CONDELL PARK HIGH SCHOOL

Our purpose is to prepare all students for their future learning, vocations and lifestyles.

PATHWAYS TO THE
HIGHER SCHOOL CERTIFICATE

- 2013/2014 -
## Structure for Curriculum Delivery
### Preliminary/H.S.C. (Y11/12) Courses

<table>
<thead>
<tr>
<th>PRELIMINARY</th>
<th>H.S.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L1 (2U)</strong></td>
<td><strong>L1 (2U)</strong></td>
</tr>
<tr>
<td>ENGLISH</td>
<td>ENGLISH</td>
</tr>
<tr>
<td><strong>L2 (2U)</strong></td>
<td><strong>L2 (2U)</strong></td>
</tr>
<tr>
<td>MATHS (or Another Subject)</td>
<td>MATHS (or Another Subject)</td>
</tr>
<tr>
<td><strong>L3 (2U)</strong></td>
<td><strong>L3 (2U)</strong></td>
</tr>
<tr>
<td><strong>L4 (2U)</strong></td>
<td><strong>L4 (2U)</strong></td>
</tr>
<tr>
<td><strong>L5 (2U)</strong></td>
<td><strong>L5 (2U)</strong></td>
</tr>
<tr>
<td><strong>L6 (2U)</strong></td>
<td><strong>L6 (2U)</strong></td>
</tr>
<tr>
<td>Prelim. Course Only (except X1 Maths &amp; X1 Eng)</td>
<td>X1 Maths</td>
</tr>
<tr>
<td>Terminating</td>
<td>X2 Maths</td>
</tr>
<tr>
<td><strong>L7 (2U)</strong></td>
<td><strong>L7 (2U)</strong></td>
</tr>
<tr>
<td>Off T/Table Line</td>
<td>Off T/Table Line</td>
</tr>
<tr>
<td>e.g. Combined Y11/Y12</td>
<td>e.g. Combined Y11/Y12</td>
</tr>
<tr>
<td>Community Languages School</td>
<td>Community Languages School</td>
</tr>
</tbody>
</table>

### Details
- 12 Units
- All students min. 2U Eng.
- 8 other units subject choices
- 2 other units "Terminating subject(s)"

### Preliminary
- 10 units
- All students min. 2U of English
- L6 course is dropped
- Some flexibility to drop L2/3/4/5 subjects

---

"CORE SUBJECTS" SELECTED: PRELIM. → H.S.C.

L2/3/4/5 Prelim. Subjects largely continue

Some flexibility in subject choice remains: e.g. CEC's Extension courses

e.g. Extension courses
PRINCIPAL'S MESSAGE

This booklet has been produced in an attempt to ensure that students and parents are able to make informed choices about Year 11 and 12 courses.

The choices made now are extremely important. They should be made after considering many questions. Questions about the reasons you are continuing into Year 11, questions about your interests and abilities, and questions about courses you may require to study to achieve your future goals. In answering these questions you must be honest with yourself. The worst possible reason for returning is that your parents want you to complete Years 11 and 12. You should return because you want to return. But make sure you discuss the decision with your parents.

A Year 11 and 12 education can be of benefit to you no matter what your future plans. Some students will benefit because they are preparing for a university education, others will require an H.S.C. to gain the type of job they desire, and yet others will benefit by the greater knowledge and maturity that a Year 11 and 12 education can produce.

Every student entering into Year 11 must be motivated, hard working and self-reliant. They must be punctual and attend regularly. There is no place for lazy, poorly motivated, or disruptive students. You must set yourself ambitious but realistic goals and strive to achieve them. In setting these goals you should consult with your parents, possible future employers, the careers adviser, and your teachers. Talk to students already in the senior school about the subjects they are doing. Above all, be ready to seriously consider all the advice you get, and act accordingly.

There are many benefits in successfully completing Years 11 and 12. Make your choices wisely and you will be successful and enjoy your final two years as a senior student at Condell Park High School.

