 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.				
Summary of external and Internal HSC assessment				
External examination	Mark	Internal Assessment	Weighting	
Written examination	20	Marking	40	
Section I – Australian Drama and Theatre One extended response question		Performing	30	
Section II – Students in Drama and Theatre Candidates answer one extended response question		Critically Studying	30	
Group Performance	30			
Individual Project	30			
		100		

ECONOMICS

Course: Economics		Course No: P 11110 / HSC 15110	
2 units for each of Preliminary and HSC Board Developed Course:		Exclusions: Nil	
Course Description:			
<p>Economics provides an 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 research and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic content within the course.</p>			
Main Topics Covered:			
Preliminary Course		HSC Course	
<ul style="list-style-type: none"> • Introduction to Economics • Consumers and Business • Markets • Labour Markets • Financial Markets • Government and the Economy 		<ul style="list-style-type: none"> • The Global Economy • The Australia's Place in the Global Economy • Economic Issues • Economic Policies and Management 	
Context for the Study of Economics			
<p>A key feature of this syllabus is its 'problems and issues' approach to the teaching and learning of economics. The goal of this approach is to relate the content of economics to the economics problems and issues experienced by individuals and society.</p> <p>The key issues are:</p> <ul style="list-style-type: none"> • Economic growth and quality of life • Unemployment • Inflation • External stability of an economy • Distribution of income • Sustainable management of the environment. <p>The focus of the preliminary course is on the practical problems and issues that affect individuals, firms and governments. In the HSC course, the economic problems and issues are studied in relation to national economic policy and the process of globalisation. Students will benefit from the study of economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, tourism, history, geography or environmental studies.</p> <p>If selected as a course at university, economics can lead to careers in the share, finance or commodities markets; business; economics forecasting; banking; insurance; tourism; resource management; property development and management; government; environmental management; town planning; foreign affairs or economic policy development.</p> <p>The study of Economics allows students to develop knowledge and understanding, skills, attitudes and values using subject matter and methodology that suit their interests. The course benefits students when they pursue further education and training, employment and active participation as citizens.</p>			
Assessment HSC course only:			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding Stimulus-based skills Inquiry and research Communication	40 20 20 20
	100		100

ENGINEERING STUDIES

Course: Engineering Studies	Course No: P11120 / H15120		
2 units for each of Preliminary and HSC Board Developed Course	Course Fee: \$30 – This includes a workbook. Exclusions: Nil		
<p>Course Description: The Engineering Studies Stage 6 Syllabus is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management skills in working as a team.</p> <p>The Engineering Studies Stage 6 Syllabus is unique in that it develops knowledge and understanding of the profession of engineering. It also provides an opportunity to integrate the science and mathematics disciplines with societal development and change. The syllabus is inclusive of the needs, interests and aspirations of all students and provides opportunities and challenge to deal with engineering concepts.</p>			
<p>Main Topics Covered:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Preliminary Modules *120 hours indicative time</p> <p>Engineering application Module 1 Engineering fundamentals</p> <p>Engineering application Module 2 Engineering products</p> <p>Engineering application Module 3 Braking systems</p> <p>Engineering focus Module 4 Biomedical engineering</p> </td> <td style="width: 50%; vertical-align: top;"> <p>HSC Modules *120 hours indicative time</p> <p>Engineering application Module Civil structures</p> <p>Engineering application Module Personal and public transport</p> <p>Engineering focus Module Aeronautical engineering</p> <p>Engineering focus Module Telecommunications engineering</p> </td> </tr> </table>		<p>Preliminary Modules *120 hours indicative time</p> <p>Engineering application Module 1 Engineering fundamentals</p> <p>Engineering application Module 2 Engineering products</p> <p>Engineering application Module 3 Braking systems</p> <p>Engineering focus Module 4 Biomedical engineering</p>	<p>HSC Modules *120 hours indicative time</p> <p>Engineering application Module Civil structures</p> <p>Engineering application Module Personal and public transport</p> <p>Engineering focus Module Aeronautical engineering</p> <p>Engineering focus Module Telecommunications engineering</p>
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<p>Particular Course Requirements: The Preliminary course consists of 4 modules. Each module is compulsory. They are comprised of 3 engineering application modules and 1 engineering focus module. During the Preliminary course, students are required to complete a range of assessment tasks in an 'Engineering Report'. The assessment tasks reflect the broad range of knowledge and skills covered in the course.</p> <p>The HSC course consists of 4 modules comprising 2 engineering application modules and 2 engineering focus modules. Each module is compulsory. During the HSC course students are required to produce 2 Engineering reports with 1 report from either of the engineering application modules and 1 from either of the engineering focus modules.</p>			
Assessment: HSC course only			
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.			
Component	Weighting		
Knowledge and understanding of engineering principles and developments in technology	50		
Skills in research, problem solving and communication related to engineering	30		
Understanding the scope and role of engineering including management and problem solving	20		
Engineering Reports must be allocated 20% of the total school assessment based on the range of assessment components.			

ENGLISH ADVANCED

Course: English Advanced		Course No: P11140 / H15140	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: English (Standard); Fundamentals of English, English (ESL); Mass Media Studies, English Studies	
Course Description:			
<ul style="list-style-type: none"> • In the Preliminary English (Advanced) course, students explore the ways that events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values. • In the HSC English (Advanced) course students analyse and evaluate texts and the ways that they are valued in their contexts. 			
Main Topics Covered:			
Preliminary Course – The course has two sections:			
<ul style="list-style-type: none"> • content common to the Standard and Advanced courses is undertaken through units of work called Areas of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study • electives in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the content 			
HSC Course – The course has two sections:			
<ul style="list-style-type: none"> • The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis. • Modules that emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three Modules A, B or C. 			
Particular Course Requirements:			
Preliminary English (Advanced) course requires:			
<ul style="list-style-type: none"> • study of Australian and other texts • exploration of a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts • wide reading programs involving texts and textual forms composed in and for a wide variety of contexts • integration of the modes of reading, writing, listening, speaking, and viewing and representing as appropriate • engagement in the integrated study of language and text 			
HSC English (Advanced) course requires:			
<ul style="list-style-type: none"> • the close study of at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; non-fiction or media or multimedia texts • a wide range of additional related texts and textual forms • Prescribed Stimulus booklet. 			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of: Paper 1 Areas of Study (Common course content)	40	Area of Study (Common course content)	40
		Module A	20
		Module B	20
		Module C	20
			100
Paper 2) Module A Module B Module C	60	Assessment across the language modes:	
		• Listening	15
		• Speaking	15
		• Reading	25
		• Writing	30
		• Viewing & representing	15
	100		100

ENGLISH AS A SECOND LANGUAGE

Course: English as a Second Language		Course No: P11160 / H15150	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: English (Standard); English (Advanced); English (Extension); Mass Media Studies, English Studies	
Eligibility rules apply. Please ask your teacher to check the Stage 6 English syllabus			
Course Description:			
<ul style="list-style-type: none"> • In the Preliminary English (ESL) course, students acquire and develop specific English language skills, knowledge and understanding in the context of an understanding of the ways ideas and processes are represented in texts. • In the HSC English (ESL) course, students reinforce and extend their language skills, and develop and apply skills in synthesis. 			
Main Topics Covered:			
Preliminary Course – The course has two sections:			
<ul style="list-style-type: none"> • Language Study within Areas of Study, which is undertaken through units of work called Areas of Study. Students acquire and develop their specific English language skills, knowledge and understanding through exploration of a concept represented in texts. The Area of Study comprises 60% of the content. • Electives where students develop and use their English language skills in their examination and analysis of particular aspects of shaping meaning. The Electives comprise 40% of the content. 			
HSC Course – The course has two sections:			
<ul style="list-style-type: none"> • Language Study within an Area of Study where students reinforce and extend their language skills. This section consists of one prescribed Area of Study. The Area of Study comprises 50% of the content. • Modules that emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. The Modules comprise 50% of the content. 			
Particular Course Requirements:			
Preliminary English (ESL) course requires:			
<ul style="list-style-type: none"> • Study of Australian and other texts • Exploration of a range of types of text drawn from the categories: prose fiction; drama; poetry; non-fiction, film, media and/or multimedia texts • Wide reading programs involving texts and textual forms composed in and for a wide variety of contexts • Integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate • Engagement in the integrated study of language and text 			
HSC English (ESL) course requires:			
<ul style="list-style-type: none"> • The study of at least three types of text drawn from the categories of: prose fiction; drama; poetry; non-fiction; film OR media OR multimedia texts • a wide range of additional related texts and textual forms. 			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
An examination consisting of two written papers and a listening paper Paper 1 Area of Study (Common course content)	45	Language Study Within an Area of Study	50
		Module A	25
		Module B	25
		Assessment across the language modes:	100
Paper 2 Module A	20	• Listening	20
Module B	20	• Speaking	20
Listening Paper	15	• Reading	20
		• Writing	25
		• Viewing and representing	15
	100		100

