Dubbo School of Distance Education

Course Information Preliminary 2016 HSC 2017

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14th September 2015
Welcome to Distance Education

This booklet introduces you to the range of Preliminary and HSC Courses available to you through Dubbo School of Distance Education. Inside you will find descriptions of the courses and something of their nature and requirements.

If you have further questions about any course, contact our school during school hours.

Regards

Christine Mason
Principal

You can find additional information at:

www.boardofstudies.nsw.edu.au
Board of Studies and Teaching Educational Standards NSW

www.tafensw.edu.au
TAFE

http://hsc.csu.edu.au
HSC on line at Charles Sturt University

www.mq.edu.au
Macquarie University

www.uac.edu.au
University Admissions Centre

www.usdy.edu.au
University of Sydney

www.unsw.edu.au
University of NSW

www.uts.edu.au
University of Technology, Sydney

www.uws.edu.au
University of Western Sydney

www.det.nsw.edu.au/hsc_tafe
HSC/TAFE Credit Transfer
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Dubbo School of Distance Education Preliminary and HSC Curriculum

Listed below are the courses currently available for 2016 – they are 2 unit courses unless indicated otherwise.

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<td>Community &amp; Family Studies</td>
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<td>Japanese Continuers</td>
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<td>Legal Studies</td>
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<td>Mathematics General (Prelim)</td>
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<td>Mathematics General 2*</td>
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<td>Mathematics</td>
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<td>Mathematics Ext 1 1U</td>
<td><strong>Photography, Video and Digital Imaging (240 hours)</strong></td>
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<tr>
<td>Mathematics Ext 2 1U*</td>
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<td>Music 2</td>
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<tr>
<td>Music Extension 1U*</td>
<td><strong>Photography, Video and Digital Imaging (240 hours)</strong></td>
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<td>PD Health PE</td>
<td><strong>Photography, Video and Digital Imaging (240 hours)</strong></td>
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<td>Physics</td>
<td><strong>Photography, Video and Digital Imaging (240 hours)</strong></td>
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<td>Senior Science</td>
<td><strong>Photography, Video and Digital Imaging (240 hours)</strong></td>
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<tr>
<td>Software Design &amp; Development</td>
<td><strong>Photography, Video and Digital Imaging (240 hours)</strong></td>
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<td>Spanish Beginners</td>
<td><strong>Photography, Video and Digital Imaging (240 hours)</strong></td>
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<td>Textiles &amp; Design</td>
<td><strong>Photography, Video and Digital Imaging (240 hours)</strong></td>
</tr>
<tr>
<td>Visual Arts</td>
<td><strong>Photography, Video and Digital Imaging (240 hours)</strong></td>
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* Only Studied in the HSC year

**English Studies counts as 2 units towards the six Board developed courses required to satisfy the pattern of study for the Preliminary HSC and the HSC. It will NOT count towards an ATAR however.
Qualifying for the Higher School Certificate Board of Studies requirements

The required pattern of courses for full time students is a minimum of 12 units of Preliminary year courses and 10 units of HSC Courses in Year 12. Some students may choose to study more than 12 units in Year 11. Your selection must include:

- at least two units of English
- at least four subjects
- at least six units of Board Developed courses
- at least three courses of 2 unit or greater value
- no more than six units of Science courses.

All students in Years 11 and 12 in NSW government schools must complete the Crossroads course, in addition to the minimum number of units mentioned above. Full-time students are advised to complete this course during their Preliminary year.

All students must complete the Board of Studies ‘All My Own Work’ modules. Students cannot be entered nor gain any accreditation for the Preliminary HSC before All My Own Work is completed.

Students must complete tasks required for the assessment program of each course including practical oral/aural or project works. Students who do not comply with the assessment requirements in any course will not be deemed as having completed the course at the end of Term 3 in Year 11.

Students must have a satisfactory record of return of work and application to studies. A minimum of 85% return of work is required for a student to achieve course outcomes.

Preliminary Courses are of 30 weeks duration. All Preliminary course work must be completed to gain the Preliminary (Year 11) Record of School Achievement issued by the Board of Studies. The Principal is required to certify satisfactory completion of each course at the end of Term 3 in Year 11.

Satisfactory completion of Preliminary Courses or the equivalent is a prerequisite for entry into a HSC Course.

For HSC examination purposes the outcomes of Preliminary Courses will be regarded as “assumed knowledge”.

Content Endorsed Courses (CECs) may be studied as either Preliminary or HSC Courses. They do not count for the ATAR, but they do count for HSC eligibility.

HSC General Mathematics 1, a Content Endorsed Course, is a 2 unit course studied in the HSC years. It builds upon knowledge, skills and understandings of Stage 5 Mathematics. It does not count for the ATAR, but does count for HSC eligibility.

Satisfactory completion of a course

The following course completion criteria refer to both Preliminary and HSC Courses.

Course completion criteria

A student will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:

a. followed the course developed or endorsed by the Board of Studies
b. applied self with diligence and sustained effort to the set tasks and experiences provided by the course
c. achieved most or all of the course outcomes.

Clearly, return of work at a rate less than 85% will be regarded seriously by the Principal who will give students early warning of the consequences of such non return of course work. Students with a pattern of irregular return of work find it very difficult to complete course requirements.
Completion of assessment tasks

Students are required to make a genuine attempt at assessment tasks in excess of 50% of the total marks available in order to satisfy HSC assessment requirements.

If at any time it appears that a student is at risk of being awarded an ‘N’ determination in any course the Principal must warn the student as soon as possible and advise the parent or guardian in writing (if the student is under 18 years of age). This warning will be given in time for the problem to be corrected.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the ‘N’ determination and notify the student.

Preliminary courses

Achievement in all Preliminary courses will be graded against a Common Grade Scale produced by the Board of Studies and these grades will appear on the student’s Record of School Achievement. In cases of unsatisfactory completion, an ‘N’ determination will be submitted on the appropriate form to the Board of Studies. Courses which are not satisfactorily completed will not be printed on the Record of School Achievement.

Principals will be required to confirm, at the time of HSC entry, that the student has satisfactorily completed Preliminary Course requirements and that their entry for each HSC Course is valid.

Students who have received an ‘N’ determination have a right of appeal.

Life Skills courses as part of a special program of study

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

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary Course and a 2 unit HSC Course.

University entry requirements

1. To be eligible for an ATAR you must satisfactorily complete at least 10 units of ATAR courses, including at least two units of English and eight units of Category A courses. Courses completed must include at least three Board Developed Courses of two units or greater and at least four subjects.

2. The ATAR will be based on an aggregate of scaled marks in ten units of ATAR Courses comprising:
   - your best two units of English
   - your best eight units from the remaining units. No more than two units of Category B courses will be included.

Important note:

A subject is the general name given to an area of study. A course is a branch of study within a subject. A subject may have several different courses, for example, the subject of English has courses which include English Standard, English Advanced, English ESL, etc.
Optional pathways to the HSC

There are various pathway provisions for students to accumulate their HSC. The most common way, however, will still be that students obtain their HSC in two years. Some students may elect to do Year 11 over two years and Year 12 in one year, or Year 11 in one year and Year 12 over two years. Some may wish to study Year 11 Preliminary Courses over two years and Year 12 HSC Courses over two years – a total of four years. Some students may elect to continue their subsequent part time years at a TAFE college. Students are not obliged to complete their part time studies in the one school or campus.

Record of School Achievement (ROSA)

The RoSA is a record of student academic achievement up to the day they do their HSC or leave school. It can therefore contain details of Year 10, Preliminary and HSC courses undertaken prior to leaving school. It will provide an electronic record of achievements that students can access and use at any time.

In addition, the RoSA will provide the capacity to record VET courses and students’ vocational experiences as well as citizenship and leadership achievements.

The RoSA will also offer online literacy and numeracy tests, with particular emphasis on work readiness, that students will be able to undertake twice a year at specified times.

Students who leave school and who are not eligible for a RoSA will be able to receive a Transcript of Study from their school at the time of departure.

Students who receive their HSC will also be able to receive a RoSA at the same time as their HSC, detailing their achievements in their earlier years of study.

To qualify for a RoSA, the student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy the Board of Studies’ curriculum and assessment requirements for the RoSA
- complied with all requirements imposed by the Minister or the Board, and completed Year 10.

For further information on the RoSA, contact your student adviser or visit the Board of Studies website.

Credit transfer

Many HSC Courses will give you Advanced Standing for TAFE Courses after you complete the HSC. You can access this information on www.det.nsw.edu.au/hsctafe. Seek assistance from the Careers Adviser if you require further clarification about Credit Transfer or Advanced Standing from HSC Courses to TAFE courses.

Exemptions for prior learning and experience

- Students’ prior learning and experience, including study in other systems and work experience, may exempt a student from specified Board of Studies requirements. Exemptions for prior learning will normally apply only to Preliminary Courses.
- Students seeking HSC exemptions for other life/work experience or informal course study will need to apply on an individual basis to the Board of Studies through the school.
**Assessment**

(i) **Internal assessment**
School based assessment contributes half the marks a student obtains in the HSC. The final assessment mark is based on a variety of tasks e.g. practical tasks, group work, individual research projects, class tests and examinations. The assessment mark which appears on the HSC is not simply the total of all marks gained on tasks as the school’s rank order of marks is moderated by all DSODE students’ performances in the HSC exam for that particular course. However, the actual rank order of students for each course submitted by the school remains unchanged in this moderation process.

(ii) **External assessment**
External assessment refers to the externally set and marked HSC examination in each Board Developed Course.

**Board of Studies**
The Board is an independent statutory body which is responsible for curriculum development, examinations and assessment for the Record of School Achievement (RoSA) and Higher School Certificate.

**Category A/Category B**
Most Board Developed Courses are classified as Category A for University entrance. Only 2 units of Category B courses can be counted towards the ATAR calculation (see previous information on University requirements).

**Courses**

(i) **Board Developed Courses**
A Board Developed Course is a 2 Unit course which has a syllabus that has been developed by the Board of Studies. All Board Developed Courses include an external HSC examination. Marks for Board Developed Courses may count towards the ATAR.

(ii) **Extension Courses**
An Extension course builds on the content of the 2 unit course and requires students to work beyond the standard of the 2 unit course. Where there is a second HSC Extension course in English and Mathematics, the Extension 2 course requires students to work beyond the standard of the Extension 1 course.

(iii) **Content Endorsed Courses (CECs)**
These courses are endorsed (i.e. approved) by the Board of Studies but they are not subject to an external HSC examination. Any CEC studied for the HSC contributes to the award of a HSC or the Preliminary Record of Achievement but does not count towards the ATAR.

(iv) **Board Endorsed Courses (BECs)**
These courses are endorsed (i.e. approved) by the Board of Studies but they are not subject to an external HSC examination. Any BEC studied for the HSC contributes to the award of a HSC but does not count towards the ATAR.