I welcome you to the school as a senior student!

S. Mobayed
PRINCIPAL
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Preliminary &amp; H.S.C. Courses (2 Unit)</th>
<th>Preliminary Extension Courses (1 Unit)</th>
<th>H.S.C. Extension Courses (1 Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>Ancient History</td>
<td></td>
<td>History *</td>
</tr>
<tr>
<td>Arabic</td>
<td>Arabic Beginners or Arabic Continuers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Biology **</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td>Business Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry **</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community &amp; Family Studies</td>
<td>Community &amp; Family Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>Design &amp; Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>Engineering Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English Advanced or English Standard or English as a Second Language</td>
<td>English Extension</td>
<td>Extension 1 (3 Unit) Extension 2 (4 Unit)</td>
</tr>
<tr>
<td>Food Technology</td>
<td>Food Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>Industrial Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Processes &amp; Technology</td>
<td>Information Processes &amp; Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Legal Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>General Mathematics or Mathematics (2 Unit)</td>
<td>Extension 1 (3 Unit)</td>
<td>Extension 1 (3 Unit) Extension 2 (4 Unit)</td>
</tr>
<tr>
<td>Modern History</td>
<td>Modern History</td>
<td></td>
<td>History *</td>
</tr>
<tr>
<td>Music</td>
<td>Music 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD/Health/PE</td>
<td>PD/Health/PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Physics **</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Senior Science **</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society &amp; Culture</td>
<td>Society &amp; Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textiles &amp; Design</td>
<td>Textiles &amp; Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(see over)
Course Notes:

A. Courses marked with these symbols:
   * There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course but not both.
   ** You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science (not offered at C.P.H.S.), Physics and Science in meeting the 12 Preliminary and 10 H.S.C. units requirement. The course Science may not be taken as a Preliminary course with any of the above science courses.

B. Also note:

1. If you select a community language at the School of Community Languages:
   - you may present for only one of the following languages:
     - Croatian, Macedonian, Serbian, Slovenian
   - you may not study both Indonesian and Malay

2. English Fundamentals is a Preliminary Course and must be studied in conjunction with English Standard or English as a Second Language.

3. A number of subjects include a requirement for the development of project work for either internal or external assessment (e.g. Visual Arts, Drama, Design & Technology, Society & Culture).
   Projects developed for assessment in one area are not to be used either in full or in part for assessment in any other subject.

4. Students studying Industrial Technology (Metal & Engineering Industries) are not permitted to study units of competency within the Production, Fabrication & Mechanical streams of the Metal & Engineering Curriculum Framework.

5. Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit or units of competency within the Electrical/Electronic stream of the Metal and Engineering Curriculum Framework.

6. Students studying Industrial Technology (Graphics Industries) are not permitted to study units of competency within the Drawing, Drafting and Design pathway of the Metal & Engineering Curriculum Framework.

7. Students studying Industrial Technology (Building & Construction Industries) are not permitted to study units of competency within the Construction Curriculum Framework.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PRELIMINARY COURSE</th>
<th>H.S.C. COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Mathematics</td>
<td>N/A</td>
<td>2 Unit</td>
</tr>
<tr>
<td>English Studies</td>
<td>2 Unit</td>
<td>2 Unit</td>
</tr>
<tr>
<td>Ceramics</td>
<td>1 Unit</td>
<td>1 Unit</td>
</tr>
<tr>
<td></td>
<td>2 Unit</td>
<td>2 Unit</td>
</tr>
<tr>
<td>Photography, Video &amp; Digital Imaging</td>
<td>1 Unit</td>
<td>1 Unit</td>
</tr>
<tr>
<td></td>
<td>2 Unit</td>
<td>2 Unit</td>
</tr>
<tr>
<td>Sport, Lifestyle &amp; Recreation Studies</td>
<td>1 Unit</td>
<td>1 Unit</td>
</tr>
<tr>
<td></td>
<td>2 Unit</td>
<td>2 Unit</td>
</tr>
<tr>
<td>Visual Design</td>
<td>1 Unit</td>
<td>1 Unit</td>
</tr>
<tr>
<td></td>
<td>2 Unit</td>
<td>2 Unit</td>
</tr>
<tr>
<td>Work Studies</td>
<td></td>
<td>2 Unit</td>
</tr>
</tbody>
</table>
V.E.T. COURSES OFFERED AT C.P.H.S.