ENGLISH STANDARD

Course: English Standard		Course No: P11130 / H15130	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: English (Advanced); English (ESL); English (Extension 1 & 2); English Studies	
Course Description:			
<ul style="list-style-type: none"> • In the Preliminary English (Standard) course, students explore the ways events, experiences, ideas and processes are represented in and through texts. • In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes. 			
Main Topics Covered:			
Preliminary Course			
The course has two sections:			
<ul style="list-style-type: none"> • content common to the Standard and Advanced courses is undertaken through units of work called Areas of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study • Electives in which students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the content. 			
HSC Course			
The course has two sections:			
<ul style="list-style-type: none"> • The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. • Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of three Modules A, B or C. 			
Particular Course Requirements:			
In the Preliminary English (Standard) course students are required to:			
<ul style="list-style-type: none"> • study Australian and other texts • explore a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts • undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts • integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate • engage in the integrated study of language and text 			
HSC English (Standard) course requires:			
<ul style="list-style-type: none"> • the close study of at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; non-fiction or film or media or multimedia • a wide range of additional related texts and textual forms • Prescribed Stimulus Booklet. 			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of:		Area of Study (Common course content)	40
Paper 1 Areas of Study (Common course content)	40	Module A	20
		Module B	20
		Module C	20
			100
Paper 2 Module A Module B Module C	60	Assessment across the language modes:	
		• Listening	15
		• Speaking	15
		• Reading	25
		• Writing	30
		• Viewing & representing	15
	100		100

ENGLISH EXTENSION

Courses: Preliminary English Extension HSC English Extension 1 HSC English Extension 2	Course No: P11150 Course No: H15160 Course No: H15170 Course No: H15150	Exclusions: English (Standard); Fundamentals of English; English (ESL) English Studies	
1 unit of study for each of Preliminary and HSC Prerequisites: (a) English (Advanced) course (b) Preliminary English Extension Course is prerequisite for Extension Course 1 (c) English Extension Course 1 is prerequisite for Extension Course 2			
Course Description: <ul style="list-style-type: none"> • In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. • In the HSC English (Extension) Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise. • In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process. 			
Main Topics Covered: Preliminary Extension Course The course has one mandatory section: Module: Texts, Culture and Value HSC English Extension Course 1 The course has one section. Students must complete one elective chosen from one of the three modules offered for study: Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values. HSC Extension Course 2 The course requires students to complete a Major Work			
Particular Course Requirements: Preliminary English (Extension) Course requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media. The HSC English (Extension) Course 1 requires the study of prescribed texts (as outlined in the prescriptions document, <i>HSC English Electives and Prescribed Texts</i>). The HSC English (Extension) Course 2 requires completion of a Major Work and a statement of reflection.			
Assessment: HSC Extension Course 1			
External Assessment	Weighting	Internal Assessment	Weighting
Candidates answer two sustained response questions on their chosen elective	25	Knowledge and understanding of complex texts and of how and why they are valued	25
	25		25
	50	Skills in: <ul style="list-style-type: none"> • Complex analysis • Sustained composition • Independent investigation 	25
			50
Assessment: HSC Extension Course 2			
External Assessment	Weighting	Internal Assessment	Weighting
Submission of Major Work	40	Skills in extensive independent investigation	25
Including a 1000–1500 word (maximum) reflection statement	10	Skills in sustained composition	25
	50		50

FOOD TECHNOLOGY

Course: Food Technology		Course No: P11180 / H15180	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Fee: Year 11 - \$75 Year 12 - \$75</p> <p>Course Description: Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.</p>			
Main Topics Covered:			
<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"> • The Australian Food Industry (15%) • Food Manufacture (30%) • Food Product Development (30%) • Contemporary Food Issues in Nutrition (25%) 			
<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. 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 food issues. 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 Examination	Weighting	Internal Assessment	Weighting
A three hour written examination	100	<ul style="list-style-type: none"> • Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace) • Research, analysis and communication • Experimentation and preparation • Design, implementation and evaluation 	<p>20</p> <p>30</p> <p>30</p> <p>20</p>
	100		100

FUNDAMENTALS OF ENGLISH

Course: Fundamentals of English	Course No: P11170
2 unit Preliminary course of study It may be delivered flexibly across the Preliminary and HSC years. Board Developed Course Exclusions: English (Advanced); English (Extension), English Studies	
Course Description: This is a skills-based course with opportunities for flexible delivery to meet students' needs. The needs of students should determine all aspects of the course including areas such as modules studied, and texts and activities chosen. It aims to support students in their study of the English (Standard) course or the English (ESL) course and the English language demands of other subjects at Stage 6.	
Main Topics Covered: Fundamentals of English Course Students undertake: <ul style="list-style-type: none">• Module A – Approaches to Area of Study in English (Compulsory) and up to four additional Modules chosen from:• Module B: Oral Communication Skills• Module C: Writing for Study• Module D: Investigative Skills• Module E: Workplace Communication	
Particular Course Requirements: All modules involve a minimum of 24 indicative hours of study. Module A is compulsory. Students must complete a minimum of three modules. They may undertake other modules (with a minimum of 24 indicative hours of study) or apply the balance of time to additional work in the modules they have already undertaken.	
External Assessment: N/A	

GEOGRAPHY

Course: Geography		Course No: P11190 / H15190	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description:			
<ul style="list-style-type: none"> • The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues. • The 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 demonstrate the relevance of geographical study. • 			
Main Topics Covered:			
<p>Preliminary Course Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management Global Challenges (45%) – geographical study of issues at a global scale. Senior Geography Project (10%) – a geographical study of student's own choosing</p> <p>HSC Course Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection Urban Places (33%) – study of cities and urban dynamics People and Economic Activity (33%) – geographic study of economic activity at 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>			
Particular Course Requirements:			
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.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination		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 in appropriate forms	20
	100		100

HISTORY EXTENSION

Course: History Extension (HSC)		Course No: H15280	
1 unit HSC Board Developed Course		Exclusions: Nil	
Course Description: HSC History Extension involves the study and evaluation of the ideas and processes used by historians to produce history. In Part 1 of the course, students investigate the question 'What is history?' through readings compiled in a source book and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.			
Main Topics Covered;			
<ul style="list-style-type: none"> • Part I: What is History? (60% of course time) Key questions: <ul style="list-style-type: none"> - Who are the historians? - What are the aims and purposes of history? - How has history been constructed and recorded over time? - Why have the approaches to history changed over time? Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options. • Part II: History Project (40% of course time) The history project provides the opportunity for students to design and conduct an investigation in an area of changing historical interpretation. Students undertake an original piece of historical investigation which includes a proposal, essay, process log, bibliography and certification. 			
Particular Course Requirements: A Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course. Students must be studying concurrently, or have completed, the HSC course in Ancient History and/or Modern History.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination comprised of TWO questions, both compulsory. Question 1: one compulsory essay question based on an unseen passage as stimulus.	25	Knowledge and understanding of significant historiographical ideas and processes	10
Question 2: one compulsory essay question that requires students to analyse a historiographical issue with specific reference to their case study.	25	Skills in designing, undertaking and communicating historical inquiry – the History Project (proposal, essay, bibliography and process log)	40
	50		50

INDUSTRIAL TECHNOLOGY

Course: Industrial Technology		Course No: P11200 / H15200	
2 units for each of Preliminary and HSC Board Developed Course			
Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses			
Course Fee: \$70 (including text).			
Course Description: Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices. The Focus Areas include Automotive Industries; Building and Construction Industries; Electronics Industries; Graphics Industries; Metals and Engineering Industries; Multimedia Industries; Plastics Industries; Timber Products and Furniture Industries.			
Main Topics Covered:			
Preliminary Course The following sections are taught in relation to the relevant focus area:			
<ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety • Design and Management – designing, drawing, computer applications, project management • Workplace Communication – literacy, calculations, graphics • Industry Specific Content and Production 			
HSC Course The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:			
<ul style="list-style-type: none"> • Industry Study • Design and Management • Workplace Communication • Industry Specific Content and Production 			
Particular Course Requirements: In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
<i>A one and a half hour written examination</i>	40	Industry Study Designing, planning and management	20 20 10
Major Project and related management folio	60	Workplace communication Industry specific content	50
	100		100