(v) **Vocational Education and Training (VET) courses**
Industry curriculum frameworks have been developed to provide students with the opportunity to gain unit credit towards the NSW Higher School Certificate and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).
Industry curriculum frameworks are based on national training packages. They contain industry developed units of competency from relevant training packages suitable for the purposes of the Higher School Certificate.
VET Work placement

Work placement is a mandatory HSC requirement of each VET course. Students must complete from 35 hours of work placement for each 120 hour Industry Curriculum Framework course.

VET HSC examination

This examination is optional but students who wish to include industry curriculum framework courses in the calculation of the Australian Tertiary Admission Rank (ATAR) must:

- complete a 240 hour course
- undertake a two hour external written examination.

Please note: only one 240 hour VET course may contribute to the student’s ATAR.

Matriculation (conditions for entry to a university)

These requirements may vary from year to year according to the institution/s involved and it is important to check with the Careers Advisor what these requirements are if you are contemplating tertiary study.

Performance bands

Performance bands are levels of achievement in a course. Each band has a statement that describes observable and measurable features of a student’s knowledge, skills and understanding in a course. These statements are arranged hierarchically to describe the different levels of achievement typically demonstrated by students in each of the six bands at the conclusion of the HSC program. Band 1 indicates that performance is below the minimum standard expected i.e. below 50%; Band 6 represents the highest level of performance i.e. a mark between 90-100%.

Performance scale

A performance scale is a scale of marks between 0 – 100 for a 2 unit HSC course or 0 – 50 for a 1 unit HSC extension course. On a scale of 0 – 100 there are six performance bands which describe student achievement aligned to the scale of marks. On a scale of 0 – 50 there are four performance bands aligned to the scale of marks.

Standards

Standards refer to the knowledge, skills and understanding expected to be learned by students as a result of studying a course, together with the levels of achievement of the knowledge, skills and understanding.

Syllabus package

A syllabus package contains the syllabus, examination specifications, a specimen HSC examination paper, a HSC marking guide and draft performance bands.
Australian Tertiary Admission Rank (ATAR)

The ATAR is a ranking of all eligible HSC students from <15 to 100, devised by the Universities Admission Centre (UAC) on the basis of scaled HSC results. Approximately 65,000 students will sit for the HSC. About 55,000 of these candidates will be eligible for an ATAR. The ATAR is used to determine entrance to particular courses at University. Minimum ATARs for entry to particular University courses change each year, according to supply and demand for those courses.

The ATAR is based on the student’s ten best Board Developed unit scores combining examination and assessment results.

The UAC will advise students on a separate notice of their ATAR. The ATAR is reported on a scale of <15 – 100 with intervals of .05. Students are able to see where they stand in relation to all other HSC candidates who are seeking matriculation. The rank out of 100 enables a student to know what percentage of these HSC students are above or below their own position in the ranking.

Students on the top rank will receive an ATAR of 100. A student with a rank of 80.00 will know that he/she has performed better than 80% of all HSC candidates across NSW. For students with an ATAR in the lowest 15%, the ATAR will simply state <15.00.

Units of study

All senior school courses are of one, two, three or four unit value. This unit values has two purposes:

1. A unit of study refers to the amount of time allocated to a course per week with each unit involving lesson time of 2 hours per week.
2. Each unit of study is worth a maximum of 50 marks.

One Unit

A course of study that involves lesson time of 2 hours a week (approximately 60 hours) in Preliminary (Year 11) and/or HSC (Year 12).

Two Unit

A course of study that involves lesson time of 4 hours a week (approximately 120 hours).

Extension

One

A course of study that involves lesson time of 2 hours a week in addition to the 2 unit course.

Extension

Two

A course of study that involves lesson time of 2 hours a week in addition to both the 2 unit course and the Extension I course.

VET Courses are quantified in hours rather than units. Note that:

- 60 hours is equivalent to 1 unit
- 120 hours is equivalent to 2 units
- 240 hours is equivalent to 4 units.
Assessment and reporting

- HSC reports will provide detailed descriptions of the knowledge, skills and understanding attained in each subject.
- Teachers are provided with a syllabus package for each course.
- The new syllabuses, along with assessment and examination information and a performance scale that will be used to describe levels of achievement, give a clear idea of the standards that are expected.
- The HSC reports will provide a description of achievements against the course outcomes addressed during the reporting period.
- School-based assessment tasks will contribute 50% of the HSC mark. The school assessment mark is based on performance in assessment tasks undertaken during the course.
- The other 50% of the HSC mark comes from the HSC examination/major project.
- The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of the HSC students will receive a portfolio containing:
  1. The HSC Testamur - the official certificate confirming achievement of all requirements for the award
  2. The Record of Achievement - this document lists the courses studied and reports the marks and bands achieved.
  3. Course Reports - for every HSC Board Developed Course (except VET courses) a Course Report showing marks, the Performance Scale and the band descriptions for that course will be issued. A graph showing the state wide distribution of marks in the course will also be shown.

A standards-referenced approach

A HSC standards-referenced approach is characterised by the following.

- Student achievement is assessed and reported with reference to specified standards of performance.
- Marks awarded to students reflect the standards they have achieved.
- Comparisons can be made between students based on their achievement of the standards.
- Final examination marks are determined by the proportions of students who achieve each performance standard. There is no predetermined pattern of marks. This means over time, while standards remain constant, the proportions of students achieving each standard may change from year to year.
- There are no limits on the number of students who can reach the top standard.
- All students who meet the minimum standard receive a mark of 50. Students, who perform above the minimum standard expected, receive higher marks.
- Reporting includes information on the knowledge, skills and understanding typically demonstrated by students who achieve a performance standard.

Under a standards-referenced approach it is still possible to make interpretations of individual performance relative to position in a group. For example, the higher a student’s mark the better their achievement. This means that a standards-referenced system can still support a selection process, as well as providing much richer information about student achievement by describing what students know and can do.
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<th>HSC Extension Courses (1 Unit)</th>
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<td>Aboriginal Studies</td>
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<td>Agricultural Technology</td>
<td>Agricultural Technology</td>
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<td>Ancient History</td>
<td>Ancient History</td>
<td>History Extension</td>
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<td>Community and Family Studies</td>
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<td>Design &amp; Technology</td>
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<td>Earth and Environmental Science</td>
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<td>English Standard or English Advanced</td>
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<tr>
<td>French #</td>
<td>French Beginners or French Continuers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
<td></td>
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<tr>
<td>German #</td>
<td>German Beginners or German Continuers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Technology #</td>
<td>Timber or Graphics or Multimedia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian #</td>
<td>Italian Beginners or Italian Continuers</td>
<td>HSC Italian Extension</td>
<td></td>
</tr>
<tr>
<td>Japanese #</td>
<td>Japanese Beginners or Japanese Continuers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### HSC Board Developed Courses (continued)

See course notes following this table for explanation of symbols

<table>
<thead>
<tr>
<th>Subject</th>
<th>Preliminary &amp; HSC Courses (2 Unit)</th>
<th>Preliminary Extension Courses (1 Unit)</th>
<th>HSC Extension Courses (1 Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Studies</td>
<td>Legal Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics #</td>
<td>Mathematics or Prelim General Maths</td>
<td>Preliminary Mathematics Extension 1</td>
<td>HSC Mathematics Extension 1</td>
</tr>
<tr>
<td></td>
<td>HSC Mathematics General 2</td>
<td></td>
<td>HSC Mathematics Extension 2</td>
</tr>
<tr>
<td>Modern History</td>
<td>Modern History</td>
<td></td>
<td>History Extension</td>
</tr>
<tr>
<td>Music #</td>
<td>Music 1 or Music 2</td>
<td></td>
<td>Music Extension</td>
</tr>
<tr>
<td>PD/Health/PE</td>
<td>PD/Health/PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
<td></td>
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</tr>
<tr>
<td>Software Design &amp; Development</td>
<td>Software Design &amp; Development</td>
<td></td>
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</tr>
<tr>
<td>Spanish #</td>
<td>Spanish Beginners Spanish Continuers</td>
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</tr>
<tr>
<td>Textiles and Design</td>
<td>Textiles and Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td></td>
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</tbody>
</table>

### Notes:

- # One course only may be selected in a subject.
- A number of courses include a requirement for the development of project work for either internal or external assessment – for example, Visual Arts, Drama, Design and Technology and others. Projects developed for assessment in one course/subject are not to be used either in full or in part for assessment in any other course/subject.
- Students studying Industrial Technology (Metals) at their local school are not permitted to study courses relating to the Metal and Engineering Industry Framework as well. Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate no more than 6 Preliminary units and 6 HSC units of Science can be included. The course Senior Science may not be taken as a Preliminary Course with any of the following Science courses: Biology, Chemistry, Earth & Environmental Science and Physics. If at the end of the Preliminary Course students discontinue one of the other 2 unit Science courses they can choose to take HSC Senior Science in its place.

Additional information about courses and the HSC is available on the Board of Studies website: [http://www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
Vocational Education and Training (VET)

VET Curriculum Frameworks

The Board has developed curriculum frameworks for eight industry areas. Within each framework there are a number of courses. Students must undertake a work placement to complete these courses successfully. Some courses also have compulsory workshops (Primary Industries, Metal & Engineering, Hospitality, Entertainment, Construction).

The eight (8) frameworks are:

- Business Services
- Construction
- Digital & Media Technology
- Entertainment.
- Hospitality
- Metal and Engineering
- Primary Industries
- Retail Services

Courses in the VET Curriculum Frameworks can be studied as Preliminary and/or HSC Courses.

Vocational Education and Training courses may not be available for students travelling overseas or in Papua New Guinea because of the practical assessment requirements.

There are optional HSC examinations for all students doing the 240 hour framework courses. If the HSC examination is attempted, then only one (1) of the framework courses can be used in the calculation of your ATAR.

HSC Board Developed Courses (Category B)

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET Curriculum Frameworks</td>
<td></td>
</tr>
<tr>
<td>Business Services</td>
<td>Business Services (120 Hours)</td>
</tr>
<tr>
<td></td>
<td>Business Services (240 hours)</td>
</tr>
<tr>
<td>Construction</td>
<td>Construction (120 hours)</td>
</tr>
<tr>
<td></td>
<td>Construction (240 hours)</td>
</tr>
<tr>
<td>Digital Media Technology</td>
<td>Digital Media Technology (120 hours)</td>
</tr>
<tr>
<td></td>
<td>Digital Media Technology (240 hours)</td>
</tr>
<tr>
<td>Entertainment Industry</td>
<td>Entertainment (120 hours)</td>
</tr>
<tr>
<td></td>
<td>Entertainment (240 hours)</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Hospitality (120 hours)</td>
</tr>
<tr>
<td></td>
<td>Hospitality (240 hours)</td>
</tr>
<tr>
<td>Metal and Engineering</td>
<td>Metal and Engineering (120 hours)</td>
</tr>
<tr>
<td></td>
<td>Metal and Engineering (240 hours)</td>
</tr>
<tr>
<td>Primary Industries</td>
<td>Primary Industries (120 hours)</td>
</tr>
<tr>
<td></td>
<td>Primary Industries (240 hours)</td>
</tr>
<tr>
<td>Retail</td>
<td>Retail Services (120 hours)</td>
</tr>
<tr>
<td></td>
<td>Retail Services (240 hours)</td>
</tr>
</tbody>
</table>

School based part-time traineeships are available in Retail Services, Business Services, Metal and Engineering, and Primary Industries.
Other HSC VET Courses

VET courses are also available in other industry areas.