<table>
<thead>
<tr>
<th>SUBJECT/V.E.T. FRAMEWORK</th>
<th>COURSE (2U Preliminary; 2U H.S.C.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>Construction (240 hours)</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Hospitality (240 hours)</td>
</tr>
</tbody>
</table>

The courses will include a written examination in the H.S.C. in addition to other requirements in the course.

RECOGNITION OF PRIOR LEARNING (RPL) FOR STUDENTS WISHING TO INCLUDE VET COURSES IN HSC

BACKGROUND
Students can have formal or informal study and/or relevant life experience as contribution to the award of the HSC. The Board of Studies (BOS) uses the term Recognition of Prior Learning (RPL) by two processes:

1. **Credit Transfer**
   A student may gain a minimum of 2 units credit transfer for a course. Students can gain a maximum of 6 units of credit in the Preliminary study pattern and/or 4 units in the HSC study pattern.

2. **Advanced Standing**
   Students may be exempted from certain study requirements of a particular Board course if they are able to demonstrate that they have already achieved the relevant outcomes through prior formal learning or informal learning.

If students believe they have RPL they need to inform their VET teacher as soon as possible and fill in the appropriate application forms. A decision will be made by the Principal in consultation with the VET Co-ordinator.
The following PRELIMINARY COURSES & HSC COURSES have a SUBJECT LEARNING CHARGE which must BE PAID IF A STUDENT SELECTS THE SUBJECT:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PRELIMINARY COURSE</th>
<th>HSC COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Arabic</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Biology</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Business Studies</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Chemistry</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Community &amp; Family Studies</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>30*</td>
<td>30*</td>
</tr>
<tr>
<td>Drama</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Economics</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>English (Core)</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>English (Fundamentals)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>35</td>
<td>35*</td>
</tr>
<tr>
<td>Information Processes &amp; Technology</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Modern History</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Music</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>PD/Health/PE</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Physics</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Senior Science</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Society &amp; Culture</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Textiles &amp; Design</td>
<td>40</td>
<td>40*</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

*Students will need to purchase materials for any major projects undertaken

…../Contd.
CONTENT ENDORSED COURSES OFFERED AT C.P.H.S.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PRELIMINARY COURSE</th>
<th>HSC COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Applied Mathematics</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Ceramics</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Photography, Video &amp; Digital Imaging</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Sport, Lifestyle &amp; Recreation Studies</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Visual Design</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Work Studies</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

V.E.T. COURSES OFFERED AT C.P.H.S.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PRELIMINARY COURSE</th>
<th>HSC COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Construction</td>
<td>60</td>
<td>60*</td>
</tr>
<tr>
<td>Construction Tool Kit/Equipment (paid in Yr 11 to cover 2 years)</td>
<td>200</td>
<td>100</td>
</tr>
<tr>
<td>Chair (kept by student)</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Hospitality</td>
<td>60</td>
<td>60*</td>
</tr>
<tr>
<td>Hospitality Tool Kit/Equipment (paid in Yr 11 to cover 2 years)</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Chair (kept by student)</td>
<td>75</td>
<td></td>
</tr>
</tbody>
</table>

* Students will need to purchase materials for any major projects undertaken.

* Refund Policy for students in a VET subject – students can receive a pro-rata refund on the course fees minus the cost of the projects completed. If a student has hired equipment for the course, they are able to receive a pro-rata refund for the hire fee paid as long as ALL contents of the hired equipment have been returned.