INFORMATION PROCESSES AND TECHNOLOGY

Course: Information Processes and Technology Course No: P11210 / H15210			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Computing Applications CEC	
Course Description: Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.			
Main topics covered:			
Preliminary Course: Introduction to Information skills and Systems (20%) <ul style="list-style-type: none"> • Information Systems in Context • Information Processes • Digital Representation of Data • Classification of Information Systems • Social and Ethical Issues 		HSC Course Project(s) (20%) <ul style="list-style-type: none"> • Understanding the Problem • Making Decisions • Designing Solutions • Project Management • Social and Ethical Design • Implementing • Testing, Evaluating and Maintaining 	
Tools for Information processes (40%) <ul style="list-style-type: none"> • Collecting • Organising • Analysing • Storing and Retrieving • Processing • Transmitting and Receiving • Displaying 		Information Systems and Databases (20%) <ul style="list-style-type: none"> • Information systems • Examples of Database Information Systems • Organisation Methods • Storage and Retrieval • Other Information Processes • Issues related to Information Systems 	
Planning, Design and Implementation (20%) <ul style="list-style-type: none"> • Understanding the Problem to be Solved • Making Decisions • Designing Solutions • Implementing • Testing, Evaluating and Maintaining • Social and Ethical Issues 		Communication Systems (20%) <ul style="list-style-type: none"> • Characteristics of Communication Systems • Examples of Communication Systems • Transmitting and Receiving in Communication Systems • Other Information Processes in Communication Systems • Issues Related to Communication Systems 	
Personal and Groups Systems and Projects (20%) <ul style="list-style-type: none"> • Personal Information Systems • Group Information Systems 		Option Strands (40%) Students will select two of the following options: <ul style="list-style-type: none"> • Transaction Processing Systems • Decision Support Systems • Automated Manufacturing Systems • Multimedia Systems 	
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.			
Assessment : HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
<i>A three hour written examination</i>	100	<ul style="list-style-type: none"> • Project(s) • Information Systems and databases • Communication Systems • Option Strand (two of the following) <ul style="list-style-type: none"> – Transaction processing – Decision support systems – Automated manufacturing Systems – Multimedia systems 	20 20 20 40
	100		100

JAPANESE BEGINNERS

Course: Japanese Beginners	Course No: 15820
2 units for each of Preliminary and HSC Board Developed Course	
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 Section 8.2.2.3 of the Board's <i>ACE Manual</i> .	
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, <i>the personal world</i> and <i>the 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	

JAPANESE CONTINUERS

Course: Japanese Continuers		Course No: P11750 / H15830	
2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC Board Developed Course			
Prerequisites: School Certificate Japanese or equivalent knowledge is assumed.			
Exclusions: Japanese Beginners; Japanese Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.			
Course Description: The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, Japanese 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 Japanese-speaking communities through the study of a range of texts.			
Main Topics Covered:			
Themes:			
<ul style="list-style-type: none"> • the individual • the Japanese-speaking communities • the changing world. 			
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 Japanese culture through texts. 			
Particular Course Requirements: Stage 5 Japanese			
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 25 40 15
A three hour written examination: Listening and responding Reading and responding – Part A – Part B Writing in Japanese	25 25 15 15		
	100		100

LEGAL STUDIES

Course: Legal Studies	Course No: P11220 / H15220		
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil		
<p>Course Description: 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>Main Topics Covered:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Part 1 - The Legal System (40% of course time) • Part 2 - The Individual and the Law (30% of course time) • Part 3 - 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 1 and Part 11</p> <p>HSC Course</p> <ul style="list-style-type: none"> • Core Part 1: Crime (30% of course time) • Core Part 2: Human Rights (20% of course time) • Options Part 3: Two Options (50% of course time) <p>Two options are chosen from: Consumers Global environmental protection Family Indigenous peoples Shelter Workplace World order</p> <p>Each topic's themes and challenges should be integrated into the study topic.</p>			
Particular Course Requirements: No special requirements			
Assessment HSC course only:			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination: Core: Crime and Human Rights (objective response questions)	20	Knowledge and understanding of course content	60
Core: Human Rights (short answer questions)	15	Inquiry and research	20
Core: Crime (short answer questions)	15	Communication of Legal Studies information, issues and ideas in appropriate forms	20
Options: Two extended responses each from a different option	50		20
	100		100

MATHEMATICS GENERAL 1

Course: Mathematics, General 1	Course No: P11235 / H30120										
2 units Preliminary (Board Developed Course) 2 units HSC (Content Endorsed Course)											
<p>Prerequisites: The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the <i>Mathematics Years 7–10 Syllabus</i> (2002) up to, and including, the content and outcomes of Stage 5.1.</p> <p>Exclusions: Students may not study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics General 1 course.</p>											
<p>Course Description:</p> <p>The Preliminary Mathematics General course and the HSC Mathematics General 1 (Content Endorsed) course (CEC) are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 1 course content is written in the same five Strands and includes a further four Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.</p> <p>The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC Mathematics General 2 pathway. The Preliminary Mathematics General/HSC Mathematics General 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.</p> <p>Note: As for other Content Endorsed Courses, the HSC Mathematics General 1 course will be subject to internal assessment only, and not formal examination at the HSC. Also, the two units of study for the HSC Mathematics General 1 course cannot be counted in the 10 units required for the calculation of an ATAR.</p>											
<p>Main Topics Covered:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Financial Mathematics • Data and Statistics • Measurement • Probability • Algebra and Modelling <p>Focus Study</p> <ul style="list-style-type: none"> • Mathematics and Communication • Mathematics and Driving </td> <td style="width: 50%; vertical-align: top;"> <p>HSC Course</p> <ul style="list-style-type: none"> • Financial Mathematics • Data and Statistics • Measurement • Probability • Algebra and Modelling <ul style="list-style-type: none"> • Mathematics and Design • Mathematics and Household Finance • Mathematics and the Human Body • Mathematics and Personal Resource Usage </td> </tr> </table>		<p>Preliminary Course</p> <ul style="list-style-type: none"> • Financial Mathematics • Data and Statistics • Measurement • Probability • Algebra and Modelling <p>Focus Study</p> <ul style="list-style-type: none"> • Mathematics and Communication • Mathematics and Driving 	<p>HSC Course</p> <ul style="list-style-type: none"> • Financial Mathematics • Data and Statistics • Measurement • Probability • Algebra and Modelling <ul style="list-style-type: none"> • Mathematics and Design • Mathematics and Household Finance • Mathematics and the Human Body • Mathematics and Personal Resource Usage 								
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<p>The suggested components and weightings for the Preliminary Mathematics General course are set out below.</p>											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Component</th> <th style="width: 54%;">Description</th> <th style="width: 13%;">Weighting</th> </tr> </thead> <tbody> <tr> <td>Concepts, skills and techniques</td> <td>Use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Reasoning and communication</td> <td>Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models</td> <td style="text-align: center;">50</td> </tr> </tbody> </table>			Component	Description	Weighting	Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts	50	Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50
Component	Description	Weighting									
Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts	50									
Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50									

