

CERDON COLLEGE

Merrylands



Year 11 2015
Subject Information Booklet

THE HIGHER SCHOOL CERTIFICATE

An Information Package for Students

Preliminary Course 2015

HSC Course 2016

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RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The Record of School Achievement (RoSA) provides students with a record of their achievements if they leave school prior to completion of the Higher School Certificate.

The RoSA is available electronically and as a verifiable hard copy on demand with the most up-to-date information on a student's achievements across all completed subjects, as well as the option to include extra-curricular activities.

The formal RoSA credential is awarded to eligible students who choose to leave school prior to receiving their HSC, and allows students to view and download a transcript of their achievements when applying for jobs or further education or training.

The RoSA:

- is a record of the full range of student achievements right up to the day they do their HSC or leave school.
- provides an electronic record of achievements that students can use at any time.
- uses assessment by teachers in schools, moderated by the Board of Studies, Teaching and Educational Standards NSW to ensure reliability and fairness of grades.
- provides the capacity to record vocational courses and students' vocational experiences as well as First Aid courses, community languages courses and Duke of Edinburgh awards.
- offers online literacy and numeracy tests, with particular emphasis on work readiness, that students can undertake twice a year.

INFORMATION ABOUT THE HSC

General Information

This is your introduction to the HSC and the many options now available.

More information is contained in the following Board of Studies, Teaching and Educational Standards publication:

- *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students.*
- *Or the Board of Studies, Teaching and Educational Standards Website – www.boardofstudies.nsw.edu.au*

The HSC

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses are linked to further education and training.
 - Extension courses (including undergraduate university courses) will enable students to undertake more in-depth study in areas of special interest.
 - Vocational Education and Training courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.
- The HSC will include life skills courses for students with special education needs.
- The HSC will fairly assess each student's knowledge and skills.
- If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.
- For each course you will receive easy-to-understand reports which provide clear indications of what you have demonstrated you know, understand and can do in each course.

WHAT TYPES OF COURSES CAN I SELECT?

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

Board Developed Courses

These courses are developed by the Board of Studies, Teaching and Educational Standards. There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and **can count** towards the calculation of the Australian Tertiary Admission Rank (ATAR).

6 Board Developed units must be included in the pattern of study for eligibility for the Preliminary and Higher School Certificate Courses.

Board Endorsed Courses

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (CECs) are developed by the Board of Studies, Teaching and Educational Standards to cater for a wide candidature in areas of specific need not served by Board Developed Courses.
- Schools may also design special courses to meet student needs. These are called School Designed courses and must be approved by the Board of Studies, Teaching and Educational Standards. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. **Board Endorsed Courses do not count in the calculation of the ATAR.**

VOCATIONAL EDUCATION AND TRAINING (VET) BOARD DEVELOPED COURSES

- Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace. At the end of their HSC students receive special documentation showing the competencies gained.
- Students may elect to include **one** 2 Unit VET course in the calculation of their ATAR
- Students are required to sit the Board's external examination for this course to be included in their ATAR.
- All Vocational Education and Training (VET) Curriculum Framework courses are dual-accredited courses. This means that students will not only finish with a HSC but also an Industry recognised credential such as a Certificate or a Statement of Attainment. A certificate is awarded to students in VET courses who successfully complete all requirements of an Australian Qualifications Framework (AQF) VET Certificate. A Statement of Competencies Achieved listing all units of competency satisfactorily achieved accompanies the Certificate. A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF Certificate. These credentials are recognised by TAFE and by Industry. Students who go on to further education can use these credentials to gain credit transfer, which means they will not be required to re-sit these subjects at TAFE. This could mean they finish their course faster.
- These courses have been designed in conjunction with Industry and are taught to Industry standards. All teachers undertake additional training, which allows them to teach and assess students in these courses.
- All Curriculum Framework courses are very practical and 'hands on'. They are designed for students who may wish to build a career in these Industry areas.
- A mandatory part of all Curriculum Framework courses require students to undertake 70 hours of work placements in industry. Where mandatory work placement hours are not completed in a VET course an "N" determination will be submitted.
- Some courses require students to purchase uniforms, textbooks or other equipment eg. Hospitality – uniforms and knife kits, Entertainment – tool kit.

Students of all ability levels enjoy and benefit from the skill development and real world experience that VET courses offer.

Competency Based Assessment

- VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.
- Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent.

External Based Assessment

- The HSC examination for Industry Curriculum courses will involve a written examination made up of multiple choice items, short answers and extended response items.
- 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 AQF qualification.
- The HSC examination is optional.

WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

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

The following is a guideline to help you understand the pattern of courses.

2 UNIT COURSE

This is the basic structure for all courses.
It has a value of 100 marks.

EXTENSION COURSE

Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History and some Languages.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. **Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2).** The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only. Note that History Extension and Language Extension courses are offered outside of the timetable, usually before or after school.

1 UNIT COURSE

1 unit equals approximately 2 hours of class time each week or 60 hours per year. It has a value of 50 marks.

There are a number of other 1 unit Board Endorsed Courses. These courses do not count in the calculation of the ATAR.

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by the Board of Studies, Teaching and Educational Standards for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the Higher School Certificate examinations.
- you must study a **minimum of 12 units** in the Preliminary course and a **minimum of 10 units** in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - at least 6 units from Board Developed Courses **including at least 2 units of a Board Developed Course in English;**
 - at least three courses of 2 units value or greater (either Board Developed or Board Endorsed Courses);
 - at least four subjects;
 - at most 6 units of courses in Science can contribute to Higher School Certificate eligibility.

The Board of Studies, Teaching and Educational Standards publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.

RULES FOR ELIGIBILITY FOR AN ATAR

(Australian Tertiary Admission Rank)

The requirements for the ATAR are determined by the Universities. The ATAR is calculated by the Universities' Technical Committee on scaling.

Eligibility

To be eligible for an ATAR a student must satisfactorily complete at least 10 units (including at least two units of English) of Board Developed Courses for which there are formal examinations conducted by the Board of Studies, Teaching and Educational Standards. The Board Developed Courses must include at least three courses of two units or greater and at least four subjects. An eligible ATAR pattern of study must include at least eight units of Category A Courses. This is the minimum number of units required for a HSC but students are encouraged, where possible, to study more than the minimum requirement. This additional unit/units provide a "safety net" for students in the event that they do not perform as well as expected in other courses. Courses completed must include at least three Board Developed courses of two units or greater and at least four subjects.

Calculation

The ATAR is based on an aggregate of scaled marks in 10 units of Board Developed Courses comprising:

- the best two units of English; and
- the best eight units from the remaining units, including no more than two units of Category B Courses.

WHICH SUBJECTS SHOULD I CHOOSE?

For all students:

- **You must choose a Religion subject.** Studies of Religion (I and II) counts towards the ATAR, Catholic Studies does not.
- **You must choose 2 Units of English from either Advanced English, Standard English or English Studies.** 2 Units of Advanced English or Standard English automatically contributes to the calculation of the ATAR. English Studies **DOES NOT** contribute to an ATAR.
- Choose subjects you are interested in and like studying because it makes your school life enjoyable.
- Do not choose a subject for any “perceived” gain in terms of scaling. Scaling varies from year to year depending on the candidature of the subject.

Choosing subjects to reduce your workload:

- Choose subjects that have related content eg. Earth and Environmental Science and Geography, Business Studies and Business Services Administration, Food Technology and VET Hospitality.
- Practical subjects where work is externally marked require extensive time commitments at home during Year 12. Subjects which have an externally marked major work/performance component are:
 - Design and Technology
 - Drama
 - Visual Art
 - Music
 - Textiles and Design
 - English Extension 2

Students who wish to enter the work force after leaving school:

- The subjects you choose in senior school may determine the career direction you take.
- The subjects you take may influence an employer to select you for a particular job.

Students who wish to do Tertiary study at University after they leave school:

- You must do 10 units of Board Developed Courses to be eligible for the ATAR and hence have the possibility of gaining entry to a University.
- You must follow the pattern of study for the ATAR which was outlined earlier.
- Particular school subjects are often **compulsory** for studying certain tertiary courses. These are called ‘pre-requisite’ subjects.
- Particular school subjects may also be ‘assumed knowledge’. You may find tertiary courses very difficult if you don’t have this subject knowledge.
- Only **one** VET subject will be used to count towards the best 10 units for the ATAR.