FEES REMINDER: notices will be sent out once per Term and all outstanding materials & learning charges resolved by time of the end-year clearance, at the latest. Where students leave a course in the first half of the year (Semester 1), a refund of half the course charges will apply. Students who leave a course in Semester 2 are not entitled to a refund.
MEETING THE REQUIREMENTS FOR THE HIGHER SCHOOL CERTIFICATE

ELIGIBILITY FOR A H.S.C.

1. Gained a School Certificate

2. Correct Pattern of study for both Preliminary and H.S.C. Courses

3. Satisfactorily complete Preliminary and H.S.C. Courses

4. Sit and make serious attempt at H.S.C. exams
Educational experiences in the post-compulsory (after Year 10) years should not only prepare students for their role as productive members of the workforce in their chosen vocations, but also ready young Australians for life as a whole.

Therefore, we have developed three broad PATHWAYS TO THE H.S.C. for our students - each of these PATHWAYS consists of GENERAL EDUCATION and VOCATIONAL EDUCATION elements, but each with a differing emphasis on GENERAL and VOCATIONAL education.

The basis of these three PATHWAYS is FLEXIBILITY - they give students CHOICES about the appropriate pattern of subjects which will help them gain the qualifications, life-skills and confidence they will need to take their place in a rapidly changing world. The three PATHWAYS have been deliberately designed to give our students the opportunity to choose the mixture of general and vocational studies that will count towards their HIGHER SCHOOL CERTIFICATE.

The three PATHWAYS are:
C.P.H.S. - PATHWAYS TO THE H.S.C.

<table>
<thead>
<tr>
<th>1. HSC UNIVERSITY ENTRANCE PATHWAY</th>
<th>2. HSC GENERAL VOCATIONAL PATHWAY</th>
<th>3. HSC VOCATIONAL PATHWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ at least 10 units of Board Developed Courses to meet Australian Tertiary Admission Rank (ATAR) requirements</td>
<td>▪ choice from several VET courses</td>
<td></td>
</tr>
<tr>
<td>▪ selection of subjects from a range of Board Developed and Content Endorsed courses all studied at C.P.H.S.</td>
<td>▪ selection of subjects from a range of Board Developed, Content Endorsed Courses and credentialed courses studied at C.P.H.S. and/or at T.A.F.E. and/or with an outside provider.</td>
<td></td>
</tr>
</tbody>
</table>

- English is the only compulsory Higher School Certificate subject.

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

- Both Preliminary and H.S.C. study patterns must include:
  - at least six units of Board Developed Courses
  - at least two units of a Board Developed Course in English
  - at least three courses of two unit value or greater
  - at least four subjects

- No more than six units of courses in Science can contribute to the 12 Preliminary units and 10 H.S.C. units required for the award of the Higher School Certificate

- accumulation ("building up" of the H.S.C. over up to 5 years) - possibility of part-time school, part time workforce, part-time other training/education (e.g. T.A.F.E., other vocational courses accredited by Vocational Education and Training Accreditation Board)

- students prior learning and experience, including study in other systems and work experience, may exempt a student from specified Board of Studies requirements.

**PATHWAY 1** - meets the needs of students who wish to choose a broad general education prior to undertaking university, T.A.F.E or other forms of study, or who seek employment. This pathway enables students to receive an AUSTRALIAN TERTIARY ADMISSION RANK (ATAR).

**PATHWAY 2** - meets the needs of students who wish to choose a largely general education, with some specific vocational element, prior to undertaking other forms of study, or seeking employment. It allows students to include in their H.S.C. recognised vocational education and training courses which link through credit transfer and advanced standing arrangements with industry recognised education and training. This pathway also enables students to receive an AUSTRALIAN TERTIARY ADMISSION RANK (ATAR).
PATHWAY 3 - meets the needs of students who desire a subject pattern which is more immediately relevant to working life after school - employment; on-and-off the job vocational training delivered through work, by T.A.F.E. and/or other providers, and the school. It allows students to include in their H.S.C. recognised education and training (e.g. through T.A.F.E.) that link through credit transfer and advanced standing arrangements with industry recognised education and training.