MATHEMATICS GENERAL 2

Course: Mathematics, General 2		Course No: P11235 / H15235			
2 units for each of Preliminary and HSC Board Developed Course					
<p>Prerequisites: The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the <i>Mathematics Years 7-10 Syllabus</i> (2002) up to, and including, the content and outcomes of Stage 5.1. For students who intend to study the HSC Mathematics General 2 Course, it is recommended that they study at least some of the Stage 5.2 content of the <i>Mathematics Years 7-10 Syllabus</i> (2002), particularly the <i>Patterns and Algebra</i> topics and <i>Trigonometry</i>, if not all of the content.</p> <p>Exclusions: Students may not study any other Stage 6 Preliminary Mathematics course in conjunction with Preliminary Mathematics General course, or any other Stage 6 HSC Mathematics course in conjunction with the HSC Mathematics General 2 course.</p>					
<p>Course Description:</p> <p>The Preliminary Mathematics General course and the HSC Mathematics General 2 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 2 course content is written in the same five Strands and includes a further two Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.</p> <p>The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC Mathematics General 1 pathway. The Preliminary Mathematics General/HSC Mathematics General 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.</p>					
<p>Main Topics Covered:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding-right: 20px;"> <p>Preliminary Mathematics General Course</p> <ul style="list-style-type: none"> • Financial Mathematics • Data and Statistics • Measurement • Probability • Algebra and Modelling <p>Focus Study</p> <ul style="list-style-type: none"> • Mathematics and Communication • Mathematics and Driving </td> <td style="width: 50%; vertical-align: top;"> <p>HSC Mathematics General 2 Course</p> <ul style="list-style-type: none"> • Financial Mathematics • Data and Statistics • Measurement • Probability • Algebra and Modelling <ul style="list-style-type: none"> • Mathematics and Health • Mathematics and Resources </td> </tr> </table> <p>The suggested components and weightings for the Preliminary Mathematics General course are set out below.</p>				<p>Preliminary Mathematics General Course</p> <ul style="list-style-type: none"> • Financial Mathematics • Data and Statistics • Measurement • Probability • Algebra and Modelling <p>Focus Study</p> <ul style="list-style-type: none"> • Mathematics and Communication • Mathematics and Driving 	<p>HSC Mathematics General 2 Course</p> <ul style="list-style-type: none"> • Financial Mathematics • Data and Statistics • Measurement • Probability • Algebra and Modelling <ul style="list-style-type: none"> • Mathematics and Health • Mathematics and Resources
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Component	Description	Weighting			
Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts	50			
Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50			

HSC examination specifications for the Preliminary Mathematics General/HSC Mathematics General 2 pathway

The examination will consist of a written examination paper of two and a half hours duration (plus five minutes reading time) containing two sections with a total value of 100 marks. All questions in the examination are compulsory.

The examination will be based mainly on the HSC Mathematics General 2 course and will focus on the course objectives and HSC outcomes. The Preliminary Mathematics General course (including the Focus Studies) will be assumed knowledge for this examination.

A formula sheet will be provided with the examination paper.

In addition to basic examination equipment, a pair of compasses, set squares, a protractor and a mathematical curve-drawing template may be used.

Approved calculators may be used.

Section I (25 marks)

- There will be objective-response questions to the value of 25 marks.

Section II (75 marks)

- There will be FIVE questions.
- Each question will be worth 15 marks.
- Each question will consist of a number of short-answer parts.

MATHEMATICS

Course: Mathematics Course No: P11240 / H15240	
2 units for each of Preliminary and HSC Board Developed Course Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.2 Mathematics course for the School Certificate, along with the recommended options. Exclusions: General Mathematics	
Course Description: 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.	
Main Topics Covered:	
Preliminary Course <ul style="list-style-type: none"> • Basic arithmetic and algebra • Real functions • Trigonometric ratios • Linear functions • The quadratic polynomial and the parabola • Plane geometry • Tangent to a curve and derivative of a function 	HSC Course <ul style="list-style-type: none"> • Coordinate methods in geometry • Applications of geometrical properties • Geometrical applications of differentiation • Integration • Logarithmic and exponential functions • Applications of calculus to the physical world • Probability • Series and series applications
External Assessment <p>The examination will consist of a written examination paper of three hours duration (plus five minutes reading time) containing two sections with a total mark value of 100 marks. All questions in the examination are compulsory.</p> <p>Section I (10 marks)</p> <ul style="list-style-type: none"> • There will be objective-response questions to the value of 10 marks. <p>Section II (90 marks)</p> <ul style="list-style-type: none"> • There will be SIX questions. • All questions will be worth 15 marks. • Each question will consist of a number of short answer parts. <p>The Mathematics examination paper will be based mainly on the Mathematics HSC course and will focus on the course objectives and HSC course outcomes. The Mathematics Preliminary course will be assumed knowledge for this examination. Questions focusing on Mathematics HSC course outcomes may also relate to knowledge, skills and understanding from the Mathematics Preliminary course.</p> <p>A table of standard integrals will be provided.</p> <p>In addition to basic examination equipment, a pair of compasses, set squares, a protractor and a mathematical curve-drawing template may be used.</p> <p>Board-approved calculators may be used.</p>	Internal Assessment <p>The objectives of the course are grouped into two components, Concepts, skills and techniques (50%), which assesses the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts, and Reasoning and Communication (50%), which assesses the application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.</p> <p>The two components are weighted equally to:</p> <ul style="list-style-type: none"> • reflect their equal importance in mathematics learning • recognise the benefits to student learning associated with a focus on reasoning and communication at a level appropriate to the respective course objectives, outcomes and syllabus content. <p>Each HSC examination measures attainment relevant to both components and any one internal assessment task may also contribute to measuring attainment of both components.</p> <p>Up to 20% of the internal assessment mark submitted to the Board of Studies for the Mathematics course may be based on the Preliminary course.</p>

MATHEMATICS EXTENSION 1

Course: Mathematics Extension 1

Course No: P11250 / H15250

1 unit in each of Preliminary ('Preliminary Mathematics Extension') and HSC

Board Developed Course

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.3 Mathematics course for the School Certificate, along with the recommended options.

Exclusions: General Mathematics

Course Description: 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 who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The 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.

Main Topics Covered:

Preliminary Course

- 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 Preliminary Mathematics course

HSC Course

- 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 HSC Mathematics topics

External Assessment	Internal Assessment
<p>The examination will consist of a written examination paper of two hours duration (plus five minutes reading time) with a total mark value of 70 marks. All questions in the examination are compulsory.</p> <p>Section I (10 marks)</p> <ul style="list-style-type: none"> • There will be objective-response questions to the value of 10 marks. <p>Section II (60 marks)</p> <ul style="list-style-type: none"> • There will be FOUR questions. • All questions will be worth 15 marks. • Each question will consist of a number of short answer parts. <p>The Mathematics Extension 1 examination paper will be based mainly on the Mathematics Extension 1 HSC course and will focus on the course objectives and HSC course outcomes. The Mathematics Extension 1 Preliminary course and the Mathematics course will be assumed knowledge for this examination. Questions focusing on Mathematics Extension 1 HSC course outcomes may also relate to knowledge, skills and understanding from the Mathematics Extension 1 Preliminary course and the Mathematics course.</p> <p>A table of standard integrals will be provided. In addition to basic examination equipment, a pair of compasses, set squares, a protractor and a mathematical curve-drawing template may be used. Board-approved calculators may be used.</p>	<p>The objectives of the course are grouped into two components, Concepts, skills and techniques (50%), which assesses the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts, and Reasoning and Communication (50%), which assesses the application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.</p> <p><i>The two components are weighted equally to:</i></p> <ul style="list-style-type: none"> • reflect their equal importance in mathematics learning • recognise the benefits to student learning associated with a focus on reasoning and communication at a level appropriate to the respective course objectives, outcomes and syllabus content. <p>Each HSC examination measures attainment relevant to both components and any one internal assessment task may also contribute to measuring attainment of both components.</p> <p>For Mathematics Extension 1, the internal assessment mark submitted to the Board may be based on the whole course (ie. both Preliminary and HSC courses).</p>

MATHEMATICS EXTENSION 2

Course: Mathematics Extension 2		Course No: H15260	
<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>The examination will consist of a written examination paper of two hours duration (plus five minutes reading time) with a total mark value of 70 marks. All questions in the examination are compulsory.</p> <p>Section I (10 marks)</p> <ul style="list-style-type: none"> • There will be objective-response questions to the value of 10 marks. <p>Section II (90 marks)</p> <ul style="list-style-type: none"> • There will be SIX questions. • All questions will be worth 15 marks. • Each question will consist of a number of short answer parts. <p>The Mathematics Extension 2 examination paper will be based mainly on the Mathematics Extension 2 HSC course and will focus on the course objectives and HSC course outcomes. The Mathematics Extension 1 course and the Mathematics course will be assumed knowledge for this examination. Questions focusing on Mathematics Extension 2 course outcomes may also relate to knowledge, skills and understanding from the Mathematics Extension 1 course and the Mathematics course.</p> <p>A table of standard integrals will be provided. In addition to basic examination equipment, a pair of compasses, set squares, a protractor and a mathematical curve-drawing template may be used. Board-approved calculators may be used.</p>		<p>The objectives of the course are grouped into two components, Concepts, skills and techniques (50%), which assesses the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts, and Reasoning and Communication (50%), which assesses the application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.</p> <p><i>The two components are weighted equally to:</i></p> <ul style="list-style-type: none"> • reflect their equal importance in mathematics learning • recognise the benefits to student learning associated with a focus on reasoning and communication at a level appropriate to the respective course objectives, outcomes and syllabus content. <p>Each HSC examination measures attainment relevant to both components and any one internal assessment task may also contribute to measuring attainment of both components.</p>	