- | |
|---|
| <ul style="list-style-type: none">• It is your responsibility to choose the courses and levels which will allow you entry into courses and employment.• Ensure that you use current information.• The Careers Adviser can offer valuable assistance in this regard. |
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HOW DO I MAXIMISE MY CHANCES OF SUCCESS IN THE HSC?

1. Do subjects which you are good at and/or interested in – not subjects which someone else tells you to do. There is no point in doing a subject which you are performing poorly in, simply because it is a pre-requisite for a course. If you cannot cope at school then it is unlikely you will cope with a similar course at tertiary level. It may be advisable for you to re-think your career goals.
2. Maximise the number of units you do in subjects you are competent in, but listen to your teachers' advice on your level of capability.
3. If you go against the advice of your teachers and take courses which exceed your capability, you may suffer badly in terms of morale, workload and results.
4. Have confidence in yourself and if you are an excellent student in a particular subject, then **GO FOR IT!**
5. Choose your subjects for the 'right' reasons. If you need to change a subject or level, there will be only ONE opportunity in Year 11:

TERM 1 WEEK 2

All other variations to patterns of study will be subject to an interview with the Assistant Principal (Curriculum). No student will be able to change subjects or levels without filling in the appropriate form which is available from the Assistant Principal. This form will need to be accompanied by a formal letter co-signed by student and parent.

COURSES OFFERED

AT

CERDON COLLEGE

**YEAR 11
2015**

**HSC BOARD DEVELOPED COURSES/CONTENT ENDORSED COURSES
OFFERED AT CERDON COLLEGE**

(See course notes following this table for explanation of numbering)

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Ancient History	Ancient History		HSC History Extension 7
Biology	Biology 1		
Business Services (VET)	Business Services (VET)		
Business Studies	Business Studies		
Catholic Studies	Catholic Studies 5		
Chemistry	Chemistry 1		
Community and Family Studies	Community and Family Studies		
Design and Technology	Design and Technology		
Drama	Drama		
Earth and Environmental Science	Earth and Environmental Science 1		
Economics	Economics		
English	English Studies 4 English Standard English Advanced Fundamentals of English 6 (Preliminary course)	Preliminary English Extension	HSC English Extension 1 HSC English Extension 2
Entertainment (VET)	Entertainment (VET)		
Exploring Early Childhood	Exploring Early Childhood 4		
Food Technology	Food Technology		
French	French Beginners French Continuers		
Geography	Geography		
Hospitality (VET)	Hospitality (VET) Commercial Cookery Hospitality (VET) Food and Beverage		
Italian	Italian Beginners Italian Continuers		HSC Italian Extension 7
Information Processes and Technology	Information Processes and Technology		
Legal Studies	Legal Studies		
Mathematics	Preliminary Mathematics General HSC Mathematics General 1 <u>OR</u> HSC Mathematics General 2 3 Mathematics	Preliminary Mathematics Extension	HSC Mathematics Extension 1 HSC Mathematics Extension 2
Modern History	Modern History		HSC History Extension 7
Music	Music 1		
PD/Health/PE	PD/Health/PE		
Photography	Photography, Video and Digital Imaging (1 Unit) (Preliminary only) 4		
Physics	Physics 1		
Senior Science	Senior Science 2		
Studies of Religion	Studies of Religion I (1 Unit) Studies of Religion (2 Unit)		
Textiles and Design	Textiles and Design		
Visual Arts	Visual Arts		

HSC Course Notes

These notes refer to the list of courses

1. Limit of 6 Units of Science.
2. Cannot be studied in conjunction with another Science subject.
3. Mathematics General
At the end of the Preliminary Mathematics General course students will choose between either the HSC Mathematics General 1 course (non ATAR) OR the HSC Mathematics General 2 Course (ATAR course).
4. Content Endorsed Course (Non ATAR).
5. School Designed Endorsed Course (Non ATAR).
6. Preliminary Course Only
 - Studied over 2 years
 - Must be studied in conjunction with English Standard
 - 2 Units
 - Non ATAR course
7. Studied in Year 12 only.
 - History Extension. Must be studied with either Ancient History and/or Modern History.

Additional information about courses and the HSC is available on the Board of Studies, Teaching and Educational Standards` Website: <http://www.boardofstudies.nsw.edu.au>

BOARD DEVELOPED COURSES

Category A Subjects

**These courses contribute to the
Australian Tertiary Admission Rank**

English Standard

Course: English (Standard)	Course No: 15130
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Advanced); English (ESL); English (Extension)
<p>Course Description</p> <p>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 multimedia, as well as Australian texts.</p> <p>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 or film or media or multimedia texts.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course – The course has two sections:</p> <ul style="list-style-type: none"> ▪ 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. <p>HSC Course – The course has two sections:</p> <ul style="list-style-type: none"> ▪ The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. ▪ Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of three Modules A, B and C. 	
<p>Particular Course Requirements</p> <p>In the Preliminary English (Standard) Course students are required to:</p> <ul style="list-style-type: none"> ▪ 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. <p>HSC English (Standard) Course requires the close study of:</p> <ul style="list-style-type: none"> ▪ 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

Course: English (Advanced)	Course No: 15140
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Standard); Fundamentals of English; English (ESL)
<p>Course Description</p> <p>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 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.</p> <p>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: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia; and a wide range of additional related texts and textual forms.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course – The course has two sections:</p> <ul style="list-style-type: none"> ▪ 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. <p>HSC Course – The course has two sections:</p> <ul style="list-style-type: none"> ▪ The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis. ▪ Modules 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. 	
<p>Particular Course Requirements</p> <p>In the Preliminary English (Advanced) Course students are required to:</p> <ul style="list-style-type: none"> ▪ 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. <p>HSC English (Advanced) Course requires the close study of:</p> <ul style="list-style-type: none"> ▪ 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

HSC English Extension 1

HSC English Extension 2

<p>Courses: Preliminary English Extension HSC English Extension 1 HSC English Extension 2</p>	<p>Course No: TBA Course No: 15160 Course No: 15170</p>
<p>1 unit of study for each of Preliminary and HSC</p> <p>Prerequisites: (a) English (Advanced) (b) Preliminary English (Extension) is a prerequisite for English Extension Course 1 (c) English Extension Course 1 is a prerequisite for English Extension Course 2</p> <p>Exclusions: English (Standard); Fundamentals of English; English (ESL)</p>	
<p>Course Description</p> <p>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.</p> <p>In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.</p> <p>In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.</p>	
<p>Main Topics Covered</p> <p>Preliminary English (Extension) Course The course has one mandatory section: Module: Texts, Culture and Value.</p> <p>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:</p> <ul style="list-style-type: none"> ▪ Module A: Genre ▪ Module B: Texts and Ways of Thinking ▪ Module C: Language and Values. <p>HSC English Extension Course 2 The course requires students to complete a Major Work.</p>	
<p>Particular Course Requirements</p> <p>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.</p> <p>HSC English Extension Course 1 requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2009–2012 Electives and Prescribed Texts).</p> <p>HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection.</p>	

Ancient History

Course: HSC Ancient History	Course No: 15020
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>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.</p> <p>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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Part 1: Introduction <ul style="list-style-type: none"> ○ 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. <p>HSC Course</p> <ul style="list-style-type: none"> ▪ 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%) 	
<p>Particular Course Requirements</p> <p>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.</p>	

Biology

Course: Biology	Course No: 15030
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Senior Science (Preliminary only)
<p>Course Description Biology is the study of living organisms, life processes and interactions between organisms and their environment.</p> <p>The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and 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.</p> <p>The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which 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.</p>	
<p>Topics Covered</p> <p>Preliminary Course Biology Skills Module 8.1</p> <p>Core Modules</p> <ul style="list-style-type: none"> ▪ A Local Ecosystem ▪ Patterns in Nature ▪ Life on Earth ▪ Evolution of Australian Biota 	<p>HSC Course Biology Skills Module 9.1</p> <p>Core Modules</p> <ul style="list-style-type: none"> ▪ Maintaining a Balance ▪ Blueprint of Life ▪ The Search for Better Health <p>One Option from the following modules:</p> <ul style="list-style-type: none"> ▪ Communication ▪ Biotechnology ▪ Genetics: The Code Broken? ▪ The Human Story ▪ Biochemistry
<p>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. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Biology skills modules 8.1 and 9.1.</p> <p>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.</p>	

Business Studies

Course: Business Studies	Course No: 15040
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.	
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	