A wide range of Content Endorsed and Board Endorsed VET courses are available through TAFE. Check with the Careers Advisor on the TAFE delivered HSC VET courses available.

**Board Endorsed Courses**

**Content Endorsed Courses 2016 Preliminary and 2017 HSC**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Studies</td>
<td>English Studies is studied in Preliminary (120 hours) and then continues into the HSC (120 hours). Although content endorsed, this course counts as 2 units towards the requirement to have 6 Board Developed courses as part of any pattern of study for the HSC</td>
</tr>
<tr>
<td>Exploring Early Childhood</td>
<td>Exploring Early Childhood (240 hours/2 units – studied in each of Preliminary and HSC)</td>
</tr>
<tr>
<td>HSC Mathematics General 1</td>
<td>2 units studied in the HSC. Students must have studied Preliminary Mathematics General as a pre-requisite.</td>
</tr>
<tr>
<td>Photography, Video and Digital Imaging</td>
<td>Photography, Video and Digital Imaging (120 hours – 2 units in Year 11 or 12. 240 hours – 2 units in Preliminary and continuing into HSC)</td>
</tr>
<tr>
<td>Sport, Lifestyle and Recreation</td>
<td>Sport, Lifestyle and Recreation (60 hours – 1 unit studied over 1 year only) Sport, Lifestyle and Recreation (120 hours – 2 units studied over 1 year; Prelim or HSC) Sport, Lifestyle and Recreation (240 hours – 2 units studied in each of Prelim and HSC)</td>
</tr>
<tr>
<td>Visual Design</td>
<td>Visual Design (120 hours 2 units in Year 11 or 12. 240 hours – 2 units in Preliminary and continuing into HSC)</td>
</tr>
</tbody>
</table>

**Note:**

Exclusions applying to Content Endorsed Courses are listed in the course descriptions.
Board Developed Course Descriptions

<table>
<thead>
<tr>
<th>English (Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
</tr>
</tbody>
</table>

Course Description

In the Preliminary English (Standard) course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, as well as Australian texts.

In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least four types of prescribed texts drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, and a wide range of additional related texts and textual forms.

Main Topics Covered

**Preliminary Course** – The course has two sections:
- Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area 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 course content.

**HSC Course** – The course has two sections:
- 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 and C.

Particular Course Requirements

In the **Preliminary English (Standard) Course** students are required to:
- study Australian and other texts
- explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts
- integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- engage in the integrated study of language and text.

**HSC English (Standard) Course requires the close study of:**
- at least four types of prescribed text, one drawn from **each** of the following categories: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts
- a wide range of additional related texts and textual forms.
### English (Advanced)

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: English (Standard); Fundamentals of English; English (ESL) |

**Course Description**

In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the HSC English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least five types of prescribed texts drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, and a wide range of additional related texts and textual forms.

**Main Topics Covered**

**Preliminary Course** – The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area 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 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:

- 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 which 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 and C.

**Particular Course Requirements**

In the **Preliminary English (Advanced) Course** students are required to:

- study Australian and other texts
- explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts
- integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- engage in the integrated study of language and text.

**HSC English (Advanced) Course** requires the close study of:

- at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts
- a wide range of additional related texts and textual forms.
### Preliminary English Extension 1

**HSC English Extension 1**

**HSC English Extension 2**

<table>
<thead>
<tr>
<th>1 unit of study for each of Preliminary and HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
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<td></td>
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<tr>
<td><strong>Exclusions:</strong></td>
</tr>
</tbody>
</table>

### Course Description

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 HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

In 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 English Extension Course 2**

The course requires students to complete a Major Work.

### Particular Course Requirements

In the **Preliminary English (Extension) Course** students are required 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.

**HSC English Extension Course 1** requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2015–2020 Electives and Prescribed Texts).

**HSC English Extension Course 2** requires completion of a Major Work and a statement of reflection.
# Preliminary Mathematics General

## HSC Mathematics General 2

### Prerequisites:
The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* (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 *Mathematics Years 7–10 Syllabus* (2002), particularly the *Patterns and Algebra* topics and *Trigonometry*, if not all of the content.

Students who have gained a basic or elementary knowledge of the outcomes in the Stage 5.1 course Record of School Achievement (RoSA) are advised to discuss their course choice with the Head Teacher of Mathematics before a decision to attempt this course is made.

### 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 2 course.

### Course description
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.

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.

### Main topics covered

#### Preliminary Course
- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling
- Mathematics and Communication
- Mathematics and Driving

#### HSC Course
- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling
- Mathematics and Health
- Mathematics and Resources

### HSC Assessment
Once the assessment of the HSC Course has commenced, some Preliminary Course work can be included in assessment tasks for HSC General Mathematics 2. No more than 30% of the assessment is to be based on the Preliminary Course.
## Mathematics

2 units for each of Preliminary and HSC

### Board Developed Course

**Prerequisites** - The course is constructed on the assumption that students have achieved a thorough knowledge and understanding of the outcomes in the Stage 5.3 course for the Record of School Achievement (RoSA). Students who have achieved a sound knowledge and understanding of the outcomes of Stage 5.2 Mathematics course for the Record of School Achievement (RoSA) or lower are advised to discuss their level of achievement and course choice with the Head Teacher of Mathematics before a decision to attempt this Mathematics course is made.

### 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 Mathematics Extension 2 course.

### Main topics covered

#### Preliminary Course

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry – geometrical properties
- Tangent to a curve and derivative of a function

#### HSC Course

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications

### Particular course requirements  Nil

### HSC Assessment

Once the assessment of the HSC Course has commenced, some Preliminary Course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Preliminary Course.
Mathematics Extension 1

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 an extensive knowledge and understanding of the outcomes in Stage 5.3 course for the Record of School Achievement (RoSA).

For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry of Mathematics Years 7–10 Syllabus.

Exclusions: General Mathematics

Course description
The content of this course, which includes the whole of the Mathematics course, and its depth of treatment, indicate that it is intended for students who have demonstrated a mastery 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 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 Mathematics Extension 1 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
- Circle geometry
- Further trigonometry
- Angles between two lines
- Internal and external divisions of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Mathematics Preliminary course topics

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 Mathematics HSC Course topics

Particular course requirements Nil.

HSC Assessment
School assessment for the Mathematics Extension 1 HSC Course can be based on the whole of the Mathematics Extension 1 course (Preliminary and HSC Courses).

- Please note that as Mathematics Extension 1 includes the whole of the Mathematics course - it is not offered as a “stand alone” course.
## Mathematics Extension 2

1 Unit for the HSC Board Developed Course

**Prerequisites:** The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

It is constructed on the assumption that students have achieved an extensive knowledge and understanding of the outcomes in Stage 5.3 course for the Record of School Achievement (RoSA).

**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.

**Main topics covered**

The course content includes the entire Mathematics course, the entire Mathematics Extension 1 course and, in addition, contains:

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 topics

**Particular course requirements**

1 unit additional to the Mathematics extension 1 course, for the HSC Board Developed Course.

- Please contact the Head Teacher Mathematics for further details about this course.
### Biology

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Senior Science (Preliminary only) |

### Course Description

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

The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and draw on materials for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent.

The 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 characteristics are transmitted from generation to generation. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

### Topics Covered

#### Preliminary Course

Biology Skills Module 8.1

**Core Modules**

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

#### HSC Course

Biology Skills Module 9.1

**Core Modules**

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

**One Option from the following modules:**

- Communication
- The Human Story

### Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Biology skill outcomes. Biology modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Opportunities are provided, based on the module content, to develop the full range of skills content identified in Biology skills modules.

The Preliminary course includes a field study related to local terrestrial and aquatic environments. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.
### Chemistry

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Senior Science (Preliminary only) |

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

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

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 production of polymers, the impact of acids in the environment, the management and monitoring of chemicals that have been developed and/or released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

#### Topics Covered

##### Preliminary Course
Chemistry Skills Module 8.1

**Core Modules**
- The Chemical Earth
- Metals
- Water
- Energy

##### HSC Course
Chemistry Skills Module 9.1

**Core Modules**
- Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

**One Option from the following modules:**
- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation

#### Particular Course Requirements
Each module specifies content which provides opportunities for students to achieve the Chemistry skill outcomes. Chemistry modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Opportunities are provided based on the module content to develop the full range of skills content identified in Chemistry skills modules 8.1 and 9.1.

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.
# Earth and Environmental Science

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC Board Developed Course</th>
<th>Exclusions: Senior Science (Preliminary only)</th>
</tr>
</thead>
</table>

## Course Description

Earth and Environmental Science is the study of the planet Earth, its processes and its environment.

The Preliminary course develops a knowledge of the physical and chemical features of the environment, the available resources and human impact on Australian environments and the interplay between the internal and external forces that constantly shape the Earth. It increases students’ understanding of these concepts by focusing on the unique nature of the Australian continent, its geology and environments and, in particular, the local environment and the effect of human impact on it.

The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time, current pressures and their effects on the Australian environment, and the indicators of environmental ill-health. The options cover a variety of interest areas and draw on increased information and understanding provided by improved technology to examine areas of current research.

## Topics Covered

### Preliminary Course

#### Earth and Environmental Science Skills Module 8.1

**Core Modules**
- Planet Earth and Environment
  - A Five Thousand Million Year Journey
- The Local Environment
- Water Issues
- Dynamic Earth

### HSC Course

#### Earth and Environmental Science Skills Module 9.1

**Core Modules**
- Tectonic Impacts
- Environments Through Time
- Caring for the Country

**One Option from the following modules:**
- Introduced Species and the Australian Environment

## Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Earth and Environmental Science skill outcomes. Earth and Environmental Science modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Earth and Environmental Science skills modules 8.1 and 9.1.

The Preliminary course includes field experience in the identification of landforms, rocks and soil types, as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.
## Physics

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC Board Developed Course</th>
<th>Exclusions: Senior Science (Preliminary only)</th>
</tr>
</thead>
</table>

### Course Description

Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.