MODERN HISTORY

Course: Modern History		Course No: P11270 / H15270	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description: The Preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts, as a background for their more specialised HSC studies.</p> <p>The HSC course is designed for students to investigate national and international forces for change and continuity in the 20th century through four major studies.</p>			
Main Topics Covered;			
Preliminary Course			
<ul style="list-style-type: none"> ● Part I: 2 x Depth Studies (50%) One case study must be from Europe, North America or Australia <ul style="list-style-type: none"> - The reign of Terror in France 1792 – 1795 or - The decline and fall of the Romanov Dynasty One case study must be from Asia, the Pacific, Africa, The Middle East or Central/South America <ul style="list-style-type: none"> - Decolonisation in Indochina 1945 – 1954 or - Nuclear Testing in the Pacific 1950s to 1960s ● Part II: Historical Investigation – Student choice (20%) ● Part III: Core Study (30%) The World at the Beginning of the 20th Century. 			
HSC Course			
<ul style="list-style-type: none"> ● Part I: Core Study (25%) World War One 1914 – 1919: A source Based Study ● Part II: National Study (25%) Germany ● Part III: Personality Study (25%) Albert Speer or Leni Riefenstahl ● Part IIII: International Studies in Peace and Conflict (25%) <ul style="list-style-type: none"> - Conflict in Indochina 1954 – 1979 or - Conflict in Europe 1935 - 1945 			
Particular Course Requirements:			
The Preliminary course is a prerequisite for the HSC course.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination in four parts as listed above, including short answer and extended response questions	100	<ul style="list-style-type: none"> ● Knowledge and understanding of course content ● Source based skills ● Historical inquiry and research ● Communication of historical understanding in appropriate forms 	40 20 20 20
	100		100

MUSIC

Course: Music 1		Course No: P11280 / H15290	
2 units for each of Preliminary and HSC Board Developed Course			
Prerequisites: Music mandatory course (or equivalent) = Yr 7/8 Non-Elective Music			
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 that cover 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 Board of Studies 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
A 45 minute – one hour aural exam	30	Core Composition	10
Electives:		Core Musicology	10
Three electives from any combination of:		Core Aural	25
Performance (one piece)		Elective 1	15
Composition (one submitted composition)		Elective 2	15
Musicology (one <i>viva voce</i>)		Elective 3	15
• Elective 1	20		
• Elective 2	20		
• Elective 3	20		
	100		100

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

Course: Personal Development, Health and Physical Education		Course No: P11300 / H15320	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description:			
<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 movement 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 in sport. They undertake optional study from a range of choices. This includes investigating advanced approaches to training and sports medicine concepts. Where possible, students experiment with these concepts in movement laboratories. Throughout the course, students develop their capacity to think critically on key issues relating to health, quality of life and movement potential.</p>			
Main Topics Covered:			
Preliminary Course			
Core Topics (60%)			
<ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion 			
Optional Component (40%)			
Students to select two options each from:			
<ul style="list-style-type: none"> • First Aid • Composition and Performance • Fitness Choices • Outdoor Recreation 			
HSC Course			
Core Topics (60%)			
<ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance 			
Optional Component (40%)			
Students to select two options each from:			
<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 			
Particular Course Requirements:			
In addition to core studies, students select two options in each of the Preliminary and HSC courses			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written paper	100	Core	60
		Options	40
	100		100

PHYSICS

Course: Physics		Course No: P11310 / H15330	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Fee: A course fee of \$10 applies to all students studying the Preliminary or HSC Physics. This fee helps to offset the substantial cost of materials and specialised equipment used by the students.</p> <p>Course Description: Physics investigates natural phenomena and identifies patterns and applies in a wide range of interesting contexts, models, principles and laws to explain their behaviour.</p> <p>The Preliminary course develops a knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students' understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles, such as car crashes and the mechanisms that maintain the physical conditions of planet Earth.</p> <p>The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics. The options cover a wide variety of interest topics and draw on the increased information and understandings provided by improved technology to examine areas of current research.</p>			
<p>Main Topics Covered:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • The World Communicates • Electrical Energy in the Home • Moving About • The Cosmic Engine <p>HSC Course</p> <p>Core Topics</p> <ul style="list-style-type: none"> • Space • Motors & Generators • From Ideas to Implementation <p>One Option from the following:</p> <ul style="list-style-type: none"> • Geophysics • Medical Physics • Astrophysics • From Quantum to Quarks • The Age of Silicon 			
<p>Particular Course Requirements: Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	75	Core	75
Core	25	Options	25
Options	100		100

SENIOR SCIENCE

Course: Senior Science		Course No: P11320 / H15340	
2 units for each of Preliminary and HSC Board Developed Course			
		Exclusions:	Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics
Course Fee: A course fee of \$10 applies to all students studying Preliminary or HSC Senior Science. This fee helps to offset the substantial cost of materials and specialised equipment used by the students.			
Course Description: The Preliminary course incorporates study of the collection, storage and conservation of water resources, the structure and function of plants with an emphasis on Australian native plants and aspects of human anatomy. It discusses issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems. The HSC course examines the range and importance of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies and information systems. The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in Science. In the HSC study pattern students who have completed the Preliminary course in Biology, Chemistry, Earth and Environmental Science or Physics and who discontinue that course may replace it with the HSC course in Senior Science. These students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environmental Science or Physics.			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • Water for Living • Plants • Humans at Work • The Local Environment 			
HSC Course			
Core Topics			
<ul style="list-style-type: none"> • Lifestyle Chemistry • Medical Technology – Bionics • Information Systems 			
One option from the following:			
<ul style="list-style-type: none"> • Preservatives and Additives • Polymers • Pharmaceuticals • Space Science • Disasters 			
Particular Course Requirements:			
The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination			
Core	75	Core	75
Option	25	Option	25
	100		100

SOCIETY AND CULTURE

Course: Society and Culture		Course No: P11330 / H15350	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description: Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social and cultural world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.</p> <p>The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.</p>			
<p>Main topics Covered:</p> <p>Preliminary Course The Social and Cultural World (30%) – the interaction between aspects of society and cultures Personal and Social Identity (40%) – socialisation & coming of age in a variety of social and cultural settings. Intercultural Communication (30%) – how people in different cultures interact and communicate</p> <p>HSC Course Core Social and Cultural Continuity and Change (30%) – The nature, continuity and change, research and study of a selected country The Personal Interest Project (30%) - an individual research project</p> <p>Depth Studies (40%) Two to be chosen from: Popular Culture – the interconnection between individuals and popular culture Belief Systems – role of belief systems in societies, cultures and personal life Social Inclusion and Exclusion – the nature of equality and difference in societies and cultures Social Conformity and Non conformity – the nature and role of work and leisure in society</p>			
Particular Course Requirements: Completion of Personal Interest Project			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination, including short answer and extended response questions.	60	Knowledge and understanding	50
		Application and evaluation of research methodology	30
Personal Interest Project	40	Communication	20
	100		100