Students studying under this pathway do NOT receive an AUSTRALIAN TERTIARY ADMISSION RANK (ATAR).

Underlying ALL 3 PATHWAYS are OPTIONS FOR GREATER FLEXIBILITY IN ATTAINING A H.S.C., including:

- combining varying mixes of full and part-time study with full and part-time employment (the H.S.C. may be accumulated over up to 5 years)

- gaining credit ("accreditation") for courses studied by the removal of many barriers between schools, T.A.F.E. and other training providers, and universities.
TRACKING YOUR H.S.C. PATHWAY

In tracking your H.S.C. PATHWAY you will have to design for yourself (with the guidance of others such as the Careers Adviser, your Year Adviser, your parents) the MOST APPROPRIATE MIXTURE OF COURSES that will lead to the type of H.S.C. you want to PREPARE YOU FOR YOUR FUTURE LEARNING, VOCATIONS AND LIFESTYLES.

**PAYMENT OF SUBJECT LEARNING CHARGE:**
Some subjects have a SUBJECT LEARNING CHARGE which MUST BE PAID IF A STUDENT SELECTS THE SUBJECT. This SUBJECT LEARNING CHARGE covers the cost of specialised consumable materials used by students. SUBJECT LEARNING CHARGES are COMPULSORY PAYMENTS.

**CLASS SIZE & TIMETABLING CONSTRAINTS:**
Because of staffing requirements courses will only be available if sufficient numbers of students choose them. This means that some courses listed will not run.

Also certain combinations of courses will not be possible because of timetabling constraints. You will receive a Course Selection Sheet with this material, and this will be explained further.
SUBJECT TYPES

The categories of subjects which can be studied are:

1. BOARD DEVELOPED COURSES

"Board Developed" courses are the same in all schools in the state and are assessed by a state-wide exam and by a moderated school assessment at the end of Year 12. The courses were developed by the BOARD OF STUDIES (B.O.S.). They contribute towards an AUSTRALIAN TERTIARY ADMISSION RANK (ATAR).

2. BOARD ENDORSED COURSES

(a) Content Endorsed Courses (C.E.C.)

These are courses designed by the BOARD OF STUDIES. These are of 2 types - general CEC's and TAFE Delivered CEC's. There is no statewide exam, but they are assessed by the school/TAFE. The assessment is recorded on the Higher School Certificate but the result cannot be used for entrance to tertiary institutions; i.e. they do NOT contribute to an Australian Tertiary Admission Rank (ATAR).

(b) School Designed Courses

These are courses designed by individual schools and endorsed by the BOARD OF STUDIES to run in that school. There is no statewide exam, but they are assessed by the school. The assessment is recorded on the Higher School Certificate but the result cannot be used for entrance to tertiary institutions; i.e. they do NOT contribute to the ATAR.

Both these types of ENDORED COURSES have the advantage of allowing schools to choose/design courses to cater for the special needs of their students.

3. VOCATIONAL EDUCATION AND TRAINING (VET) COURSES - either Board Developed or Board Endorsed

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 or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by our school, while others will be delivered by TAFE or other providers.
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 unit.