Chemistry

Course: Chemistry	Course No: 15050
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Senior Science (Preliminary only)
<p>Course Description</p> <p>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.</p> <p>The Preliminary course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students' understanding of the Earth's resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds.</p> <p>The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the 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.</p>	
<p>Topics Covered</p> <p>Preliminary Course Chemistry Skills Module 8.1</p> <p>Core Modules</p> <ul style="list-style-type: none"> ▪ The Chemical Earth ▪ Metals ▪ Water ▪ Energy 	<p>HSC Course Chemistry Skills Module 9.1</p> <p>Core Modules</p> <ul style="list-style-type: none"> ▪ Production of Materials ▪ The Acidic Environment ▪ Chemical Monitoring and Management <p>One Option from the following modules:</p> <ul style="list-style-type: none"> ▪ Industrial Chemistry ▪ Shipwrecks, Corrosion and Conservation ▪ The Biochemistry of Movement ▪ The Chemistry of Art ▪ Forensic Chemistry
<p>Particular Course Requirements</p> <p>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. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Chemistry skills modules 8.1 and 9.1.</p> <p>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.</p>	

Community and Family Studies

Course: Community and Family Studies	Course No: 15060
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Resource Management Basic concepts of the resource management process (approximately 20% of course time). ▪ Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time). ▪ Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time). <p>HSC Course</p> <ul style="list-style-type: none"> ▪ 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). <p>HSC Option Modules Select one of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> ▪ Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan. ▪ Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. ▪ Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments. 	
<p>Particular Course Requirements Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</p>	

Design and Technology

Course: Design and Technology	Course No: 15080
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course involves the study of 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 includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.</p> <p>The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.</p>	
<p>Main Topics Covered</p> <p>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.</p> <p>HSC Course Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.</p>	
<p>Particular Course Requirements</p> <p>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.</p> <p>In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.</p>	

Drama

Course: Drama

Course No: 15090

2 units for each of Preliminary and HSC
Board Developed Course

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

Course Description

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

Preliminary Course

Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

HSC Course

Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The **Group Performance** (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis **or** Design **or** Performance **or** Script-writing **or** Video Drama.

Main Topics Covered

Preliminary Course

Improvisation, Playbuilding, Acting
Elements of Production in Performance
Theatrical Traditions and Performance Styles

HSC Course

Australian Drama and Theatre (Core content)
Studies in Drama and Theatre
Group Performance (Core content)
Individual Project

Particular Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Earth and Environmental Science

Course: Earth and Environmental Science	Course No: 15100
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Senior Science (Preliminary only)
<p>Course Description</p> <p>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.</p> <p>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.</p>	
<p>Topics Covered</p> <p>Preliminary Course Earth and Environmental Science Skills Module 8.1</p> <p>Core Modules</p> <ul style="list-style-type: none"> ▪ Planet Earth and Environment <ul style="list-style-type: none"> – A Five Thousand Million Year Journey ▪ The Local Environment ▪ Water Issues ▪ Dynamic Earth 	<p>HSC Course Earth and Environmental Science Skills Module 9.1</p> <p>Core Modules</p> <ul style="list-style-type: none"> ▪ Tectonic Impacts ▪ Environments Through Time ▪ Caring for the Country <p>One Option from the following modules:</p> <ul style="list-style-type: none"> ▪ Introduced Species and the Australian Environment ▪ Organic Geology – A Non-renewable Resource ▪ Mining and the Australian Environment ▪ Oceanography
<p>Particular Course Requirements</p> <p>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.</p> <p>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.</p>	

Economics

Course: Economics	Course No: 15110
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
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	
<ul style="list-style-type: none">▪ Introduction to Economics – the nature of economics and the operation of an economy▪ Consumers and Business – the role of consumers and business in the economy▪ Markets – the role of markets, demand, supply and competition▪ Labour Markets – the workforce and role of labour in the economy▪ Financial Markets – the financial market in Australia including the share market▪ Government in the Economy – the role of government in the Australian economy.	
HSC Course	
<ul style="list-style-type: none">▪ The Global Economy – Features of the global economy and globalisation▪ Australia's Place in the Global Economy – Australia's trade and finance▪ Economic Issues – issues including growth, unemployment, inflation, wealth and management.▪ Economic Policies and Management – the range of policies to manage the economy.	

Food Technology

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

French Beginners

Course: French Beginners	Course No: 15670
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 <i>ACE Manual</i> .	
Course Description In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the French-speaking communities</i> , 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 <ul style="list-style-type: none">▪ Family life, home and neighbourhood▪ People, places and communities▪ Education and work▪ Friends, recreation and pastimes▪ Holidays, travel and tourism▪ Future plans and aspirations.	
Particular Course Requirements: Nil	

French Continuers

Course: French Continuers	Course No: 15680
2 units for each of Preliminary and HSC Board Developed Course Prerequisites: School Certificate French or equivalent knowledge is assumed. Exclusions: French Beginners	
Course Description The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of 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.	
Prescribed Themes <ul style="list-style-type: none"> ▪ The individual 	Mandatory Topics <ul style="list-style-type: none"> ▪ Personal identity ▪ Relationships ▪ School life and aspirations ▪ Leisure and interests
<ul style="list-style-type: none"> ▪ The French-speaking communities 	<ul style="list-style-type: none"> ▪ Daily life/lifestyles ▪ Arts and entertainment
<ul style="list-style-type: none"> ▪ The changing world 	<ul style="list-style-type: none"> ▪ Travel and tourism ▪ The world of work ▪ Current issues ▪ The young people's world
Students' language skills are developed through tasks such as: <ul style="list-style-type: none"> ▪ Conversation ▪ Responding to an aural stimulus ▪ Responding to a variety of written material ▪ Writing for a variety of purposes ▪ Studying the culture of French-speaking communities through texts. 	
Particular Course Requirements: Nil	

Fundamentals of English

Course: Fundamentals of English

Course No: TBA

2 unit Preliminary course of study

It may be delivered flexibly across the Preliminary and HSC years.

Board Developed Course

Exclusions: English (Advanced); English (Extension)

Course Description

This is a skills-based course with opportunities for flexible delivery to meet students' needs. The needs of students should determine all aspects of the course including areas such as modules studied, and texts and activities chosen. It aims to support students in their study of the English (Standard) course or the English (ESL) course and the English language demands of other subjects at Stage 6.

Fundamentals of English Course

Students undertake:

- Module A: Approaches to Area of Study in English (Compulsory) and up to four additional Modules chosen from:
- Module B: Oral Communication Skills
- Module C: Writing for Study
- Module D: Investigative Skills
- Module E: Workplace Communication.

Particular Course Requirements

All modules involve a minimum of 24 indicative hours of study. Module A is compulsory. Students must complete a minimum of three modules. They may undertake other modules (with a minimum of 24 indicative hours of study) or apply the balance of time to additional work in the modules they have already undertaken.

Geography

Course: Geography

Course No: 15190

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 and demonstrates the relevance of geographical study.

Preliminary Course

Biophysical Interactions – how biophysical processes contribute to sustainable management.

Global Challenges – geographical study of issues at a global scale.

Senior Geography Project – a geographical study of student's own choosing.

HSC Course

Ecosystems at Risk – the functioning of ecosystems, their management and protection.

Urban Places – study of cities and urban dynamics.

People and Economic Activity – geographic study of economic activity in a local and global context.

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 should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

Italian Beginners

Course: Italian Beginners	Course No: 15790
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 <i>ACE Manual</i> .	
Course Description In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the Italian-speaking communities</i> , provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture. Students' skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.	
Main Topics Covered <ul style="list-style-type: none">▪ Family life, home and neighbourhood▪ People, places and communities▪ Education and work▪ Friends, recreation and pastimes▪ Holidays, travel and tourism▪ Future plans and aspirations.	
Particular Course Requirements: Nil	

Italian Continuers

Course: Italian Continuers

Course No: 15800

2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites: School Certificate Italian or equivalent knowledge is assumed.

Exclusions: Italian Beginners

Course Description

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

Prescribed Themes

- The individual

Mandatory Topics

- Personal identity
- Relationships
- Health and leisure
- Education and future aspirations

- The Italian-speaking communities

- Lifestyle in Italy and abroad
- The arts and entertainment
- Youth and social issues

- The changing world

- The world of work
- Communication
- Italian influence
- Tourism and hospitality

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: Nil

HSC Italian Extension

Course: HSC Italian Extension

Course No: 15810

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.

Theme:

- The individual and contemporary society.

Prescribed Issues:

- Coping with adversity
- The impact of the outside world on the individual
- Social justice.