STUDIES OF RELIGION

Course: Studies of Religion		Course No:	
Course II – 2 units for both Preliminary and HSC Board Developed Course		Exclusions: nil	
<p>Course Description: For the purposes of this course the Religious Traditions are considered to be the five major Religions of Buddhism, Christianity, Hinduism, Islam and Judaism.</p> <p>Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture.</p> <p>The Studies of Religion course acknowledges that there are many ways of studying religion. It investigates the significance of the role of religion in society and, in particular, within Australian society. It recognises and appreciates the place and importance of Aboriginal belief systems and spiritualities in Australia. This course enables students who live in a multifaith and multicultural society to progress from a broad understanding of religious traditions to specific studies within these traditions. The course provides a focus on religious expression in Australia and, also, investigates religion's place within the global community.</p>			
<p>Main Topics Covered:</p> <p>Preliminary Course: <i>SOR II Compulsory</i></p> <ul style="list-style-type: none"> • Nature of Religion and Beliefs • Religious Tradition Study 1 • Religious Tradition Study 2 <p><i>SOR II studies these additional topics</i></p> <ul style="list-style-type: none"> • Religious Tradition Study 3 • Religions of Ancient Origin • Religion in Australia pre-1945 <p>HSC Course: <i>SOR II Compulsory</i></p> <ul style="list-style-type: none"> • Religion and Belief Systems in Australia post-1945 • Religious Tradition Depth Study 1 • Religious Tradition Depth Study 2 <p><i>SOR II studies these additional topics</i></p> <ul style="list-style-type: none"> • Religious Tradition Depth Study 3 • Religion and Peace • Religion and Non-Religion 			
Assessment HSC course only			
External examination	Weighting	Internal assessment	Weighting
Course 2 – a 3 hour exam that includes objective responses, short answer and 2 extended response questions.	100	<ul style="list-style-type: none"> • Knowledge and understanding of course content • Source based skills • Investigation and research • Communication of information, ideas and issues in appropriate forms 	Course 2 - 100

Course: Textiles and Design		Course No: P11370 H15390	
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 Fee: Year 11 - \$80 Year 12 - \$80			
Course Description: Textiles and Design Stage 6 is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textiles items. The course offers students the opportunity to explore advances in technology, current issues facing the textile industry and employment opportunities. Students develop an understanding that textiles in industry, small business and in leisure activities has an emphasis on project work and students emulate this through the designing, planning and manufacturing of a Major Textiles Project.			
Main Topics Covered:			
Preliminary Course Learning opportunities focus on:			
<ul style="list-style-type: none"> • Elements and principles of design • Types of design • Communication techniques • Manufacturing methods • Properties and Performance of Textiles • Australian Textile, Clothing Footwear, and Allied Industries • Industry overview – past, present, future • Quality and value of textiles • Preliminary Project 1 – Drawn from the area of study of Design • Preliminary Project 2 – Drawn from the area of study of Properties and Performance of Textiles 			
HSC Course Learning opportunities focus on:			
<ul style="list-style-type: none"> • Design • Properties and Performance of Textiles • Australian Textile, Clothing, Footwear and Allied Industries • HSC Major Textiles Project Students will undertake a Major Textiles Project. The project focus is selected from ONE of the following areas: • Apparel • Furnishings • Costume • Textile Arts • Non-apparel 			
Particular Course Requirements			
<ul style="list-style-type: none"> • Preliminary Project 1 – Drawn from the area of study of Design • Preliminary Project 2 – Drawn from the area of study of Properties and Performance of Textiles 			
Assessment: HSC Course Only			
External Assessment	Weighting	Internal Assessment	Weighting
Written Examination	50	Core	50
Written Examination of 90 Minutes		Options	50
Major Textiles Project	50		

VISUAL ART

Course: Visual Arts		Course No: P11380 / H15400	
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 Fee: Year 11 - \$65 Year 12 - \$65</p>			
<p>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 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.</p>			
<p>Main Topics Covered:</p> <p>Preliminary Course learning opportunities focus on:</p> <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 <p>HSC Course learning opportunities focus on:</p> <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. 			
<p>Particular Course Requirements:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Artworks in at least two expressive forms and use of a Visual Arts diary • A broad investigation of ideas in art making, art criticism and art history <p>HSC Course</p> <ul style="list-style-type: none"> • Development of a body of work and use of a Visual Arts 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 paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

***Vocational Education and Training
(VET)
Curriculum Framework Courses***

CONSTRUCTION PATHWAYS

<p>Course: Certificate II in Construction Pathways (240 indicative hours) Course No: P26201 / H26201 4 Preliminary and/or HSC units in total Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)</p>	
<p>Course Fee: Year 11- \$40 Year 12 - \$40</p>	
<p>Course Description: This course is for students who wish to work in the construction industry. The course is based on units of competency developed by the construction industry to describe the competencies and skills and knowledge needed by workers in this industry.</p>	
<p>Units of Competencies Compulsory</p> <ul style="list-style-type: none"> • Apply WHS requirements, policies and procedures in the construction industry ▪ Work effectively and sustainably in the construction industry ▪ Plan and organize work ▪ Conduct workplace communication ▪ Carry out measurements and calculations ▪ Read and interpret plans and specifications ▪ Use carpentry tools and equipment ▪ Work safely in the construction industry 	<p>Electives:</p> <ul style="list-style-type: none"> ▪ Use bricklaying and blocklaying tools and equipment ▪ Handle and prepare bricklaying and blocklaying materials ▪ Handle carpentry tools and equipment ▪ Apply basic levelling procedures ▪ Handle construction materials
<p>Students may apply for Recognition of Prior Learning provided suitable evidence is submitted</p>	
<p>Qualifications Students who undertake the Construction Pathways course and are assessed as competent in the above units of competency will be eligible for a Certificate II in Construction Pathways (CPC20211). Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Construction Pathways (CPC20211).</p>	
<p>Pathways to Industry Skills gained in this industry transfer to other occupations. Working in the construction industry involves</p> <ul style="list-style-type: none"> ▪ constructing buildings ▪ designing buildings ▪ communicating with clients ▪ modifying buildings ▪ measuring materials sites ▪ managing personnel and sites 	
<p>Mandatory Course Requirements Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the Board of Studies. Students must gain the mandatory General Construction Induction Training, (the white card) as well as general WHS training and site-specific WHS induction before being allowed onto a work site.</p>	
<p>Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor 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. When a student achieves a unit of competency it is signed off by the assessor.</p> <p>Appeals Students may lodge an appeal about assessment decisions through their VET teacher.</p> <p>External Assessment (optional HSC examination) The Higher School Certificate examination for Construction (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on the compulsory units of competency and <i>HSC Requirements and Advice</i> detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of the ATAR.</p>	
<p>Exclusions</p> <ul style="list-style-type: none"> ▪ Students may not undertake the same or equivalent unit of competency in more than one VET course. ▪ The Construction Pathways Curriculum Framework contains some common units with the Business Services, Entertainment Industry and Primary Industries Curriculum Frameworks. ▪ Industrial Technology (Building and Construction Industries). 	

Course: Certificate II in Hospitality: Food and Beverage

Course No: 26501

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Course Fee:

Year 11 - \$130

Year 12 - \$130

Course Description:

This course is for students who wish to work in the hospitality industry, either as a long-term career or in part-time or temporary hospitality positions.

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

Units of Competency

Compulsory

- Work effectively with others
- Show social and cultural sensitivity
- Participate in safe work practices
- Source and use information on the Hospitality Industry
- Interact with customers
- Use hospitality skills effectively

Elective Units of Competency

- Use hygienic practices for food safety
- Prepare and serve non-alcoholic beverages
- Prepare and serve espresso coffee
- Serve food and beverage
- Use food preparation equipment
- Participate in safe food handling practices
- Prepare sandwiches
- Participate in environmentally sustainable work practices
- Clean premises and equipment

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Qualifications Students who undertake the multi-skilling focus and are assessed as competent in the above units of competency will be eligible for a **Certificate II in Hospitality (SIT20213)**. Students who do not achieve SITHIND002A will be eligible for a **Statement of Attainment towards Certificate II in Hospitality (SIT20213)**

Mandatory Course Requirements Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the Board of Studies

Competency – Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor 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. When a student achieves a unit of competency it is signed off by the assessor.

Appeals Students may lodge an appeal about assessment decisions through their VET teacher.

External Assessment (optional HSC examination)

The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and *HSC Requirements and Advice* detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of the ATAR.

Exclusions

- Students may not undertake the same or equivalent unit of competency in more than one VET course. The Hospitality Curriculum Framework contains some common units with the Tourism and Entertainment Curriculum Frameworks.

Board Content Endorsed Courses

ENGLISH STUDIES

Course: English Studies

Content Endorsed Course

English Studies addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course and are not seeking admission to university. The course is **not** examined externally. Results in the course are not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

The Stage 6 English Content Endorsed Preliminary and HSC Courses are comprised of a mandatory module and a series of additional modules to satisfy the following pattern.

- The module *Achieving through English: English and the worlds of education, careers and community* is mandatory in the Preliminary course.
- The module *We are Australians – English in citizenship, community and cultural identity* is mandatory in the HSC course.
- Additional modules are to be selected from elective modules.
- A total of three to five modules (including the mandatory module) will be studied in the Preliminary course, and a total of three to five different modules (including the mandatory module) will be studied in the HSC course.