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

The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, and 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 variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

### Topics Covered

#### Preliminary Course

**Physics Skills Module 8.1**

**Core Modules**

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

#### HSC Course

**Physics Skills Module 9.1**

**Core Modules**

- Space
- Motors and Generators
- From Ideas to Implementation

**One Option from the following modules:**

- Geophysics
- Astrophysics

### Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Physics skill outcomes. Physics modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Physics skills modules 8.1 and 9.1.

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.
# Senior Science

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics |

## Course Description

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

The HSC course investigates the importance of a range 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 options draw on the increased information and understanding provided by improved technology to examine a variety of interest areas.

The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the Record of School Achievement (RoSA) in Science. In the HSC study pattern, students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environment Science or Physics to a maximum of six units. Students who are undertaking the Senior Science HSC course must have satisfactorily completed the Preliminary course in Senior Science or Biology or Chemistry or Earth and Environmental Science or Physics.

## Topics Covered

### Preliminary Course

**Senior Science Skills Module 8.1**

**Core Modules**

- Water for Living
- Plants
- Humans at Work
- The Local Environment

### HSC Course

**Senior Science Skills Module 9.1**

**Core Modules**

- Lifestyle Chemistry
- Medical Technology – Bionics
- Information Systems

**One Option from the following modules:**

- Pharmaceuticals
- Disasters
- Space Science

## Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Senior Science skill outcomes. Senior Science modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Senior Science skills modules 8.1 and 9.1.

The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.
## Ancient History

<table>
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<tr>
<th>2 units for each of Preliminary and HSC</th>
<th>Board Developed Course</th>
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### Course Description

The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.

The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.

### Main Topics Covered

**Preliminary Course**

- **Part 1: Introduction**
  - Investigating the past: History, Archaeology and Science
  - Case Studies (at least ONE)

- **Part II: Studies of Ancient Societies, Sites and Sources**
  At least ONE study to be chosen.

- **Part III: Historical Investigation**
  The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.

**HSC Course**

- **Part I: Core Study**: Cities of Vesuvius – Pompeii and Herculaneum (25%)

- **Part II**: ONE Ancient Society (25%)

- **Part III**: ONE Personality in their Times (25%)

- **Part IV**: ONE Historical Period (25%)

### Particular Course Requirements

In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.
## Modern History

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Nil |

### Course Description

The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C19th to the present using the methods of historical inquiry.

The HSC course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the C20th, ONE personality and ONE international study in peace and conflict.

### Main Topics Covered

#### Preliminary Course

- **Part 1:** Case Studies (50%)  
  At least TWO Case Studies should be undertaken (see below).

- **Part II:** Historical Investigation (20%)  
  The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.

- **Part III:** Core Study: The World at the Beginning of the C20th (30%)  
  A source-based approach is to be used.

#### HSC Course

- **Part I:** Core Study: World War I: 1914–1919: A source-based study (25%)

- **Part II:** ONE National Study (25%)

- **Part III:** ONE Personality in the C20th (25%)

- **Part IV:** ONE International Study in Peace and Conflict (25%)

### Particular Course Requirements

In the Preliminary course, **One Case Study** must be from Europe, North America or Australia (see list A on p.18 of the syllabus).

**One Case Study** must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.18 of the syllabus).

The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.
## History Extension

| 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 construct history. In Part 1 of the course, students investigate the question ‘What is history?’ through a selection of readings and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.

### Main Topics Covered

**Part I: What is History?** (60% of course time)

- Key questions:
  - 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)

- An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.

### Particular Course Requirements

The Preliminary course in Modern or Ancient History is a prerequisite for the HSC course.
**Music 1**

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Music 2

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### 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.

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### Main Topics Covered

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

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### 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.

Students must be prepared to perform on an instrument or voice and must have access to an instrument. Basic ability to read notation is assumed. Access to a digital recorder to record performances is essential. Access to computer with CD/DVD drive and the internet.

Weekly access to at least one of the following:

- Phone
- Video conference
- Connected Classroom
- Skype
- A microphone/headset is required for recording purposes
Music 2

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Music 1

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 one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.
In the Preliminary course, the Mandatory Topic is Music 1600–1900.
In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

Particular Course Requirements
In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.
All students will be required to develop a composition portfolio for the core composition.
Weekly access to at least one of the following:
- Phone
- Video conference
- Connected Classroom
- Skype
- A microphone/headset is required for recording purposes
## Music Extension Course

1 unit/60 hour course  
Board Developed Course

**Prerequisites:** Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways.  
**Exclusions:** Music 1

### Course Description

The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

### Particular Course Requirements

Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.
### Aboriginal Studies

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Nil |

<table>
<thead>
<tr>
<th><strong>Course Description</strong></th>
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<tbody>
<tr>
<td>The Preliminary course focuses on Aboriginal peoples’ relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves local community case studies.</td>
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<tr>
<td>The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.</td>
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<tr>
<th><strong>Main Topics Covered</strong></th>
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<td><strong>Preliminary Course</strong></td>
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<td><strong>HSC Course</strong></td>
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<th><strong>Particular Course Requirements</strong></th>
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<tr>
<td>In both courses, students must undertake mandatory community case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.</td>
</tr>
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</table>
Agriculture

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description
The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

Main Topics Covered

Preliminary Course
• Overview of Australian Agriculture (15%)
• The Farm Case Study (25%)
• Plant Production (30%)
• Animal Production (30%)

HSC Course
Core Topics (80%)
• Plant/Animal Production (50%)
• Farm/Product Study (30%)

Optional components (20%)
• Choose one Elective
  1. Agri-food, Fibre and Fuel Technologies
  2. Climate Challenge
  3. Framing for the 21st Century

Particular Course Requirements
Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.
## Business Studies

<table>
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<tr>
<th>2 units for each of Preliminary and HSC Board Developed Course</th>
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<td><strong>Exclusions:</strong> Nil</td>
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### 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 resources 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
- Nature of business (20%) – the role and nature of business
- Business management (40%) – the nature and responsibilities of management
- Business planning (40%) – establishing and planning a small to medium enterprise.

#### HSC Course
- Operations (25%) – strategies for effective operations management
- Marketing (25%) – development and implementation of successful marketing strategies
- Finance (25%) – financial information in the planning and management of business
- Human resources (25%) – human resource management and business performance.
## Community and Family Studies

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Nil |

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

### Main Topics Covered
#### Preliminary Course
- **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
- **Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time).
- **Parenting and Caring** 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):
- **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.

### Particular Course Requirements
Students are required to complete an Teacher Facilitated Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.
## Design and Technology

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Nil |

### Course Description

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment, and include evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. A case study of an innovation is also required with students identifying the factors underlying the success of the innovation, analyse associated ethical issues and discuss its impact on Australian society.

### Main Topics Covered

#### Preliminary Course

Involves both theory and practical work in Designing and Producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

#### HSC Course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The Major Design Project comprises a practical project accompanied by a design folio. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

### Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects. All resources for project work and assessment tasks are to be provided by the student.
<table>
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<tr>
<th><strong>Economics</strong></th>
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<td><strong>2 units for each of Preliminary and HSC</strong></td>
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<td><strong>Board Developed Course</strong></td>
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<td><strong>Exclusions: Nil</strong></td>
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**Course Description**

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students’ knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

**Main Topics Covered**

**Preliminary Course**
- Introduction to Economics (10%) – the nature of economics and the operation of an economy
- Consumers and Business (10%) – the role of consumers and business in the economy
- Markets (20%) – the role of markets, demand, supply and competition
- Labour Markets (20%) – the workforce and role of labour in the economy
- Financial Markets (20%) – the financial market in Australia, including the share market
- Government in the Economy (20%) – the role of government in the Australian economy.

**HSC Course**
- The Global Economy (25%) – Features of the global economy and globalisation
- Australia’s Place in the Global Economy (25%) – Australia’s trade and finance
- Economic Issues (25%) – issues including growth, unemployment, inflation, income and wealth distribution and environmental management.
- Economic Policies and Management (25%) – the range of policies to manage the economy.

**Particular Course Requirements**

Students require access to news media (e.g. papers and/or the Internet) to develop their awareness of current economic events.
## Engineering Studies

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<tr>
<th>Course Description</th>
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<td>2 units for each of Preliminary and HSC Board Developed Course</td>
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### Course Description

Both Preliminary and HSC courses offer students’ knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession.

Students study engineering by investigating a range of applications and fields of engineering.

### Preliminary Course

Students undertake the study and develop an engineering report for each of 5 modules:

- three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; and braking systems
- one focus module relating to the field of Bio-Engineering
- one school-based elective module.

### HSC Course

Students undertake the study and develop an engineering report for each of 5 modules:

- three application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport; and lifting devices
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

### Particular Course Requirements

Students develop an engineering report for each module studied.

At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.
### Food Technology

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Nil |

#### Course Description

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food and the impact of technology; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

#### Preliminary Course
- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

#### HSC Course
- Involves the study of The Australian Food Industry (25%), Food Manufacture (25%), Food Product Development (25%) and Contemporary Nutrition (25%).

#### 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 nutrition issues. Researching, analysing, communicating, experimenting and preparing, designing, implementing and evaluating skills will be developed throughout the course.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand.
### Geography

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Nil |

#### Course Description

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, to demonstrate the relevance of geographical study.

#### 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.

#### 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 in a local and global context.

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

#### 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.
## Industrial Technology

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 Description

Industrial Technology at Stage 6 will develop a student’s knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas available for study at Dubbo School of Distance Education are Timber Products & Timber Furnishing OR Graphics Technologies OR Multimedia. A student cannot study more than one of these focus areas.

**Industrial Technology – Timber Technology Stage 6** consists of a major protect and folio with a timber furniture emphasis. Students gain insight into modern industrial processes and the construction of a timber project.

Students wishing to enrol in Timber Products and Timber Furnishing need to make contact with DSODE as restrictions apply to studying this course.

**Industrial Technology – Graphics Technology Stage 6** consists of a major project and folio with an architectural and/or engineering drawing focus. Students have the opportunity to study manual and computer-aided drawing.

### Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design and Management – designing, drawing, computer applications, project management
- Workplace Communication – literacy, calculations and 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 (60%) and a study of the relevant industry:

- 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 minimum of 2 projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to their specific focus.

The completion of a Major Design Project in the HSC year is compulsory. *Access to appropriate materials, equipment and school-based support is crucial.* All resources for project work and assessment tasks are to be provided by the student.
### Information Processes and Technology

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

#### Main topics covered

**Preliminary Course**
- Introduction to Information Skills and Systems (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%)

**HSC Course**
- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Option Strands (40%)

Students will select TWO of the following options:
- Transaction Processing Systems
- Decision 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.

The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.
### Legal Studies

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Nil |

### Course Description
Legal Studies 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 range of contemporary issues.

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.

The syllabus focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts.