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: Nil

Information Processes and Technology

Course: Information Processes and Technology	Course No: 15210
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Computing Applications CEC
<p>Course Description</p> <p>Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>Introduction to Information Skills and Systems (20%) Tools for Information Processes (50%) Developing Information Systems (30%)</p> <p>HSC Course</p> <p>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.</p>	
<p>Particular Course Requirements</p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.</p> <p>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.</p>	

Legal Studies

Course: Legal Studies

Course No: 15220

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

Preliminary Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. **This section may be integrated with Part I and Part II.**

HSC Course

- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

Each topic's **themes and challenges** should be integrated into the study of the topic.

Particular Course Requirements No special requirements

Mathematics General

Pathway: Preliminary Mathematics General/
HSC Mathematics General 1

Course Nos: 11235 Preliminary Mathematics General
30120 HSC Mathematics General 1

2 units Preliminary (Board Developed Course)
2 units HSC (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.

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.

Main Topics Covered

Preliminary Mathematics General Course

- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Communication
- Focus Study: Mathematics and Driving

HSC Mathematics General 1 Course

- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Design
- Focus Study: Mathematics and Household Finance
- Focus Study: Mathematics and the Human Body
- Focus Study: Mathematics and Personal Resource Usage

Pathway: Preliminary Mathematics General/ HSC Mathematics General 2

Course Nos: 11235 Preliminary Mathematics General
15235 HSC Mathematics General 2

2 units Preliminary (Board Developed Course)
2 units HSC (Board Developed 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. 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.

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 Mathematics General Course

- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Communication
- Focus Study: Mathematics and Driving

HSC Mathematics General 2 Course

- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Health
- Focus Study: Mathematics and Resources

Mathematics

Course: Mathematics

Course No: 15240

2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites: For students who intend to study the Mathematics course, it is recommended that they study the topics *Real Numbers*, *Algebraic Techniques* and *Coordinate Geometry* as well as at least some of *Trigonometry* and *Deductive Geometry* from Stage 5.3 (identified by §) of *Mathematics Years 7–10 Syllabus*, if not all of the content.

Exclusions: General Mathematics

Course Description

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

Main Topics Covered

Preliminary Course

- 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

Mathematics Extension 1

Course: Mathematics Extension 1

Course No: 15250

1 unit in each of Preliminary (*Preliminary Mathematics Extension*) and HSC Board Developed Course

Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) *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 and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

Main Topics Covered

Preliminary Course

- Other inequalities
- Further geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the 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

Modern History

Course: HSC Modern History	Course No: 15270
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>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.</p> <p>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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ 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. <p>HSC Course</p> <ul style="list-style-type: none"> ▪ 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%) 	
<p>Particular Course Requirements</p> <p>In the Preliminary course, <u>one Case Study</u> must be from Europe, North America or Australia (see list A on p.18 of the syllabus). <u>One Case Study</u> 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.</p>	

HISTORY EXTENSION: An Extension course in History will be available for study in the HSC year.

Music 1

Course: Music 1

Course No: 15290

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Music 2

Course Description

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics Covered

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

Particular Course Requirements

HSC course

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

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

Personal Development, Health and Physical Education

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

Physics

Course: Physics	Course No: 15330
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Senior Science (Preliminary only)
<p>Course Description Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.</p> <p>The Preliminary course develops a knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students' understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles (such as car crashes) and the mechanisms that maintain the physical conditions of planet Earth.</p> <p>The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, 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.</p>	
<p>Topics Covered</p> <p>Preliminary Course Physics Skills Module 8.1</p> <p>Core Modules</p> <ul style="list-style-type: none"> ▪ The World Communicates ▪ Electrical Energy in the Home ▪ Moving About ▪ The Cosmic Engine 	<p>HSC Course Physics Skills Module 9.1</p> <p>Core Modules</p> <ul style="list-style-type: none"> ▪ Space ▪ Motors and Generators ▪ From Ideas to Implementation <p>One Option from the following modules:</p> <ul style="list-style-type: none"> ▪ Geophysics ▪ Medical Physics ▪ Astrophysics ▪ From Quanta to Quarks ▪ The Age of Silicon
<p>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.</p> <p>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.</p>	

Senior Science

Course: Senior Science	Course No: 15340
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics
<p>Course Description</p> <p>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.</p> <p>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.</p> <p>The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science. In the HSC study pattern, students 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.</p>	
<p>Topics Covered</p> <p>Preliminary Course Senior Science Skills Module 8.1</p> <p>Core Modules</p> <ul style="list-style-type: none"> ▪ Water for Living ▪ Plants ▪ Humans at Work ▪ The Local Environment 	<p>HSC Course Senior Science Skills Module 9.1</p> <p>Core Modules</p> <ul style="list-style-type: none"> ▪ Lifestyle Chemistry ▪ Medical Technology – Bionics ▪ Information Systems <p>One Option from the following modules:</p> <ul style="list-style-type: none"> ▪ Polymers ▪ Preservatives and Additives ▪ Pharmaceuticals ▪ Disasters ▪ Space Science
<p>Particular Course Requirements</p> <p>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.</p> <p>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.</p>	

Studies of Religion II

Course: Studies of Religion II

Course No: 15380

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Studies of Religion I

Course Description

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Preliminary Course

- Nature of Religion and Beliefs
 - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Three Religious Traditions Studies from:
Buddhism, Christianity, Hinduism, Islam, Judaism
 - Origins
 - Principal beliefs
 - Sacred texts and writings
 - Core ethical teachings
 - Personal devotion/expression of faith/observance.
- Religions of Ancient Origin
 - The response to the human search for ultimate meaning in two religions of ancient origin from:
 - Aztec or Inca or Mayan
 - Celtic
 - Nordic
 - Shinto
 - Taoism
 - an Indigenous religion from outside Australia
- Religion in Australia pre-1945
 - The arrival, establishment and development of religious traditions in Australia prior to 1945.

HSC Course

- Religion and Belief Systems in Australia post-1945
 - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Three Religious Tradition Depth Studies from:
Buddhism, Christianity, Hinduism, Islam, Judaism
 - Significant people and ideas
 - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
 - Significant practices in the life of adherents.
- Religion and Peace
 - The distinctive response of religious traditions to the issue of peace.
- Religion and Non-Religion
 - The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

Studies of Religion I

Course: Studies of Religion I

Course No: 15370

1 unit for each of Preliminary and HSC
Board Developed Course

Exclusions: Studies of Religion II

Course Description

Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Preliminary Course

- Nature of Religion and Beliefs
 - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Two Religious Traditions Studies from:
Buddhism, Christianity, Hinduism, Islam, Judaism
 - Origins
 - Principal beliefs
 - Sacred texts and writings
 - Core ethical teachings
 - Personal devotion/expression of faith/observance.

HSC Course

- Religion and Belief Systems in Australia post-1945
 - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Two Religious Tradition Depth Studies from:
Buddhism, Christianity, Hinduism, Islam, Judaism
 - Significant people and ideas
 - Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
 - Significant practices in the life of adherents.

Textiles and Design

Course: Textiles and Design

Course No: 15390

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Fashion and Textiles TVET CEC 43480
Fashion Design and Technology TVET CEC 41016

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 an 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 textile 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 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.

Main Topics Covered

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 focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

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.

Visual Arts

Course: Visual Arts

Course No: 15400

2 units for each of Preliminary and HSC
Board Developed Course

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

Course Description

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

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

Preliminary Course learning opportunities focus on:

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

HSC Course learning opportunities focus on:

- 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 process 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 process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.

V E T

Vocational Education and Training

Course Information

**Preliminary 2015
HSC 2016**

**Board Developed Framework Courses
and
Board Endorsed Courses**

Vocational Education and Training

For the Preliminary Course in 2015 and the HSC course in 2016 a range of VET courses are being offered for students at Cerdon College.

Board Developed Framework Courses:

- Business Services
- Entertainment Industries
- Hospitality – Commercial Cookery
- Hospitality – Food & Beverage
- Primary Industries
- Information and Digital Technology

In the pages that follow subject descriptions are provided for these courses.

TAFE Delivered VET Courses (TVET):

There are a range of courses available for students to study at TAFE usually one afternoon/week. These are VET courses we are not resourced for at Cerdon College. Some TVET courses are *Board Developed* while many are *Board Endorsed*. Additional fees are required to study these courses.

Private Provider VET Courses:

Design related courses – Whitehouse School of Design
Film and Media – Participate Film Academy
Allied Health (Nursing) Auburn Hospital

Most private provider courses are studied by students at the private provider college sites and during school holiday periods. Additional fees are required to study these courses.