Assessment is all internal and there is no HSC examination.

Strategies and instruments used for assessment purposes may include the following:

- portfolios of students' own compositions prepared over time
- individual and group presentations and reports
- research assignments
- in-class essay tests
- viewing/listening tasks
- multiple-choice and short answer tests
- written or oral reports related to excursions, work experience or other work involving experience with the community beyond school.

MARINE STUDIES

Course: Marine Studies
Board Content Endorsed Course

Course Fee:

A course fee of \$10 applies to all students studying Year 11 or Year 12 Marine Studies. This fee helps to offset the substantial cost of materials and specialised equipment used by the students.

Course outline: Marine Australia consists of 69,630 kilometres of coastline, 14.8 million square kilometres of continental shelf, 12000 islands, 783 major estuaries AND all of the life that this huge area contains. The Marine studies course covers both practical and theoretical aspects of the marine environment. A key issue is how to strike a balance between using marine resources for human benefit and protecting the natural heritage of marine areas. There is a strong focus in the course on solving real life problems.

Topics: There is an eight-week core that covers the following topics: safety, first aid, the marine environment, life in the sea and marine employment opportunities. The rest of the preliminary and HSC course consists of modules agreed upon by the teacher and class. There are 23 optional modules from which to choose.

They are:

- | | |
|------------------------------------|---|
| 1 Resuscitation Certificate | 2 First Aid Certificate |
| 3 Dangerous Marine Creatures | 4 Estuarine Studies |
| 5 Coastal Studies | 6 Coral Reef Ecology |
| 7 Local Area Study | 8 Sea Birds of Our Coast |
| 9 Commercial and Recreational | 10 Fishing |
| 11 Aquaculture | 12 Marine Resource Management |
| 13 Marine Aquarium | 14 Anatomy of Marine Organisms |
| 15 Seafood Handling and Processing | 16 Skin Diving and Diving Science |
| 17 Marine Engineering | 18 Marine Archaeology |
| 19 Boating and Seamanship | 20 Marine Craft Construction and Repair |
| 21 Pilotage and Navigation | 22 Marine Communication |
| 23 Wind Powered Craft | |

There is a strong emphasis on the real-life aspects of the course and, in particular, the links to practical areas of Marine Studies and how these are important to vital primary industries, tourism, recreation and safeguarding our seas and oceans.

SPORT, LIFESTYLE AND RECREATION

Course: Sport, Lifestyle and Recreation Studies
Board Content Endorsed Course

Exclusions: Students studying Board Developed PDHPE must not study SLR modules that duplicate PDHPE modules.

Course Description:

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

This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

The course aims to:

- develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation;
- promote an understanding of the requirements for healthy living;
- develop a deeper understanding of the interaction between society, sport, recreation and fitness;
- identify how sport influences and affects various groups and sections of our society;
- provide students with a greater understanding of their physical and sporting potential.

Main topics covered:

A range of practical topics are explored in the SLR course. The following topics are studied through both theory and practical classes:

- Aquatics
- First Aid
- Sports Coaching
- Fitness
- Resistance Training
- Outdoor Recreation
- Sports Administration
- Healthy Lifestyle
- Games & Sports Applications

Course Fee:

Students will be required to pay for use of outside venues such as gym, squash, tennis and other sports facilities.

Students will be invoiced the cost of full time classes at the venue.

VISUAL DESIGN

Course: Visual Design	Course No: 35103
2 units for each of Preliminary and HSC	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 Fee: Year 11 - \$50 Year 12 - \$50	
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 accomplished critical and historical investigations of design.	
Main Topics Covered Modules may be selected in any of the four broad fields of: <ul style="list-style-type: none">•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.	

WORK STUDIES

Course: Work Studies Content Endorsed Course	Exclusions: Nil
Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.	
This course in Work Studies will assist students: <ul style="list-style-type: none">• to recognise the links between education, training, work and lifestyle, and the economic and social factors that affect work opportunities;• to develop an understanding of the changing nature of work organisation and the implications for individuals and society;• to undertake an extended work placement to allow for the development of specific job-related skills;• to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas;• to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.	

Stage 6 Life Skills Courses

ENGLISH LIFE SKILLS

Course: English Life Skills	Course No: P12800 / H16600
2 units for each of Preliminary and HSC Board Developed Course	Exclusions:
Course Description: <p>The Stage 6 English Life Skills course focuses on the development of effective communication and literacy skills that will enhance the participation of students in all aspects of post-school life.</p> <p>The course emphasises the ability to initiate interactions and to respond appropriately to others in a variety of situations. This can provide opportunities for students to expand their understanding of the cultural, social and emotional aspects of verbal communication. The course focuses on reading, comprehending, interpreting and responding to a variety of texts. It also provides opportunities for students to develop their written communication skills and skills in and understanding about viewing a wide range of visual material.</p> <p>Study in the Stage 6 English Life Skills course should enable students to access information, engage in a range of recreational and leisure activities and to undertake further education, training and employment.</p>	
Main Topics Covered: <p>The structure of the English Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.</p> <p>The modules are:</p> <ul style="list-style-type: none">• Communication• Speaking• Listening• Reading• Writing• Viewing <p>Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the students participation</p>	
Particular Course Requirements: <p>The completion of a transition-planning process for each student is a condition of access to the English Life Skills course.</p>	
Assessment <p>As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.</p>	

MATHEMATICS LIFE SKILLS

Course: Mathematics Life Skills	Course No: P12810 / H16610
2 units for each of Preliminary and HSC Board Developed Course	Exclusions:
Course Description: <p>The Stage 6 Mathematics Life Skills course focuses on the development of students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school life.</p> <p>The course emphasises the application of mathematical operations to practical situations and the development of problem solving in real-life situations. Students have the opportunity to develop their practical skills in operations and calculations with money as well as the management of their personal finances. They can develop the capacity to manage personal time and schedule activities. The course also provides students with the opportunity to develop skills in the use of measurement tools and units in a range of situations.</p> <p>Study in the Stage 6 Mathematics Life Skills course should enhance students' access to community living, further education, training and employment.</p>	
Main Topics Covered: <p>The structure of the Mathematics Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.</p> <p>The modules are:</p> <ul style="list-style-type: none">• Numeration• Operations• Time• Space• Money• Measurement <p>Within a module teachers will design a program that includes the outcomes and content that are most appropriate to the students participation in many aspects of daily living.</p>	
Particular Course Requirements: <p>The completion of a transition-planning process for each student is a condition of access to the Mathematics Life Skills course.</p>	
Assessment <p>As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.</p>	

SCIENCE LIFE SKILLS

Course: Science Life Skills	Course No: P12840 / H16640
2 units for each of Preliminary and HSC Board Developed Course	Exclusions:
Course Description: <p>The Stage 6 Science Life Skills course focuses on the development of knowledge and understanding of the relationship between people and the natural environment. The course also emphasises the development of skills and responsible attitudes that enable students to use and manage the earth's resources in everyday living situations.</p> <p>The course examines of the factors that influence the earth's environment and its relationship with the sun and other bodies in the universe with an emphasis on the importance of climate and weather and the need to maintain a balance in nature. Students can develop skills in identifying the essential differences between living and non-living things, with opportunities to develop greater knowledge and understanding of the nature, range and habitats of a wide variety of living things. The course explores the nature, type and importance of resources, and students will have opportunities to examine the effective and responsible use and management of resources in the environment. Students will have the opportunity to identify and value the many ways plants are used in the environment and will also have an opportunity to develop skills in planning, and participating in the management of, a garden. Students can also develop skills in animal care and management. Students will have opportunities examine the sources, types and nature of energy used in daily environments.</p>	
Main Topics Covered: <p>The structure of the Science Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.</p> <p>The modules are:</p> <ul style="list-style-type: none">• The Earth and Its Surroundings• Living Things• Managing Resources in the Local Environment• Horticulture• Animal Care• Obtaining and Using Energy <p>Within a module teachers will design a program that includes the outcomes and content that are most appropriate to the students' participation in many aspects of daily living.</p>	
Particular Course Requirements: <p>The completion of a transition-planning process for each student is a condition of access to the Science Life Skills course.</p>	
Assessment <p>As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.</p>	