### Main topics covered

#### Preliminary Course

<table>
<thead>
<tr>
<th>Part</th>
<th>Topic</th>
<th>Percentage of Course Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>The legal system</td>
<td>(40% of course time)</td>
</tr>
<tr>
<td>II</td>
<td>The individual and the law</td>
<td>(30% of course time)</td>
</tr>
<tr>
<td>III</td>
<td>Law in practice</td>
<td>(30% of course time)</td>
</tr>
</tbody>
</table>

#### HSC Course

<table>
<thead>
<tr>
<th>Part I of the Core</th>
<th>Topic</th>
<th>Percentage of Course Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>Crime</td>
<td>(30% of course time)</td>
</tr>
<tr>
<td>II</td>
<td>Human rights</td>
<td>(20% of course time)</td>
</tr>
<tr>
<td>III of the Core</td>
<td>Options</td>
<td>(50% of course time)</td>
</tr>
</tbody>
</table>

The two options selected for Part III are Consumers and Shelter.

### Particular Course Requirements
Study of this course requires access to the Internet on a weekly basis, as well as an interest in current legal events and access to news media.
## Personal Development, Health and Physical Education

<table>
<thead>
<tr>
<th>Exclusions: Nil</th>
</tr>
</thead>
</table>

### Course Description

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

In the HSC course, students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

### Preliminary Course

**Core Topics (60%)**
- Better Health for Individuals
- The Body in Motion

**Optional Component (40%)**

Students select **two** of the following options:
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

### HSC Course

**Core Topics (60%)**
- Health Priorities in Australia
- Factors Affecting Performance

**Optional Component (40%)**

Students select **two** of the following options:
- 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.
Software Design and Development

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Computing Applications CEC |

Course Description
Software design and development refers to the creativity, knowledge, values and communication skills required to develop computer programs. The subject provides students with a systematic approach to problem-solving, an opportunity to be creative, excellent career prospects and interesting content.

While a variety of computer applications are used in this subject, they are not the primary focus. The focus of this subject is the development of computer-based solutions that require the design of computer software.

The language that will be studied in Software Design and Development at Dubbo School of Distance Education will be Python. All effort will be made to use Internet based programs for programming, removing the need to install software on computers, but this does mean that you will need a reliable Internet connection and access to a reasonable download limits to be able to do this course.

Main topics covered

**Preliminary Course**
- Developing Software Solutions (20%)
- Concepts and Issues in the Design and Development of Software (30%)
- Introduction to Software Development (50%)

**HSC Course**
- Development and Impact of Software Solutions (15%)
- Software Development Cycle (40%)
- Developing a Solution Package (25%)
- Option Strand (20%)

Students will be studying Option 2: Interrelationship between software and hardware.

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.

The percentage values in each course refer to indicative course time.
# Textiles and Design

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Nil |

## Course Description

The **Preliminary course** involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student’s creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for end use.

The **HSC course** builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The Major Textiles Project comprises a practical project accompanied by supporting documentation. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

## Preliminary Course
- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

## HSC Course
- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%).

## Particular Course Requirements

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focus on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study Properties and Performance of Textiles and focus on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

Students who choose this subject must have access to a reliable, functioning sewing machine plus basic sewing tools and equipment.

All resources for project work and assessment tasks are to be provided by the student.
Visual Arts

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

Course Description
Visual Arts involves students in artmaking, art criticism and art history. Students develop artworks in at least two (2) of the below expressive forms in the Preliminary course and focus on one (1) or more expressive forms in developing a body of work in the HSC course.

- painting
- sculpture
- document forms
- collection of works
- photomedia
- printmaking
- textiles and fibre
- graphic design
- designed objects
- ceramics
- time-based forms

Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Preliminary Course

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

HSC Course

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

Particular Course Requirements

Preliminary Course:
- 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.

HSC Course:
- 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.
Languages

French Beginners

| 2 units for each of Preliminary and HSC Board Developed Course |
| Exclusions: French Continuers; French Extension |

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 ACE Manual.

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 French.

Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

Students’ skills in, and knowledge of French 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 French-speaking communities through the study of a range of texts.

Main Topics Covered

- 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:

Access to computer with CD/DVD and/or USB drive, the internet and email.

Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.
## French Continuers

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC Board Developed Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong> Record of School Achievement (RoSA) French or equivalent knowledge is assumed.</td>
</tr>
<tr>
<td><strong>Exclusions:</strong> French Beginners</td>
</tr>
</tbody>
</table>

### Course Description

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of French 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 French-speaking communities through the study of a range of texts.

### Main Topics Covered

- The individual
- The French-speaking communities
- The changing world.

Students’ language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying the culture of French-speaking communities through texts.

### Particular Course Requirements:

Access to computer with CD/DVD and/or USB drive, the internet and email.

Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.
# German Beginners

2 units for each of Preliminary and HSC
Board Developed Course

**Exclusions:** German Continuers; German Extension
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 ACE Manual.

## 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 German. Topics studied through two interdependent perspectives, the personal world and the German-speaking communities, provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture.

Students’ skills in, and knowledge of German 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 German-speaking communities through the study of a range of texts.

## Main Topics Covered
- 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:
Access to computer with CD/DVD and/or USB drive, the internet and email.
Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.
**German Continuers**

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC Board Developed Course</th>
</tr>
</thead>
</table>

**Prerequisites:** Record of School Achievement (RoSA) German or equivalent knowledge is assumed.

**Exclusions:** German Beginners.

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**Course Description**

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of German 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 German-speaking communities through the study of a range of texts.

**Themes:**

- the individual
- the German-speaking communities
- the changing world.

Students’ language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying the culture of German-speaking communities through texts.

**Particular Course Requirements:**

Access to computer with CD/DVD and/or USB drive, the internet and email.
Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.
## Italian Beginners

2 units for each of Preliminary and HSC  
Board Developed Course  
**Exclusions:** Italian Continuers; Italian Extension  

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 *ACE Manual.*

### Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian. Topics studied through two interdependent perspectives, *the personal world and the Italian-speaking communities,* provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.

Students’ skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.

### Main Topics Covered

- 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:

Access to computer with CD/DVD and/or USB drive, the internet and email.  
Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.
## Italian Continuers

2 units for each of Preliminary and HSC Board Developed Course  
**Prerequisites:** Record of School Achievement (RoSA) Italian or equivalent knowledge is assumed.  
**Exclusions:** Italian Beginners.

### Course Description

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.

### Themes:

- the individual  
- the Italian-speaking communities  
- the changing world.

Students’ language skills are developed through tasks such as:

- conversation  
- responding to an aural stimulus  
- responding to a variety of written material  
- writing for a variety of purposes  
- studying the culture of Italian-speaking communities through texts.

### Particular Course Requirements:

Access to computer with CD/DVD and/or USB drive, the internet and email.  
Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.
**Italian Extension**

1 unit for HSC  
Board Developed Course  

**Prerequisites:** The Italian Continuers Preliminary course  
**Co-requisites:** The Italian Continuers HSC course  
**Exclusions:** Nil  

**Course Description**  
The Extension course has a prescribed theme and related issues as its organisational focus. Students’ knowledge and understanding of Italian language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate Italian as a medium for communication and creative thought and expression.

**Prescribed Text 2014-2018:**  
**Film:** Rosso Come il Cielo (Red Like the Sky) 2005  

**Theme:**  
- The individual and contemporary society.

**Prescribed Issues:**  
- The resilience of the human spirit  
- Society and social justice  
- The power of the imagination

Students’ knowledge and understanding of the issues are developed through tasks such as:  
- discussing issues in prescribed and related texts  
- presenting points of view on issues  
- analysing aural and written texts.

**Particular Course Requirements:**  
Access to computer with CD/DVD and/or USB drive, the internet and email.  
Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.
### Japanese Beginners

2 units for each of Preliminary and HSC  
Board Developed Course  
**Exclusions:** Japanese Continuers; Japanese Extension; 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 *ACE Manual.*

### Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, *the personal world* and *the Japanese-speaking communities*, 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

- 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:

Access to computer with CD/DVD and/or USB drive, the internet and email.  
Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.
## Japanese Continuers

2 units for each of Preliminary and HSC  
Board Developed Course

**Prerequisites:** Record of School Achievement (RoSA) Japanese or equivalent knowledge is assumed.  
**Exclusions:** Japanese Beginners; Japanese Background Speakers.

Strict eligibility rules apply to the study of this subject.  
Check with your teacher or refer to Section 8.2.2.2 of 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.

### Themes:

- the individual  
- the Japanese-speaking communities  
- the changing world.

Students’ language skills are developed through tasks such as:

- conversation  
- responding to an aural stimulus  
- responding to a variety of written material  
- writing for a variety of purposes  
- studying the culture of Japanese-speaking communities through texts.

### Particular Course Requirements:

Access to computer with CD/DVD and/or USB drive, the internet and email.  
Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.
Spanish Beginners

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Spanish Continuers; Spanish Extension
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 ACE Manual.

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 Spanish. Topics studied through two interdependent perspectives, the personal world and the Spanish-speaking communities, provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.

Students’ skills in, and knowledge of Spanish 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 Spanish-speaking communities through the study of a range of texts.

Main Topics Covered
- 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:
Access to computer with CD/DVD and/or USB drive, the internet and email.
Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.
Spanish Continuers

2 units for each of Preliminary and HSC
Board Developed Course

**Prerequisites:** Record of School Achievement (RoSA) Spanish or equivalent knowledge is assumed.

**Exclusions:** Spanish Beginners

**Course Description**

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of Spanish 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 Spanish-speaking communities through the study of a range of texts.

**Themes:**

- the individual
- the Spanish-speaking communities
- the changing world.

Students’ language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying the culture of Spanish-speaking communities through texts.

**Particular Course Requirements:**

Access to computer with CD/DVD and/or USB drive, the internet and email.

Weekly access to phone/Video conference/Connected Classroom or Adobe Connect Facility.
## Life Skills Course Descriptions

### English Life Skills

| 2 units each for the Preliminary and HSC Board Developed Course | **Exclusions:** English (Standard), English (Advanced), English as a Second Language |

### Course Description

The Stage 6 English Life Skills course focuses on the development of effective communication and literacy skills which will enhance the participation of students in all aspects of post-school life.

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.

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 undertake further education, training and employment.

### Main Topics Covered

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 collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Communication
- Speaking
- Listening
- Reading
- Writing
- Viewing.

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students’ priorities, needs and interests.

### Particular Course Requirements

On entering students for the English Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

### Assessment

Students are assessed in relation to the selected English Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement is completed by the teacher.
## Mathematics Life Skills

2 units each for the Preliminary and HSC Board Developed Course

**Exclusions:** General Mathematics, Mathematics

### Course Description

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.

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.

Study in the Stage 6 Mathematics Life Skills course should enhance students’ access to community living, further education, training and employment.

### Main Topics Covered

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 collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Numeration
- Operations
- Time
- Space
- Money
- Measurement.