School Based Apprenticeship / Traineeship (SBAT):

Students who have part time work may have the opportunity to combine their study of a HSC VET course with their part time work within a school based traineeship. Please make an appointment with the VET Co-ordinator to discuss these options.

Vocational Education and Training

Board Developed Framework Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. This national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students must spend in the workplace. At the end of their HSC students receive documentation showing the competencies gained during the course.

- All VET Curriculum Framework courses are **dual-accredited** courses. This means that students will not only finish with a HSC but also an Industry recognised credential such as a Certificate Level II or Certificate Level III or a Statement of Attainment in the area of study. These credentials are recognised by TAFE and by Industry. Students who go onto further education can use these credentials to gain credit transfer, which means they will not be required to re-sit these subjects at TAFE or a Private Provider. This could mean they finish their course faster.
- These courses have been designed in conjunction with Industry and are taught to Industry standards. All teachers undertake additional training, which allows them to teach these courses.
- All Curriculum Framework courses are very practical and 'hands on'.

Depending on numbers, the following VET courses are available for study in the HSC:

Information Technology	Entertainment Industries
Hospitality – Commercial Cookery	Retail Services
Hospitality – Food & Beverage	Construction
Business Services	Metals & Engineering
Primary Industries	

SUBJECTS IN BOLD ARE CURRENTLY RUNNING AT CERDON COLLEGE

FEATURES OF A VET COURSE

- Count for 2 units towards your HSC
- Also qualify for nationally recognised accreditation (Certificate II, III or Statement of Attainment)
- VET courses are suitable for all students regardless of the level of academic ability. Strong students can gain good results in the HSC.
- Continuous - Competency based assessment
- Compulsory 70 hours work placement
- Recognised Prior Learning – if you have existing eligible skills, they will be counted towards your course of study.
- Count towards your ATAR (Only **ONE** VET Course may count)
- HSC examination is optional – used only for the ATAR calculation if required.

BENEFITS OF STUDYING A VET COURSE

- Gain recognition for your HSC as well as an Industry Qualification.
- Able to learn under a competency based structure.
- You are able to be reassessed if not competent the first time.
- Students may be given offers of Part-time work / Traineeships / Apprenticeships.
- Make contacts that can lead to future job prospects.
- Easier transition into the world of work.
- Gain knowledge, skills and attitudes that are relevant to and valued in the workplace.
- Gain knowledge of employers' expectations.
- Develop social and communication skills through learning in an adult environment.

ADDITIONAL ACCREDITATION and RECOGNITION

During your course you may also gain the following accreditation:

- Senior First Aid
- Service of Espresso Coffee
- Responsible Service of Alcohol (RSA)
- Work Readiness Course (Employability Skills)

You may also gain recognition for:

- Course / Work placement performance (School Awards)
- Work placement performance (Employer Awards)
- State and National Awards (VET in Schools Awards)
- Certificates of Participation in School / Community Events

Business Services

AQF Certificate II in Business (BSB07V7)



STATUS

2 units for each of Preliminary and HSC
Board Developed Course
ATAR Category B

Exclusions: Business Services (120 hours)

COURSE DESCRIPTION

This course is for students who are interested in clerical and administrative services. It is based on Units of Competency, which have been drawn up by the business services industry to describe the competencies, skills and knowledge needed by clerical-administrative workers. It incorporates all Units of Competency in the AQF Certificate II in Business.

Students concentrate on developing a range of skills required to work effectively and safely in a modern office environment. These include oral and written communication skills, information handling, and record keeping, processing financial documents and operating office equipment including computers.

WORK PLACEMENT

Students must complete a minimum of 70 hours work placement in a Business Service industry workplace. This work placement is usually undertaken in school time or during the holiday periods.

MAIN TOPICS COVERED

The purpose of this course is to provide students with the opportunity to gain knowledge and skills to enable the individual to commence a career and be an effective employee in the Business Services industry.

Business services are essential to every Australian business, either as a core activity or as a support to the core activities, and can be internally or externally provided. Business services are those activities which bind an organisation together, enable it to function and connect it to its customers and community. 'Business services' represents both an industry sector (comprising those firms which provide a business service to other workplaces/organisations) and an occupational grouping (comprising those workers in all industries who are providing a business service within their own workplace/organisation).

COMPETENCIES

BSBCMM201A Communicate in the workplace	BSBWOR203B Work effectively with others
BSBCUS201B Deliver a service to customers	BSBWOR204A Use business technology
BSBIND201A Work effectively in a business	BSBADM311A Maintain business resources
BSBINM201A Process and maintain workplace information	BSBITU201A Produce simple word processed documents
BSBWHS201A Contribute to health and safety of self and others	BSBITU202A Create and use spreadsheets
BSBSUS201A Participate in environmentally sustainable work practices	BSBITU304A Produce spreadsheets
BSBWOR202A Organise and complete daily work activities	BSBITU303A Design & Produce Text Documents

ASSESSMENT

Competency Assessment

- This is a competency based course. This means that students work to develop the competencies and skills and knowledge described in each Unit of Competency. To be assessed as competent, a student must demonstrate, to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in a business environment.
- There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'.
- Students will be progressively assessed through validated tasks as 'competent' or 'not yet competent' in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in the Competency Record Log Book.
- Competency based assessment determines the vocational qualification that a student will receive.

External Assessment – HSC Examination

The Higher School Certificate examination for Business Services (240 indicative hours) is optional*. 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 AQF qualifications.

*** Students will nominate whether or not they will undertake the optional examination after their HSC Trials. Students choosing to undertake the examination will have their mark contribute to the ATAR.**

QUALIFICATIONS

- Students who are assessed as competent in all of the Units of Competency in this course are eligible for the AQF Certificate II in Business Services.
- Students who are assessed as competent for some Units of Competency will be eligible for an AQF Statement of Attainment showing partial completion of Certificate II.

RECOGNITION OF PRIOR LEARNING (RPL)

A student is entitled to apply for Recognition of Prior Learning. If a student has completed any training, either through part-time work, TAFE or other courses, or through experience gained in other ways they can apply for RPL.

WHY STUDY BUSINESS SERVICES?

This course provides skills in the clerical/administrative area, which include using business technology, preparing and processing documents, creating and using spreadsheets and maintaining records. The course would suit students interested in a career in an office environment such as a legal secretary, business management, marketing, advertising or finance.

COURSE FEES

No additional course fee is charged for this course.

SAMPLES OF OCCUPATIONS FOR BUSINESS SERVICES

Accounts Clerk	Administrative Assistant	Archivist
Assistant Accountant	Administer	Book keeper
Business Manager	Computer Operator	Customer Service Officer
Data Entry Clerk	Database Manager	Desktop Publisher
Human Resource Manager	Library Assistant	Personal Clerk
Receptionist	Records Manager	Recruitment Consultant
Secretary		

Entertainment

AQF Certificate III in Live Production, Theatre and Events (Technical Operations) (CUE30203)



STATUS

2 Units for each of Preliminary and HSC
Board Developed Course:
ATAR Category B

Exclusions: Entertainment (120Hours)

COURSE DESCRIPTION

The Entertainment Curriculum Framework is designed to provide students with appropriate learning opportunities that will enable them to acquire a range of technical, personal and interpersonal skills valued both within and beyond the entertainment industry workplace.

It is based on Units of Competency, which have been drawn from the Entertainment Industry Training Package (CUE03). It incorporates all Units of Competency in the AQF Certificate III in Live Production, Theatre and Events.

MAIN TOPICS COVERED

The course will give students the opportunity to acquire knowledge and skills related to the collaborative nature of roles and structures in the various environments of the entertainment industry. The course will expose students to variety of performances and events, styles, venues and audience expectations.

COMPETENCIES

BSBCMM201A Communicate in the workplace	BSBOHS201A Participate in the OHS process
CUECOR02C Work with others	CUETGE05C Maintain physical production elements
MEM18001C Use hand tools	CUECOR01C Manage own work and learning
CUESTA02C Operate staging elements	CUECOR03B Provide quality service to customers
CUECOR04B Deal with conflict and resolve complaints	HLTFA301B Apply first aid
CUEIND01C Source and apply entertainment industry knowledge	CUEAUD06B Apply a general knowledge of vision systems to work activities
CUFLGT101A Apply a general knowledge of lighting to work activities	CUESOU07B Apply a general knowledge of audio to work activities
CUESTA05C Apply a general knowledge of staging to work activities	CUETGE15B Handle physical elements safely during bump in/out

WORK PLACEMENT

Students must complete a minimum of 70 hours work placement in an Entertainment industry workplace. This is often required outside of business hours, weekends and school holidays.