CITIZENSHIP AND SOCIETY LIFE SKILLS

Course: Citizenship and Society Life Skills	Course No: P12830 / H16630
2 units for each of Preliminary and HSC Board Developed Course	Exclusions:
Course Description: <p>The Stage 6 Citizenship and Society Life Skills course focuses on the development of the knowledge and understanding, skills, values and attitudes that will enable students to participate as individuals in all aspects of Australian society.</p> <p>The course emphasises practical experiences of a range of roles and responsibilities in everyday activities. Students can develop their skills in travelling around the local community and gain an understanding of the importance of balancing work and training with planned holidays. The course focuses on personal roles, rights and responsibilities in relation to the law, and emphasises what it means to be a citizen of Australia and to participate in democratic processes. Students will have the opportunity to develop their knowledge and understanding of social, cultural and environmental features of Australia, as well as the opportunity to engage with the wide range of significant people, issues and events that have influenced Australia's development. The course will also examine key events, issues and challenges facing Australia and the world today and how they may be addressed.</p>	
Main Topics Covered: <p>The structure of the Citizenship and Society Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.</p> <p>The modules are:</p> <ul style="list-style-type: none">• Participation as an Individual in Adult and Community Life• Social, Cultural and Environmental Features of Australia• Travel and Holidays• Citizenship and the Law• Significant People, Events and Issues in Australia's History• Significant People, Events and Issues for Australia and the World today <p>Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the students participation in many aspects.</p>	
Particular Course Requirements: <p>The completion of a transition-planning process for each student is a condition of access to the Citizenship and Society Life Skills course.</p>	
Assessment <p>As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.</p>	

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION LIFE SKILLS

Course: Personal Development, Health and and Physical Education Life Skills	Course No: P12820 / H16620
2 units for each of Preliminary and HSC Board Developed Course	Exclusions:
Course Description: <p>The Stage 6 Personal Development, Health and Physical Education Life Skills course focuses on the development of the values and attitudes, knowledge, understanding and skills that will enable students to lead safe, healthy, active and productive lives.</p> <p>The course emphasises effective management of a range of personal health issues that are critical to daily life. Students can develop a broad understanding of the importance of health practices that will enable them to lead healthy lifestyles. They will have the opportunity to participate in activities that will enhance their ability to engage appropriately in a range of interpersonal relationships. Student's effective participation in a range of post school environments will be supported by the development of skills in a range of safe living practices. The course will assist students to engage in a range of leisure activities that will enhance their post-school life as well as providing students with experiences and information to enable them to engage in outdoor activities as a participant or spectator.</p>	
Main Topics Covered: <p>The structure of the Personal Development, Health and Physical Education Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.</p> <p>The modules are:</p> <ul style="list-style-type: none">• Growth and Development• Developing and Maintaining a Healthy Lifestyle• Interpersonal Relationships• Safe Living• Leisure• Outdoor Recreation <p>Within a module teachers will design a program that includes the outcomes and content that are most appropriate to the students participation in many aspects of daily living.</p>	
Particular Course Requirements: <p>The completion of a transition-planning process for each student is a condition of access to the Personal Development, Health and Physical Education Life Skills course.</p>	
Assessment <p>As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.</p>	

CREATIVE ARTS LIFE SKILLS

Course: Creative Arts Life Skills	Course No: P12850 / H16650
2 units for each of Preliminary and HSC Board Developed Course	Exclusions:
Course Description: <p>The Stage 6 Creative Arts Life Skills course focuses on the development of an awareness, and understanding of the visual arts, music, drama, and dance that offer creative opportunities for self-expression and personal choice, communication, and the sharing of cultural views.</p> <p>Music provides opportunities for students to listen and respond to a range of musical styles and to make and perform music individually and in groups. Movement and Dance provides opportunities for students to experience and respond to different movements and dance styles. Through making, performing and appreciating their own dramatic works as well as those of others, students may enjoy their learning and participate in drama and theatre experiences in post-schooling environments. Learning opportunities in Painting, Drawing, Photography and Printmaking provide opportunities for students to investigate different concepts and ideas of interest that can be represented in drawings, paintings and photographs. Ceramics, 3D Forms and Fibre provide opportunities for students to investigate different concepts and ideas of interest that can be represented in clay objects and forms, sculptures, models, constructions and fibre.</p> <p>Electronic media expand the range of experiences students may have in making artworks in two and three dimensions. These technologies encourage students to explore concepts and ideas from different sources in imaginative and creative ways.</p> <p>Study in the Stage 6 Creative Arts Life Skills course should contribute to students' appreciation of the arts, their quality and enjoyment of life and assist them to prepare for various post-schooling opportunities.</p>	
Main Topics Covered: <p>The structure of the Creative Arts Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.</p> <p>The modules are:</p> <ul style="list-style-type: none">• Music• Movement and Dance• Drama and Theatre• Visual Arts – Painting, Drawing, Photography and Printmaking• Visual Arts – Ceramics, 3D Forms and Fibre• Visual Arts – Electronic Media <p>Within a module teachers will design a program that includes the outcomes and content that are most appropriate to the students participation in many aspects of daily living.</p>	
Particular Course Requirements: <p>The completion of a transition-planning process for each student is a condition of access to the Creative Arts Life Skills course.</p>	
Assessment <p>As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.</p>	

TECHNOLOGY AND APPLIED STUDIES LIFE SKILLS

Course: Technological and Applied Studies Life Skills	Course No: P12860 / H16660
2 units for each of Preliminary and HSC Board Developed Course	Exclusions:
Course Description: <p>The Stage 6 Technological and Applied Studies Life Skills course focuses on the development of the knowledge, skills and confidence required for students to become informed, responsible individuals, and to facilitate and maximise their participation in a technological world.</p> <p>This course provides students with opportunities to develop skills in accessing technology to facilitate their greater participation and independence in post-school environments. Students can extend their knowledge and understanding of, and skills in menu planning for a variety of occasions, and in the purchase and preparation of food using a range of resources. Students will have the opportunity to work with a range of materials, tools and machinery to complete specific projects. They will be provided with experiences that will increase their knowledge and understanding of essential features of home management, care and organisation. The course provides students with opportunities to develop their skills in the care and maintenance of clothing. Students can also enhance their capacity to use a range of appliances, machinery and equipment they will encounter in post-school environments.</p>	
Main Topics Covered: <p>The structure of Technological and Applied Studies Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.</p> <p>The modules are:</p> <ul style="list-style-type: none">• Accessing Technology• Food Purchasing and Preparation• Working with Materials, Equipment and Machinery• Home Management, Care and Organisation• Clothing Care• General Maintenance of Appliances, Machinery and Equipment <p>Within a module teachers will design a program that includes the outcomes and content that are most appropriate to the students' participation in many aspects of daily living.</p>	
Particular Course Requirements: <p>The completion of a transition-planning process for each student is a condition of access to the Technological and Applied Studies Life Skills course.</p>	
Assessment <p>As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.</p>	

WORK AND THE COMMUNITY LIFE SKILLS

Course: Work and the Community Life Skills	Course No: P12870 / H16670
2 units for each of Preliminary and HSC Board Developed Course	Exclusions:
Course Description: <p>The Stage 6 Work and Community Life Skills course focuses on the skills, knowledge, understanding, values and attitudes that students need for employment, participation and independence in the community.</p> <p>The course emphasises the development of student's understanding of the nature, patterns, variety and implications of paid, and volunteer work. Students can develop a personal portfolio and will have the opportunity to clarify their expectations of workplace and community-based environments on the basis of actual experiences. They will be provided with a broad range of information, skills and experience in important aspects of the post-school environments they will encounter. The course focuses on skills in communication, awareness of rights and responsibilities and safe and successful working practices. Opportunities will be provided for students to develop skills through graduated experiences and participation in the workplace and community-based learning environments that have been determined through the individual transition-planning process.</p>	
Main Topics Covered: <p>The structure of the Work and Community Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.</p> <p>The modules are:</p> <ul style="list-style-type: none">• Understanding the World of Work• Planning for Participation in Workplace and Community-Based Learning• Developing a Portfolio in Preparation for Employment• Introduction to the Workplace or Community-Based Learning Environments• Dealing with Workplace and Community-Based Learning Environment Issues• Participating in Workplace Learning and Community Based Learning Experiences <p>Within a module teachers will design a program that includes the outcomes and content that are most appropriate to the students participation in many aspects of daily living.</p>	
Particular Course Requirements: <p>The completion of a transition-planning process for each student is a condition of access to the Work and Community Life Skills course.</p>	
Assessment <p>As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.</p>	

Notes