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students’ priorities, needs and interests.

### Particular Course Requirements

On entering students for the Mathematics Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

### Assessment

Students are assessed in relation to the selected Mathematics Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement is completed by the teacher.
**Personal Development, Health and Physical Education Life Skills**

2 units each for the Preliminary and HSC Board Developed Course

**Exclusions:** Personal Development, Health and Physical Education

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**Course Description**

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.

The course emphasises effective management of a range of personal health issues that are important in 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. Students’ 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 help 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.

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**Main Topics Covered**

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 collaborative curriculum planning process. Students may study outcomes and content from one or more of the following six modules:

- Growth and Development
- Developing and Maintaining a Healthy Lifestyle
- Interpersonal Relationships
- Safe Living
- Leisure
- Outdoor Recreation.

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students’ priorities, needs and interests.

---

**Particular Course Requirements**

On entering students for the Personal Development, Health and Physical Education Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

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**Assessment**

Students are assessed in relation to the selected Personal Development, Health and Physical Education Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement is completed by the teacher.
**Human Society and Its Environment Life Skills**

| 2 units each for the Preliminary and HSC Board Developed Course | **Exclusions:** Business Studies, Economics, Geography, Legal Studies, Ancient History, Modern History |

**Course Description**

The Stage 6 Human Society and Its Environment 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.

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.

**Main Topics Covered**

The structure of the Human Society and Its Environment Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Aboriginal Studies Life Skills
- Business and Economics Life Skills
- Citizenship and Legal Studies Life Skills
- Geography Life Skills
- History Life Skills
- Society and Culture Life Skills
- Studies of Religion Life Skills
- Human Society and Its Environment Life Skills

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students’ priorities, needs and interests.

**Particular Course Requirements**

On entering students for the Human Society and Its Environment Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

**Assessment**

Students are assessed in relation to the selected Citizenship and Society Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement is completed by the teacher.
Science Life Skills

2 units each for the Preliminary and HSC Board Developed Course

Exclusions: Agriculture, Biology, Chemistry, Earth & Environmental Science, Physics, Senior Science

Course Description

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.

The course examines 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 to examine the sources, types and nature of energy used in daily environments.

Main Topics Covered

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 collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- The Earth and Its Surroundings
- Living Things
- Managing Resources in the Local Environment
- Horticulture
- Animal Care
- Obtaining and Using Energy.

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students’ priorities, needs and interests.

Particular Course Requirements

On entering students for the Science Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

Assessment

Students are assessed in relation to the selected Science Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement is completed by the teacher.
## Creative Arts Life Skills

2 units each for the Preliminary and HSC Board Developed Course  
**Exclusions:** Visual Arts

### Course Description

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. It offers creative opportunities for self-expression and personal choice, communication, and the sharing of cultural views.

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-school environments. 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. 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.

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-school opportunities.

### Main Topics Covered

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 collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Music
- Movement and Dance
- Drama and Theatre
- Visual Arts – Painting, Drawing, Photography and Printmaking
- Visual Arts – Ceramics, 3D Forms and Fibre

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students’ priorities, needs and interests.

### Particular Course Requirements

On entering students for the Creative Arts Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

### Assessment

Students are assessed in relation to the selected Creative Arts Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement is completed by the teacher.

OR

Students can select to study modules as an independent course:  
Music Life Skills  
Visual Arts Life Skills
**Technology Life Skills**

2 units each for the Preliminary and HSC  
Board Developed Course  
**Exclusions:** Food Technology, Industrial Technology

**Course Description**

The Stage 6 Technology 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.

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.

**Main Topics Covered**

The structure of the Technology Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Agriculture Life Skills
- Design and Technology Life Skills
- Food Technology Life Skills
- Industrial Technology Life Skills
- Information Processes and Technology Life Skills
- Textiles and Design Life Skills
- Technology Life Skills

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students’ priorities, needs and interests.

**Particular Course Requirements**

On entering students for the Technology Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

**Assessment**

Students are assessed in relation to the selected Technology Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement is completed by the teacher.

**OR**

Students can select to study modules as an independent course:  
Food Technology Life Skills  
Industrial Technology Life Skills
### Work and Community Life Skills

| 2 units each for the Preliminary and HSC Board Developed Course | Exclusions: Nil |

#### Course Description

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.

The course emphasises the development of students’ 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 collaborative curriculum planning process.

#### Main Topics Covered

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 collaborative curriculum planning process. Students may study outcomes and content from one or more of the following six modules:

- 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 Environment
- Dealing with Workplace and Community-Based Learning Environment Issues
- Participating in Workplace Learning and Community-Based Learning Experiences.

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students’ priorities, needs and interests.

#### Particular Course Requirements

On entering students for the Work and Community Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

#### Assessment

Students are assessed in relation to the selected Work and Community Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement is completed by the teacher.
Content Endorsed Course Descriptions

<table>
<thead>
<tr>
<th>English Studies</th>
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</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC years</td>
</tr>
<tr>
<td>Content Endorsed Course</td>
</tr>
<tr>
<td>Exclusions: English (Standard); English (Advanced); English (ESL); English (Extension)</td>
</tr>
</tbody>
</table>

Course Entry Guidelines
This course is a pilot designed to meet the specific needs of students who are seeking an alternative to the English (Standard) course and who intend to proceed from school directly into employment or vocational training.

Students considering choosing the course should be advised that:

- *English Studies* is a Stage 6 Content Endorsed Course with no HSC examination.
- Satisfactory completion of *English Studies* will fulfil English pattern-of-study requirements for the Higher School Certificate. *English Studies* will also count towards the six units of Board Developed Courses required for the award of the Higher School Certificate.
- Students who complete the course are not eligible for the calculation of an Australian Tertiary Admission rank (ATAR).

Course Description
In the *English Studies* course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

Main Topics Covered
Preliminary Course (120 indicative hours):
- The module 'Achieving through English – English and the worlds of education, careers and community' is mandatory in the Preliminary course.
- Students will study a total of 3-5 modules (including the mandatory module), 20-40 indicative hours per module.

HSC Course (120 indicative hours):
- The module 'We are Australians – English in citizenship, community and cultural identity' is mandatory in the HSC course.
- Students will study a total of 3-5 different modules (including the mandatory module), 20-40 indicative hours per module.

The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.

Schools may develop and offer one 20-hour module of their own design for the Preliminary year.

Particular Course Requirements
In each of the Preliminary and HSC courses students are required to:

- read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- undertake study of at least one substantial print text and at least one substantial multi-modal text
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.
## Exploring Early Childhood

<table>
<thead>
<tr>
<th>Content Endorsed Course</th>
<th>Exclusions: Nil</th>
</tr>
</thead>
</table>

### Course Options

There are two options available to students who wish to study Exploring Early Childhood

1. study 1 unit over 1 year (either Prelim or HSC) *Course no. 31009*
2. study 2 units over 1 year (in either Prelim or HSC) or study 2 units in prelim and continue with 2 units in HSC. *Course no. 31010*

### Course Overview

Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children’s services.
**HSC Mathematics General 1**

**Content Endorsed Course**

**Prerequisites:** The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* (2002) up to, and including, the content and outcomes of Stage 5.1. To do the Content Endorsed Course HSC Mathematics General 1, students are to have studied the Board Developed Course Preliminary Mathematics General.

Students who have gained a basic or elementary knowledge of the outcomes in the Stage 5.1 course Record of School Achievement (RoSA) are advised to discuss their course choice with the Head Teacher of Mathematics before a decision to attempt this course is made.

**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.

**Course description**

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.

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.

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.

<table>
<thead>
<tr>
<th>Main topics that may be covered include</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preliminary Course</strong></td>
<td><strong>Financial Mathematics</strong></td>
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<tr>
<td>• Financial Mathematics</td>
<td>• Data and Statistics</td>
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<td>• Data and Statistics</td>
<td>• Measurement</td>
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<td>• Measurement</td>
<td>• Probability</td>
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<td>• Probability</td>
<td>• Algebra and Modelling</td>
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<tr>
<td>• Algebra and Modelling</td>
<td>• Mathematics and Design</td>
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<tr>
<td>• Mathematics and Communication</td>
<td>• Mathematics and Household Finance</td>
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<tr>
<td>• Mathematics and Driving</td>
<td>• Mathematics and the Human Body</td>
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<tr>
<td></td>
<td>• Mathematics and Personal Resource Usage</td>
</tr>
</tbody>
</table>
## Sport, Lifestyle and Recreation Studies

**Content Endorsed Course**

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

### Course Options

There are two options available to students who wish to study Sports, lifestyle & Recreation

1. Study 1 unit over 1 year (either Prelim or HSC) *course no. 3501*.
2. Study 2 units over 1 year (in either Prelim or HSC) or study 2 units in prelim and continue with 2 units in HSC. *Course no. 31015*.

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

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

Through the course students will develop:

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

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

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.
### Photography, Video and Digital Imaging

**Content Endorsed Course**

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

**Course Description**

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students’ experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students’ understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

**Main Topics Covered**

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

- Wet Photography
- Video
- Digital Imaging.

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory. 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.

**Particular Course Requirements**

Students are required to keep a diary throughout the course.
## Visual Design

### Content Endorsed Course

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

### Course Description

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

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

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

### Main Topics Covered

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

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

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

### Particular Course Requirements

Students are required to keep a diary throughout the course.
Information for Students Undertaking School Delivered VET Courses

Wagga Wagga RTO 90333

Public Schools NSW

The following document provides important information about Vocational Education and Training (VET) courses delivered by Wagga Wagga Registered Training Organisation (RTO) 90333.

General
VET courses offer dual accreditation: students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and will also receive a nationally recognised industry based qualification.

Framework and Non Framework Courses
VET courses are generally broken into two groups, Industry Curriculum Framework (ICF) courses and Board Endorsed Courses (BEC). Both groups will provide units of credit towards the students HSC. Similarly both groups will give students access to a nationally recognised qualification.

Industry Curriculum Framework courses are category B subjects for the purpose of calculating an Australian Tertiary Admission Rank (ATAR). The ATAR is the main method of determining university admission for students seeking university admission at the end of year 12.

Note: only ONE Category B course may be used towards the student’s ATAR. Board Endorsed Courses cannot be used towards the ATAR.

Assessment Procedures
Assessment of students in VET courses is competency based. This means that evidence of achievement of competency is produced by the student, collected by an assessor and judged against agreed industry standards. Assessments are generally practical in nature and reflect the type of tasks that would be required to be performed in the workplace, however written tasks may be used to assess knowledge and understanding of concepts related to the course.

Evidence of competence can be collected by the assessor in a variety of ways. Like all other HSC courses, some of the evidence collected will be through formal assessment tasks or events such as project work, presentation of portfolios, practical demonstrations, as well as pen and paper tasks. Students are deemed either competent or not yet competent following an assessment task.