ASSESSMENT

- This is a competency based course. This means that students to develop the competencies and skills and knowledge described by each Units of Competency. A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry to be assessed as competent.
- There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'.
- Students will be progressively assessed through validated tasks as 'competent' or 'not yet competent' in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in the Competency Record Log Book.
- Competency based assessment determines the vocational qualification that a student will receive.

External Assessment – HSC Examination

The Higher School Certificate examination for Entertainment (240 indicative hours) is optional *. 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 AQF qualifications.

*** *Students will nominate during the HSC year whether or not they will undertake the optional examination. Students choosing to undertake the examination can have their mark contribute to the ATAR.***

QUALIFICATIONS

- Having achieved appropriate Units of Competency and other course requirements, students will be eligible to receive an AQF Certificate III in Operations).
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate III in Live Production, Theatre and Events (Technical Operations).

RECOGNITION OF PRIOR LEARNING (RPL)

A student is entitled to apply for Recognition of Prior Learning. If a student has completed any training, either through part-time work, TAFE or other courses, or through experience gained in other ways they can apply for RPL.

WHY STUDY ENTERTAINMENT

Entertainment offers training opportunities to students who are interested in anything to do with performance and events: dance and drama; lighting and sound staging and set design and dealing with patrons and professionals.

COURSE FEES

No additional course fee is charged for this course.
Students will be required to have a set of black pants and shirt.

SAMPLES OF OCCUPATIONS STUDENT CAN AIM FOR IN ENTERTAINMENT

Sales/merchandising assistant	Box office assistant	Front of house administrator
Lighting Technician	Sound Technician	Dresser or costumer assistant
Scenic Artist	Cinema projectionist	Set Maker
Props designer	Stage manager/assistant	Marketing and promotions
Events coordinator	Tour manager	

Hospitality (Food & Beverage)

AQF Certificate II in Hospitality Operations (SIT20207)



Depending on the selection and achievement of units of competency, the possible qualification outcomes are:

- Certificate II in Hospitality (SIT07V3)
- Statement of Attainment towards Certificate II in Hospitality (SIT07V3)

Note: *You need to choose either Food & Beverage or Commercial Cookery, not both.*

STATUS:

2 Units for each of the Preliminary and HSC
Board Developed Course
ATAR Category B

Exclusions: Hospitality Operations (120 hours)
Tourism – Sales/Office Operations

COURSE DESCRIPTION

This course is for students who wish to work in the hospitality industry, either as a long-term career or in part time or temporary hospitality positions. The course is based on Units of Competency, which have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

This qualification provides the skills and knowledge for an individual to be competent in a range of kitchen functions and activities that require the application of a limited range of practical skills in a defined context. Work would be undertaken in various hospitality enterprises where food is prepared and served, including restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias and coffee shops. Individuals may work with some autonomy or in a team but usually under close supervision.

COMPETENCIES

BSBWOR203B Work effectively with others	SITHCCC103 Prepare sandwiches
SIHCCC101 Use food preparation equipment	BSBSUS201A Participate in environmentally sustainable
SITHACS101 Clean premises and equipment	SITXFSA201 Participate in safe food handling practices
SITHFAB2013 Prepare and serve non alcoholic beverages	SITXCOM002A Work in a socially diverse environment
SITHFAB204 Prepare and serve espresso coffee	SITHIND201 Source and use information on the hospitality
SITXFSA101 Use hygienic practices for food safety	SITHIND202 Use hospitality skills effectively
SITHFAB206 Serve food and beverage	SITXCOM201 Show social and cultural sensitivity
SITXWHS101 Participate in safe work practices	SITXCCS202 Interact with customers

WORK PLACEMENT

Students must complete a minimum of 70 hours work placement in a Hospitality industry workplace. This work placement is usually undertaken in school time and/or during school holidays.

ASSESSMENT

- This is a competency based course. This requires students to develop the competencies and skills and knowledge described by each Units of Competency. A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry to be assessed as competent.
- There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'.
- Students will be progressively assessed through validated tasks as 'competent' or 'not yet competent' in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the teacher in the Competency Record Log Book.
- Competency based assessment determines the vocational qualification that a student will receive.

External Assessment – HSC Examination

The Higher School Certificate examination for Hospitality Operations (240 indicative hours) is optional *. 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 AQF qualifications.

*** Students will nominate during the HSC year whether or not they will undertake the optional examination. Students choosing to undertake the examination can have their mark contribute to the ATAR.**

QUALIFICATIONS

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Hospitality Operations (240 hours) will be eligible for the AQF Certificate II in Hospitality.
- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of the Certificate II.

RECOGNITION OF PRIOR LEARNING (RPL)

A student is entitled to apply for Recognition of Prior Learning. If a student has completed any training, either through part-time work, TAFE or other courses, or through experience gained in other ways they can apply for RPL.

WHY STUDY HOSPITALITY?

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

COURSE FEES

No additional course fee is charged for this course.

Students will need to buy their own Chef's uniform (or a variation) and tool kit. This is usually organised through the school with a supplier. Second hand items may be available from past students or there may be an arrangement with the school.

Students should consult with their teacher for the exact requirements for their school.

SAMPLES OF OCCUPATIONS STUDENT CAN AIM FOR IN HOSPITALITY

Bar Assistant	Bar Manager	Chef
Conference Manager	Events Manager	Food and Beverage Manager
Front Office Manager	Games and Promotions	Director
Group Tour Manager	Guest Service Coordinator	Hotel/Motel Manager
Housekeeper	Products and Services	Supervisor and Managers
Public Relations Manager	Reservations Agent	Waiter

Hospitality (Commercial Cookery)

AQF Certificate II in Hospitality Operations
(SIT10307)



Depending on the selection and achievement of units of competency, the possible qualification outcomes are:

- Statement of Attainment towards Certificate II in Hospitality (Kitchen Operations) (SIT10307)

Note: *You need to choose either Food & Beverage or Commercial Cookery, not both.*

STATUS

2 Units for each of the Preliminary and HSC
Board Developed Course
ATAR Category B

Exclusions: Hospitality Operations (120 hours)

COURSE DESCRIPTION

The Hospitality Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training within the hospitality industry. Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure and that will assist them to make informed career choices.

COMPETENCIES

BSBWOR203B Work effectively others	SITHCCC202 Produce appetisers and salads
SITHCCC101 Use food preparation equipment	BSBSUS201A Participate in environmentally sustainable work
SITHCCC201 Produce dishes using basic methods of equipment	SITXFSA201 Participate in safe food practices
SITHKOP101 Clean kitchen premises and equipment	SITHIND201 Source and use information on the hospitality
SITXFSA101 Use hygienic practices for food safety	SITCCC005A Use basic methods of cookery
SITXINV202 Maintain the quality of perishable items	SITHCCC102 Prepare simple dishes
SITXWHS101 Participate in safe work practices	SITHCCC103 Prepare Sandwiches

WORK PLACEMENT

Students must complete a minimum of 70 hours work placement primarily in a **commercial kitchen** of a Hospitality industry workplace. This work placement is usually undertaken in school time and during school holidays.

ASSESSMENT

- This is a competency based course. This requires students to develop the competencies and skills and knowledge described by each Units of Competency. A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry to be assessed as competent.
- There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'.
- Students will be progressively assessed through validated tasks as 'competent' or 'not yet competent' in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the teacher in the Competency Record Log Book.
- Competency based assessment determines the vocational qualification that a student will receive.

External Assessment – HSC Examination

The Higher School Certificate examination for Hospital Operations (240 indicative hours) is optional *. 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 AQF qualifications.

* ***Students will nominate during the HSC year whether or not they will undertake the optional examination. Students choosing to undertake the examination can have their mark contribute to the ATAR.***

QUALIFICATIONS

Students who are assessed as competent for the Units of Competency will be eligible for a Statement of Attainment towards Certificate II.

RECOGNITION OF PRIOR LEARNING (RPL)

A student is entitled to apply for Recognition of Prior Learning. If a student has completed any training, either through part-time work, TAFE or other courses, or through experience gained in other ways they can apply for RPL.

WHY STUDY HOSPITALITY?

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

COURSE FEES

No additional course fee is charged for this course.

Students will need to buy their own Chef's uniform (approx. \$70) and tool kit (approx. \$85). This is usually organised through the school with a supplier. Second hand items may be available from past students or there may be an arrangement with the school.