No grades or marks are awarded through competency based assessments. The school will develop an assessment schedule for each VET course.

Optional External HSC Examination
Industry Curriculum Framework courses have an optional external HSC exam for students wishing to include their mark in the calculation of the ATAR. Students who sit for the optional HSC exam will have an estimate mark submitted to the Board of Studies, Teaching and Educational standards (BOSTES) by the school. This estimate mark will only be used in the event of a claim of misadventure.
Student Selection, enrolment and induction procedures
Stage 6 VET courses are available to all students in years 11 and 12. Stage 6 VET courses may also be available to students in years 9 and 10 as “Early Commencement”. It is generally recommended that students in Year 9 do NOT undertake “Early Commencement” of Stage 6 VET courses.

A course induction will be delivered by course trainers at the beginning of the each course. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures, assessment procedures, information regarding student rights and responsibilities, and a student declaration to be signed by the student to confirm that they have completed the induction as part of their enrolment procedures.

Fees and charges
Some VET courses attract a course cost. Where a course cost exists it will be indicated on the course information page. More detailed information regarding fee charges and refund policies will be provided in the course induction.

Students having difficulty in making payments may be able access the Student Assistance Scheme. See your student adviser for details as to how this fund can be accessed.

Freedom of Information and Privacy
Students’ rights to privacy and access to information are outlined in the Freedom of Information and Privacy policy. All staff members are required to abide by the Department’s Privacy Code of Practice.

Credit transfer and Recognition of Prior Learning (RPL)
Credit transfer is available to students who produce evidence of achievement of competency from another RTO. RPL may also be available to students who can provide sufficient evidence of skills attained previously. Students seeking RPL should follow the RPL procedures outlined in the Student Guide.

Work Placement
Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an “N” award for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction.

School Based Apprenticeships and Traineeships (SBATs)
The SBAT Program provides students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work.

SBATs must complete formal training that is delivered by a RTO. The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of a SBAT will contribute unit credit towards the HSC.

Becoming a School Based Apprentice or Trainee
Students must first find an employer prepared to take them on as a school based apprentice or trainee. Once an offer of employment has been made, students must contact the SBAT Contact Person. This is usually the Careers Adviser. The SBAT Contact Person will then commence the process to seek approval to establish a SBAT.

Students wanting to find out more information regarding SBATs should contact the school’s Careers Adviser. The following website is also a key source of information regarding SBATs: www.sbatinnsw.info
120 hour VET Courses

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Students must complete a minimum of 35 hours work placement to meet HSC requirements.</th>
</tr>
</thead>
</table>

**Course: 120 hour courses are offered in all the following VET Courses.**

- Board Developed Course
- Category B status for Australian Tertiary Admission Rank (ATAR)

**Board Developed Course**

- Students must complete a minimum of 35 hours work placement to meet HSC requirements.

**Course Description**

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in the chosen industry. Students will be able to gain skills and knowledge in a range of activities and functions in the chosen industry.

**Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.**

**Qualifications**

Students who are assessed as competent in the units of competency will be eligible for a Statement of Attainment towards Certificate II or III in the VET course selected.

There are eight **Employability Skills**: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://training.gov.au/](http://training.gov.au/)

**Competency-Based Assessment**:

Students in this course work to develop the competencies, skills and knowledge described by units of competency in the course selected. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

**N Determinations**: Where a student has not met Board of Studies course completion criteria, including meeting the mandatory work placement requirement, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

**External Assessment (optional HSC examination)**: Students completing this course are not eligible to sit a written HSC examination.

**Appeals**: Students may lodge an appeal about assessment decisions through their VET trainer.

**Resources costs**: Depends on the courses selected. Use 240 hour course information as a guide. **Refund Arrangements**: on a pro-rata basis

**Delivery Arrangements**: Distance education, work placements and workshops. In order to gain competencies student will need to attend workshops in Dubbo or other locations, complete practical activities and return completed assessment tasks.

**Exclusions**: Depends on the courses selected.
Certificate II in Business BSB20112

Course: Business Services (240 indicative hours)       4 Preliminary and/or HSC units in total
Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)
Students must complete a minimum of 70 hours work placement to meet HSC requirements.

Course Description
This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Business Services includes functions related to advertising, accounting, business communication, human resources, legal work, management, market research, sales and marketing and secretarial and technology applications. Students will acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. Occupations in the business service industry include administration assistant, clerical worker, data entry operator, information desk clerk, office junior receptionist.

Core Unit of Competency
BSBWHS201A Contribute to health and safety of self and others

Elective Units of Competency
BSBCCM201A Communicate in the workplace
BSBCUS201B Deliver a service to customers
BSBIND201A Work effectively in a business environment
BSBINM201A Process and maintain workplace information
BSBSUS201A Participate in environmentally sustainable work practices

Elective Units of Competency (continued)
BSBWOR202A Organise and complete daily work activities
BSBWOR203B Work effectively with others
BSBWOR204A Use business technology
BSBITU102A Develop keyboard skills
BSBITU201A Produce simple word processed documents
BSBITU202A Create and use spreadsheets
BSBITU203A Communicate electronically
BSBINM202A Handle mail
BSBADM311A Maintain business resources or
BSBITU302B Create electronic presentations

This course contains additional units above the qualification to meet NSW HSC Board of Studies requirements.
Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.

Qualifications
Students who are assessed as competent in the above units of competency will be eligible for a Certificate II in Business BSB20112 Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Business BSB20112. The current Business Services Curriculum Framework is under review. The current Certificate II in Business BSB20112 is being superseded by Certificate II in Business BSB20115 and as a result some core and elective units of competency may change.

Foundation Skills - describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from http://training.gov.au/

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

N Determinations: Where a student has not met Board of Studies course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

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

Resources costs: Discuss payment options with your trainer
Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Distance Education, workshops essential for assessing competencies.

Exclusions: NIL

A school-based traineeship is available in this course, for more information: http://www.sbatinnsww.info/
Certificate II in Construction Pathways CPC20211

Course: Construction (240 indicative hours)  
4 Preliminary and/or HSC units in total  
Board Developed Course  
Category B status for Australian Tertiary Admission Rank (ATAR)  
Students must complete a minimum of 70 hours work placement to meet HSC requirements.

Course Description
This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder’s labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler. This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.

Core Units of Competency
- CPCCCM1012A Work effectively & sustainably in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications
- CPCCCO2013A Apply OHS requirements, policies & procedures in the construction industry

Elective Units of Competency
- Elective units may include:
  - CPCCCA2002B Use carpentry tools and equipment
  - CPCCCA2011A Handle carpentry materials
  - CPCCCM2004A Handle construction materials
  - CPCCCM2006B Apply basic levelling procedures
  - CPCCCM2001A Apply OHS requirements, policies & procedures in the construction industry
  - CPCCCO2013A Carry out concreting to simple forms

This course contains three additional units above the qualification to meet NSW HSC Board of Studies requirements. CPCCOHS1001A Work safely in the construction industry, CPCCCM2005B Use construction tools and equipment, CPCCO2021A Handle concreting materials

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.

Qualifications
Students who 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.

Foundation Skills: describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from [http://training.gov.au/](http://training.gov.au/)

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

N Determinations: Where a student has not met Board of Studies course completion criteria, including meeting the mandatory work placement requirement, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

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

Resources costs: WhiteCard cost is $30.  
Refund Arrangements: on a pro-rata basis / Discuss payment options with your trainer.

Delivery Arrangements: Distance Education, work placements and workshops. In order to gain competencies students will need to attend workshops, complete practical activities and return Assessment Tasks

Exclusions: A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
Certificate III in Live Production and Services (Statement of Attainment)

CUA30413

Course: Entertainment Industry Curriculum Framework (240 indicative hours) 4 Preliminary and/or HSC units in total

Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours work placement to meet HSC requirements.

Course Description
This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications for employment in the entertainment industry. This is known as dual accreditation. Students will be able to gain skills in communication, safe work practices, working with others staging and using audio, lighting and vision systems. This qualification is designed to reflect the role of individuals who work in technical production teams, who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations within the entertainment industry. Possible occupations include stage hand, lighting technician, set designer and sound technician.

Core Units of Competency
- CPCCOHS1001A - Work Safely in the construction industry
- CUAIND301 - Work effectively in the creative arts industry
- CUSOHS301A - Follow occupational health and safety procedures
- SITXCS303 - Provide service to customers
- BSBWOR301B - Organise personal work priorities & development
- CUVPRP304A - Participate in collaborative creative projects

Elective Units of Competency
- CUALGT301 - Operate basic lighting
- CUSTA301 - Assist with production operations for live performance
- CUASOU301 - Undertake live audio operations
- CUAVSS302 - Operate vision systems
- CUASMT301 - Work effectively backstage during performance
- CUSTA202 – Assist with bump in and bump out of shows

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.

Qualifications
Students who are assessed as competent in the above units of competency will be eligible for a Statement of Attainment towards Certificate III in Live Production and Services (CUA30413). This qualification is part of the CUA Live Performance and Entertainment Training Package and provides pathways to CUA40413 Certificate IV in Live Production and Technical Services, CUA50413 Diploma of Live Production and Technical Services and other qualifications that allow for selection of these units.

Foundation Skills - describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from http://training.gov.au/

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

N Determinations: Where a student has not met Board of Studies course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

Appeals: Students may lodge an appeal about assessment processes through their VET trainer.

Resources costs: White Card cost is $30. This may be completed in Dubbo or a variety of locations and contexts

Refund Arrangements: on a pro – rata basis
Discuss payment options with your trainer

Delivery Arrangements: Distance Education, work placements and workshops. In order to gain competencies students will need to attend workshops, complete practical activities and return Assessment Tasks

Exclusions: Nil

A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/
Hospitality (240 indicative hours) SIT20212

Course: Hospitality (240 indicative hours)
Board Developed Course
Category B status for Australian Tertiary Admission Rank (ATAR)
Students must complete a minimum of 70 hours work placement to meet HSC requirements

Course Description
This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.

This qualification provides a pathway to work in various hospitality settings – restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.

Core Units of Competency
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source &amp; use information on the hospitality industry</td>
</tr>
<tr>
<td>SITHIND202</td>
<td>Use hospitality skills effectively (holistic Unit)</td>
</tr>
<tr>
<td>SITXCOM201</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td>SITXCCS202</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
</tr>
</tbody>
</table>

Elective Units of Competency
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee</td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve food and beverage</td>
</tr>
<tr>
<td>SITHCCC103</td>
<td>Prepare sandwiches</td>
</tr>
<tr>
<td>SITHCCC101</td>
<td>Use food preparation equipment</td>
</tr>
<tr>
<td>SITXFSA201</td>
<td>Participate in safe food handling practices</td>
</tr>
<tr>
<td>SITHACS101</td>
<td>Clean premises and equipment</td>
</tr>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

This course contains 3 additional units above the qualification to meet NSW HSC Board of Studies requirements.
Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.