SAMPLES OF OCCUPATIONS STUDENT CAN AIM FOR IN HOSPITALITY

Bar Assistant	Bar Manager	Chef
Conference Manager	Events Manager	Food and Beverage Manager
Front Office Manager	Games and Promotions	Director
Group Tour Manager	Guest Service Coordinator	Hotel/Motel Manager
Housekeeper	Products and Services	Supervisor and Managers
Public Relations Manager	Reservations Agent	Waiter

TAFE Delivered (TVET) Courses

WHAT ARE TVET COURSES?

TVET courses are vocational courses in Years 11 and 12, primarily studied at a TAFE College although some courses may be delivered by private or outside training organisations.

These courses contribute 2 units towards your HSC as well as provide an industry-based qualification or statement of attainment. A small number will contribute towards your ATAR such as Automotive and Financial Services.

TVET allows you to gain work-related skills as well as provide advanced standing for TAFE or further education.

They are designed for all students and are available in a variety of industry areas.

WHERE / WHEN DO I GO TO STUDY?

Students may choose to study at any TAFE institute although most tend to select a campus which is nearby. Not all TAFE institutes / campuses offer every course and therefore students may have to travel a little further to access their chosen course. Outside providers such as Whitehouse School of Design and Participate Film Academy Training will run courses as a block during holiday periods.

TVET courses are scheduled for one day per week and usually run from around 2:00 PM to 6:00 PM. Students normally leave at the beginning of lunch and will need to organise public transport to their TAFE campus. A report is sent to the school each semester as well as an attendance record for each student.

COURSE COSTS

The Catholic Education Office at Parramatta substantially funds the course fees for each student accepted into a TVET course. Course costs are very high and as such, students need to be highly motivated and have a clear vocational goal before considering these courses. Simply applying for a TVET course because the student wants to drop a subject is not an acceptable reason.

Because of budget restraints, there is a policy of ranking applications based on the following criteria (highest to lowest):

1. Special Needs students
2. Year 11 students completing the second year of a 2 year course
3. Year 12 students applying for a one year course.
4. Year 11 students applying for a 2 year course.
5. Year 11 students applying for a one year course.

Historically, Year 11 students applying for a one year TVET course will not be successful.

Students are required to pay a fee of \$250 per year of the course that covers administration costs as well as a once off \$250 bond which is refunded upon completion of the TVET course. This payment is made with the application. In the event that a course fails to run due to low numbers, or the student chooses to withdraw before enrolment, the money will be refunded. Once enrolment is completed, the administration fee and the bond are retained.

HOW DO I APPLY?

Students wishing to apply for a TVET course should see the VET Coordinator during Term 3, who will interview them to ascertain their suitability for the course.

If successful, the student will receive an application that they will need to complete and return to the school with the administration fees and bond money. These applications are then sent to

Parramatta CEO for consideration for funding and, if successful, to the relevant TAFE College or private provider. The cut-off date for applications is August 1st 2013. Students may have to be on a waiting list as late as February the following year, to hear if their application has been successful. TAFE have class size minimums which need to be reached before a place is confirmed.

Successful students will be required to show evidence that transport routes and departure times have been arranged prior to leaving for TAFE for their enrolment day. Students are encouraged to investigate the website www.131500.com.au for their transport arrangements.

WHAT CAN I STUDY?

The courses listed below are a sample of what may be on offer for next year. Your VET Coordinator can provide a detailed list of courses on offer towards the end of June each year. Students are also encouraged to visit the TVET website sections of the TAFE campuses in your area for further information.

Animal Care	Computer Assembly & Repair
Automotive Mechanical	Fashion Design Fundamentals
Automotive Sound Installation	Design Fashion
Panel Beating	Design Jewellery
Spray Painting	Events Management
Financial Services	Floristry
Animation	Landscaping
Aviation-Aircraft Operations	Marketing
Beauty Therapy - Make Up Services	Media Journalism Multimedia
Beauty Therapy - Nail Technology	Nursing
Boating Services	Photography
Community Services (Welfare)	Plumbing
Community Recreation (Sport & Rec -Fitness)	Property Services-Real Estate
Computer (CAD) Skills	Radio Broadcasting
	Sales Skills / Selling

A number of private providers offer VET courses for students to study. These courses generally run during school holiday blocks and students must travel to the private provider College sites.

Whitehouse School of Design - Fashion, Style or Interior Visualisation

Participate Film Academy - Digital Film & Media

Please Note:

TAFE delivered courses are extremely popular and restrictions are placed on which courses can be applied for in 2015.

As Federal Government funding for Education is under review, TVET course for 2015 could possibly be a user pays arrangement.

All applications must be made through the Leader of Learning VET (Tess McGlenchy) at school. Application forms and a deposit (amount to be advised) will be due Term 3, Week 5. .

External courses range in price from \$1800 to \$3000 per year. It is important for students to submit strong application forms with a statement about why they wish to undertake the course and how it will help them with their future pathway.

SCHOOL DESIGNED BOARD ENDORSED COURSES

*(This course does not contribute to the
Australian Tertiary Admission Rank)*

Religious Education - Catholic Studies

1 unit for each of Preliminary and HSC

School designed Board Endorsed Course - Diocesan Approved

Course Description:

This course is designed to enable Year 11 and Year 12 students attending Catholic schools to study the Catholic faith and Tradition, expressed in the life and mission of the Church. The course will be offered as an alternative course of study for students electing not to study the NSW Board of Studies, Teaching and Educational Standards *Studies of Religion* (Revised 1999). The course also provides the opportunity for students to research religious and related social questions and issues of personal significance. The three particular focuses of study for this course are: Religion and Christianity, with a focus on Catholicism in Australia; Christian spirituality and prayer; Ethics and morality with a specific focus on social justice.

While this course, like *Studies of Religion* (stage 6) provides opportunities for students to explore the diversity of religious experience in Australia's multi faith culture, the course is focussed on the study of the Catholic Christian Tradition.

This course aims to provide the opportunity for students to:

- develop in their understanding of the faith, history, tradition, life and mission of the Church
- develop in their understanding and appreciation of the religious experience and traditions of other Christians and people of other religious faiths
- critically integrate Catholic faith with personal experience and a critical analysis of Australian society and culture.

Course Structure

Preliminary Course Modules

Module No.	Module Title
1	Search for meaning
2	Jesus of history, Christ of faith
3	Aboriginal beliefs and spirituality
4	Christian vision of the world

Enrichment Units

5	Sects, cults and movements
6	Interest study or ministry project
7	Jesus: the wisdom of God

HSC Course Modules - Core Units

8	Religion in Australia
9	Spiritual pathways
10	Living texts
11	Christian vocation, work and leisure

Enrichment Units

12	Pilgrimage
13	A guide to social action
14	Learning through liturgy`

Particular Course Requirements:

Students will undertake research, write essays and present both oral and written reports.

1 AND 2 UNIT CONTENT ENDORSED COURSES

*(Do not count in the calculation of the
Australian Tertiary Admission Rank)*

English Studies

Course: English Studies

2 Units for each of Preliminary and HSC years

Content Endorsed Course

Exclusions: English (Standard); English (Advanced); English (ESL); English (Extension)

Course Entry Guidelines

This course is 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* as part of the pilot program 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 - 2 Unit

Course: Exploring Early Childhood

Content Endorsed Course

Exclusions: Nil

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.

Photography, Video and Digital Imaging

Course: 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.

STUDENTS STUDYING HSC SUBJECTS AT AN OUTSIDE INSTITUTION

OPEN HIGH SCHOOL

SYDNEY DISTANCE EDUCATION HIGH SCHOOL

SATURDAY SCHOOL OF COMMUNITY LANGUAGES

Students wishing to study Preliminary or HSC subjects at an outside institution.

There will be some students who may wish to study a HSC subject at an outside institution. Students who wish to study a language not offered at the school can study languages as either beginners or continuers at the following institutions:

- The Open High School
- Saturday School of Community Languages.

Courses not running at Cerdon College can be studied at –

- Sydney Distance Education High School

Students who wish to apply for courses need to make the following arrangements:

- Complete a formal letter of application requesting entry into the course.
- If accepted, complete a contract which outlines the responsibilities of the school and the student and co-signed by both the parent and the student.

Places at the Open High School and Sydney Distance Education High School are limited to a set number per school and so the school will recommend the most suitable candidates.

Students who are successful in their application to study at The Open High School or Sydney Distance Education High School, must pay an **annual** fee of approximately \$800. This is in addition to the normal tuition fees at Cerdon College. This fee is non-refundable after Term One of each of the Preliminary and HSC courses.