Qualifications:
Students who 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 competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Hospitality (SIT20213).

Foundation skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from http://training.gov.au/

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

N Determinations: Where a student has not met Board of Studies course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

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

Resources costs: Uniform and equipment Hire Fee $45 (where applicable)
Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Via Distance Education Delivery

Exclusions: Nil however students may not undertake the same unit of competency in more than one VET course

A school-based traineeship is available in this course, for more information: http://www.sbattnsw.info/
Hospitality (240 indicative hours)

SIT20312 Certificate II in Kitchen Operations & Cookery

Course: Hospitality (240 indicative hours)  
Board Developed Course  
4 Preliminary and/or HSC units in total  
Category B status for Australian Tertiary Admission Rank (ATAR)  
Students must complete a minimum of 70 hours work placement to meet HSC requirements.

Course Description
This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks.

This qualification provides a pathway to commercial cooks into Cert III in Commercial Cookery.

Job roles: provides a pathway to work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops & institutions such as aged care, hospitals, prisons, schools.

Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

Core Units of Competency
- BSBWOR203B Work effectively with others
- SITHCCC101 Use food preparation equipment
- SITHCCC201 Produce dishes using basic methods of cookery
- SITHCCC207 Use cookery skills effectively
- SITHKOP101 Clean kitchen premises and equipment
- SITXFS101 Use hygienic practices for food safety
- SITXINV202 Maintain the quality of perishable items
- SITXWHS101 Participate in safe work practices

Elective Units of Competency
- SITHIND201 Source & use information on the hospitality industry
- SITXFS101 Participate in safe food handling practices
- SITHCCC202 Produce appetisers and salads
- SITHFAB203 Prepare and serve non-alcoholic beverages
- SITHFAB204 Prepare and serve espresso coffee
- SITHCCC102 Prepare simple dishes

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.

Qualifications
Students who are assessed as competent in the above units of competency will be eligible for a Certificate II in Kitchen Operations (SIT20312)
Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Kitchen Operations (SIT20312)

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://training.gov.au/

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

N Determinations: Where a student has not met Board of Studies course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of anATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

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

Resources costs: Uniform and Equipment Hire Fee $45  
Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Via Distance Education Delivery. Enrolment conditions apply. Contact Head Teacher VET.

Exclusions: Nil however students may not undertake the same unit of competency in more than one VET course.

A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/
Certificate III in Information and Digital Technology (Statement of Attainment) ICT30115

<table>
<thead>
<tr>
<th>Course: Information &amp; Digital Technology (240 indicative hours)</th>
<th>4 Preliminary and/or HSC units in total</th>
<th>Category B status for Australian Tertiary Admission Rank (ATAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Developed Course</td>
<td>Students must complete a minimum of 70 hours work placement to meet HSC requirements.</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**
This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

**Possible job titles:** help desk officer, help desk assistant, ICT operations support, ICT user support, PC support, technical support

**Core Units of Competency**
- BSBWHS304A Participate effectively in WHS communication and consultation processes
- BSBSUS301A Implement and monitor environmentally sustainable work practices
- ICTICT202 Work and communicate effectively in an IT environment
- ICTICT301 Create user documentation
- ICTICT302 Install and optimise operating system software
- ICTSAS301 Run standard diagnostic tests

**Elective Units of Competency**
- ICTICT203 Operate application software packages
- ICTICT308 Use advanced features of computer applications
- ICTWEB302 Build simple websites using commercial programs
- ICTWEB201 Use social media tools for collaboration and engagement
- ICTWEB303 Produce digital images for the web

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.

**Qualifications**
Students who are assessed as competent in the above units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate III in Information, Digital Media and Technology ICT30115.

Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://training.gov.au/

**Competency-Based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

**N Determinations:** Where a student has not met Board of Studies course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

**Appeals:** Students may lodge an appeal about assessment decisions through their VET trainer.

**Resources costs:** $NIL

**Refund Arrangements:** N/A

**Delivery Arrangements:** e-learning course support through VC/phone/Adobe Connect lessons and workshops

**Exclusions:** NIL

A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/
Certificate I in Engineering MEM10105

Course: Metal and Engineering (240 indicative hours)  
Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, technical drawing and engineering measurement. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, structural steel welder, engineering drafter, engineer (automotive, fabrications, production, plastics, marine, mechanical) boat builder/repairer and mechanical, production or marine engineer.

Core Units of Competency

MEM13014A  Apply principles of occupational health and safety in the work environment
MEM14004A  Plan to undertake a routine task
MEM15024A  Apply quality procedures
MEM16007A  Work with others in a manufacturing, engineering or related environment

Elective Units of Competency

MEM12023A  Perform engineering measurements
MEM12024A  Perform computations
MEM18001C  Use hand tools
MEM18002B  Use power tools/hand held operations

Refer to Training and Assessment Strategy when selecting units from the following list.

Elective Units of Competency (continued)

MEM05007C  Perform manual heating and thermal cutting
MEM11011B  Undertake manual handling
MEM05012C  Perform routine oxy acetylene welding
MEM05004C  Perform routine oxy acetylene welding
MEM07032A  Use workshop machines for basic operations
MEM05005B  Perform soft soldering

This course also requires the completion of the Manufacturing, engineering and related services industries induction and MEM09002B Interpret technical drawing to meet NSW HSC Board of Studies requirements.

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a Certificate I in Engineering MEM10105. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate I in Engineering MEM10105.

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from http://training.gov.au/

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

N Determinations: Where a student has not met Board of Studies course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

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

Resources costs: as per school policy – contact school for further information
Refund Arrangements: on a pro – rata basis

Delivery Arrangements: distance education

Exclusions:

A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/
Certificate II in Agriculture AHC20110

**Course Description**
This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in agriculture. Students will be able to gain skills and knowledge in a range of activities and functions in the production and care of livestock and/or plants, safety, maintaining and using equipment such as tractors, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Job roles and titles vary across different industry sectors. Possible occupations in this industry include farm or station hand/labourer, shearer, livestock breeder/attendant/ stockperson, and farmer/farm manager.

**Units of Competencies**

**Qualification Core** - 40 hours
- AHCCHS201A Participate in OHS processes
- AHCWRK209A Participate in environmentally sustainable work practices

**Qualification Electives** – 115 Hours
- AHCCHM201A Apply chemicals under supervision
- AHCWRK201A Observe and report on weather
- AHCCHM201A Apply chemicals under supervision
- AHCWRK201A Observe and report on weather
- AHCWRK204A Work effectively in the industry
- AHCWRK205A Participate in workplace communications

**Livestock Cluster** - 65 hours
- AHCCLSK202A Care for health and welfare of livestock
- AHCCLSK205A Handle livestock using basic techniques
- AHCCLSK204A Carry out regular livestock observation
- AHCCLSK206A Identify and mark livestock

**Plus four units from the following:**
- **Fencing Cluster** – 30 hours
  - AHCINF202A Install, maintain and repair fencing
- **Feeding & Watering Stock Cluster**
  - AHCINF201A Carry out basic electric fencing operations
- **Extensive livestock operations** – 25 hours
  - AHCNSY201A Pot up plants
- **Growing Plants Cluster** – 45 hours
  - AHCNSY203A Undertake propagation activities

**Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.**

**Qualifications**
Students who are assessed as competent in the above units of competency will be eligible for a Certificate II in Agriculture AHC20110. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Agriculture AHC20110.

There are eight Employment Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://training.gov.au/](http://training.gov.au/)

**Competency-Based Assessment**: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

**N Determinations**: Where a student has not met Board of Studies course completion criteria, including meeting the mandatory work placement requirement, they will receive an “N” determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

**External Assessment (optional HSC examination)**: Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

**Appeals**: Students may lodge an appeal about assessment decisions through their VET trainer.

**Resources costs**: Nil

**Refund Arrangements**: on a pro-rata basis

**Delivery Arrangements**: distance education, workshops for essential assessing competencies

**Exclusions**: A school-based traineeship is available in this course, for more information: [http://www.sbatinnswnsw.info/](http://www.sbatinnswnsw.info/)
Certificate II in Retail Services SIR20212

Course: Retail Services Industry Curriculum Framework (240 indicative hours)  4 Preliminary and/or HSC units in total
Board Developed Course  Category B status for Australian Tertiary Admission Rank (ATAR)
Students must complete a minimum of 70 hours work placement to meet HSC requirements.

Course Description
This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in communication, safe work practices, customer service, retail technology, stock control, teamwork, designing and creating displays, using cash registers, scanners, computers, telephones and routine work activities within the retail sectors. Occupations in the retail services industry include sales assistant, customer service representative, checkout operator, buyer, stock controller, sales manager, visual merchandise, marketing manager, manager/owner of a small business, department manager and retail executive.

Core Units of Competency

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRXCSS201</td>
<td>Apply point-of-sale handling procedures</td>
</tr>
<tr>
<td>SIRXCSS202</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SIRXCOM101</td>
<td>Communicate in the workplace to support team and customer outcomes</td>
</tr>
<tr>
<td>SIRXIND101</td>
<td>Work effectively in a customer service environment</td>
</tr>
<tr>
<td>SIRXRSK201</td>
<td>Minimise loss</td>
</tr>
<tr>
<td>SIRWXHS101</td>
<td>Apply safe work practices</td>
</tr>
<tr>
<td>SIRXICT001A</td>
<td>Operate retail technology</td>
</tr>
<tr>
<td>SIRXCLM101</td>
<td>Organise and maintain work areas</td>
</tr>
</tbody>
</table>

Elective Units of Competency

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRXMER201</td>
<td>Merchandise products</td>
</tr>
<tr>
<td>SIRXLS002A</td>
<td>Advise on products and services</td>
</tr>
<tr>
<td>SIRXLS201</td>
<td>Sell products and services</td>
</tr>
<tr>
<td>SIRXINV001A</td>
<td>Perform stock control procedures</td>
</tr>
<tr>
<td>SIRXFIN201</td>
<td>Balance and secure point-of-sale terminal</td>
</tr>
<tr>
<td>SIRXMER202</td>
<td>Plan, create and maintain displays</td>
</tr>
</tbody>
</table>

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.

Qualifications
Students who are assessed as competent in the above units of competency will be eligible for a Certificate II in Retail Services - SIR20212. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Retail Services - SIR20212.

Foundation skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from http://training.gov.au/

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

N Determinations: Where a student has not met Board of Studies course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

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

Resources costs: nil

Delivery Arrangements: Distance education, work placements and workshops. In order to gain competencies student will need to attend workshops in Dubbo, complete practical activities and return completed assessment tasks.

Exclusions: Course Exclusions apply to students undertaking Beauty, Hairdressing and Retail Services courses. VET course exclusions can be checked at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html

A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/