Once a student has been accepted at an outside institution, the role of Cerdon College is purely to act as a liaison between the institution and the student. The school will enrol the student (Excluding Saturday Community Language Schools), enter the student for the HSC with the Board of Studies, Teaching and Educational Standards (following official notification from the institution), facilitate communication between the student and the institution and pass on any work to the student from the institution.

All course work, assessment tasks and the final assessment mark will be provided by the institution. It is the student's responsibility to:

- Familiarise herself with and follow the assessment requirements of the institution.
- Maintain a satisfactory attendance record (Saturday School of Community Languages).
- Keep up to date with classwork and formal assessment tasks.
- Maintain contact with the institution.

HSC ASSESSMENT AND REPORTING

- School-based assessment tasks will contribute to 50% of a student's HSC mark. The school assessment mark will be based on student performance in assessment tasks undertaken during the course.
- The other 50% will come from the HSC examination.
- 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. If a student achieves the minimum standard expected in a course she will receive a mark of 50. 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:
 - The HSC Testamur - *The official certificate confirming student's achievement of all requirements for the award.*
 - The HSC Record of Achievement is issued each year to students who have satisfactorily completed any Preliminary or HSC Course that year. The HSC Record of Achievement is a cumulative record of all Preliminary and HSC Courses satisfactorily completed.
 - Course Reports are issued each year to students for every Board Developed HSC Course. Each Course Report shows the name of the course, the assessment mark and the examination mark, the course performance scale and the distribution of HSC marks for the Statewide candidature of that course. The student's HSC mark for the course is shown on the Performance Scale.
 - A Certificate is awarded to students in VET courses who successfully complete all requirements of an AQF VET Certificate. A Statement of Competencies Achieved listing all units of competency satisfactorily achieved accompanies the Certificate.
 - A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF Certificate.

HIGHER SCHOOL CERTIFICATE

2010 Course Report



Mathematics Sample Student

Examination Mark

School Assessment

Examination Mark: 70

Assessment Mark: 69

State Distribution

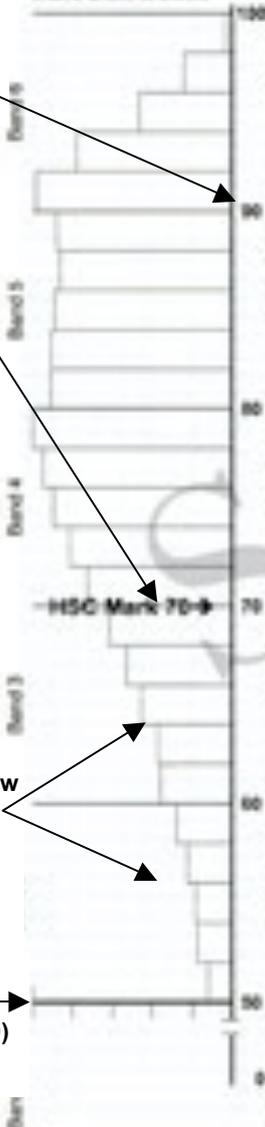
The typical performance in this band:

Mark Range
0-100

This student's
HSC Mark-a
50:50
combination of the
external
examination
mark and
school-
based
assessment

Graph
showing how
all students
who sat for
this course
performed

Minimum
standard
expected (50)



Exhibits extensive knowledge and skills appropriate to the Mathematics course. Uses sophisticated multi-step reasoning. Integrates ideas of calculus with strong algebraic, deductive and modelling skills to successfully solve difficult problems. Exhibits excellent problem solving skills. Communicates effectively using appropriate mathematical language, notation, diagrams and graphs.

Exhibits sound knowledge and skills appropriate to the Mathematics course. Uses multi-step logical reasoning in both numerical and theoretical contexts such as problems in calculus, geometry and probability. Combines ideas of calculus with algebraic, deductive and modelling skills to successfully solve many difficult problems. Exhibits a wide range of problem solving skills such as applications of series. Communicates effectively using mathematical language, notation, diagrams, and graphs.

Exhibits the manipulative skills and knowledge base appropriate to the Mathematics course. Uses logical reasoning in both numerical and theoretical contexts such as problems in calculus and geometry. Identifies appropriate approaches to the solution of difficult problems. Uses calculus and other methods to determine the features of, and to graph, a wide range of functions. Successfully applies calculus and other appropriate ideas to model practical problems. Communicates using mathematical language, notation, diagrams and graphs.

Consistently applies arithmetic and algebraic procedures correctly. Applies geometrical reasoning in a practical context. Graphs functions such as $3\sin 2x$, and simple logarithmic and exponential functions. Consistently applies rules of differentiation and basic integration correctly. Uses calculus to determine the features of, and to graph, functions such as cubic polynomials. Solves simple problems involving series.

Correctly applies arithmetic and basic algebraic procedures. Recalls many of the formulae and algorithms appropriate to the Mathematics course, such as Simpson's rule, the sine rule, and the cosine rule. Graphs simple functions such as linear functions, quadratics, $\sin x$ and $\cos x$. Finds derivatives of basic functions such as polynomials and $\sin x$. Uses the rules of differentiation such as the product rule. Solves numerical problems involving the geometry of triangles.

A mark in this band indicates that the student has achieved below the minimum standard expected.

The candidature of this course was 17,152.

[Signature]
President



Student Number: 999999999
Dated at Sydney on 11th January 2011
Issued by the Board of Studies without alteration or erasure.

HIGHER SCHOOL CERTIFICATE

Record of Achievement



This is to certify that **Sample Student of Sample High School**
has satisfactorily completed the courses listed below:

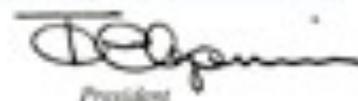
2010 Board Developed Courses	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2 unit English (Advanced)	78/100	78/100	78	4
1 unit English Extension 1	41/50	38/50	40	E3
2 unit Geography	83/100	85/100	84	5
2 unit Mathematics	70/100	69/100	70	4
2 unit Modern History	79/100	79/100	79	4
1 unit History Extension	43/50	43/50	43	E3
2 unit Primary Industries	Refer to Vocational documentation			
1 unit Primary Industries Extension	Refer to Vocational documentation			
Primary Industries Examination	78/100	N/A	78	4
Board Endorsed Courses				
2 unit Outdoor Recreation	Refer to TAFE transcript			
2009 Board Developed Courses (Preliminary)				
2 unit English (Advanced)				
1 unit English Extension				
2 unit Geography				
2 unit Mathematics				
2 unit Modern History				
2 unit Primary Industries				
Board Endorsed Courses (Preliminary)				
2 unit Outdoor Recreation				

ELIGIBLE FOR HIGHER SCHOOL CERTIFICATE

Page 1 of 1



Student Number: 999999999


President

Dated at Sydney on 10th January 2011
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HIGHER SCHOOL CERTIFICATE



This is to certify that

Sample Student

who attended

Sample High School

*has met the requirements for the award
of a Higher School Certificate*



President

Dated at Sydney on 11th January 2011

The Higher School Certificate is accredited by the Board of Studies NSW and is recognised as a Senior Secondary Certificate of Education within the Australian Qualifications Framework.

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22862894



This is to certify that

Sample Student

has fulfilled the requirements for;

Certificate II

in

Agriculture (RUA20198)

*The qualification certified herein is recognised within
the Australian Qualifications Framework.*

*Registered Training Organisation:
Illawarra Business College, The*

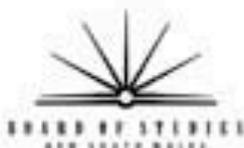
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Dated at Sydney on 24th November 2001
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Justin Stanley
President

HIGHER SCHOOL CERTIFICATE

2011 Profile of Student Achievement



Sample Student of Sample High School

has achieved the outcomes listed below for Life Skills courses:

English Life Skills

- Initiates and sustains communication with others
- Listens and responds to the views of others
- Recognises, interprets and responds to written information
- Writes to communicate information for a variety of purposes*

Mathematics Life Skills

- Determines and applies appropriate processes to solve problems
- Estimates and calculates with time
- Demonstrates knowledge, understanding and application of financial decision-making skills

Industrial Technology Life Skills

- Demonstrates skills and techniques in the context of a project*
- Identifies materials and technologies for a range of applications
- Selects and uses appropriate materials, tools and processes in the production of a project

*Achieved with support



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President

Dated at Sydney on 11th January 2011
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