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the H.S.C. each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

\[ \text{2 units} = 4 \text{ hours per week (120 hours per year)} = 100 \text{ marks} \]

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

<table>
<thead>
<tr>
<th>2 UNIT COURSE</th>
<th>This is the basic structure for all courses. It has value of 100 marks.</th>
</tr>
</thead>
</table>
| EXTENSION COURSE | - Extension study is available in a number of subjects. Extension courses build and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.  
- English and Mathematics Extension Courses are available at Preliminary and H.S.C. levels. Students must study the Preliminary extension course in these subjects before proceeding to the two H.S.C. extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.  
- H.S.C. extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only. |
| 1 UNIT COURSE | - 1 unit equals approximately 2 hours of class time each week or 60 hours per year.  
- There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR. |
(A) Both the PRELIMINARY and H.S.C. PATTERNS OF STUDY must include:

1. at least 6 UNITS OF BOARD DEVELOPED COURSES
2. at least 2 UNITS of a BOARD DEVELOPED COURSE IN ENGLISH
3. at least 3 COURSES OF TWO UNITS VALUE OR GREATER
4. NO MORE THAN 6 UNITS OF COURSES IN SCIENCE
5. at least 4 subjects

(B) In the PRELIMINARY COURSE (usually Year 11) you must do AT LEAST 12 UNITS

(C) In the H.S.C. COURSE (usually Year 12) you must do AT LEAST 10 UNITS

SPECIAL NOTE: STUDENTS MUST SATISFACTORILY COMPLETE THE PRELIMINARY COURSE BEFORE THEY ARE ELIGIBLE TO COMMENCE THE CORRESPONDING H.S.C. COURSE

(D) To be eligible for an AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) a student must complete:

1. AT LEAST TEN UNITS of ATAR Courses including AT LEAST 2 UNITS OF A BOARD DEVELOPED ENGLISH COURSE
2. AT LEAST 3 BOARD DEVELOPED COURSES OF 2 UNITS OR GREATER
3. AT LEAST 4 SUBJECTS

In addition:
4. AT LEAST EIGHT UNITS OF CATEGORY A COURSES

Note: The following are CATEGORY B courses:

- Construction
- Hospitality

THAT IS, IF YOU WANT AN ATAR, YOU CAN ONLY DO A MAXIMUM OF ONE CATEGORY B COURSE.
TO BE ELIGIBLE FOR THE AWARD OF A HIGHER SCHOOL CERTIFICATE
STUDENTS MUST HAVE:

1. gained a Record of School Achievement (RoSA) (or other qualification considered satisfactory by the Board of Studies).

2. studied the correct pattern of study for both Preliminary and H.S.C. courses. The school’s subject selections and monitoring procedures ensure that students meet this requirement.

3. satisfactorily completed Preliminary and H.S.C. courses:
   - Preliminary courses are usually studied in Year 11. H.S.C. courses are usually studied in Year 12.
   - students must satisfactorily complete a Preliminary course in a subject before they can attempt the H.S.C. Course in that subject (e.g. a student must satisfactorily complete the Preliminary English course before attempting the H.S.C. English course).
   - to receive a "satisfactory" determination, students must have:
     - followed the course developed by the Board of Studies
     - achieved some or all of the course outcomes
     - applied themselves with diligence and sustained effort in the set tasks and experiences provided by the school.
     - the Board of Studies does not set down compulsory attendance requirements. However, the Principal may determine that, because of absences, a student has not met course conditions.
     - if it appears that a student is at risk of being given a "N" (not satisfactory) determination in any course, the Principal will warn the student and advise the parents/caregivers.
     - the idea of the "N" warning is to give the student time to take action to meet course requirements.
     - a student who receives a "N" on the grounds of lack of application may be allowed to move onto the H.S.C. course provisionally while the student attempts to meet Preliminary course requirements at the same time. The student has up until the time of H.S.C. entries (usually mid-February in the H.S.C. course year) to meet Preliminary course conditions.
     - students who have received a "N" determination have a right of appeal.

UNTIL A STUDENT ATTEMPTING THE HIGHER SCHOOL CERTIFICATE HAS SATISFACTORILY COMPLETED COURSES TOTALLING AT LEAST 12 UNITS OF PRELIMINARY COURSES AND 10 UNITS OF H.S.C. COURSES SATISFYING BOARD OF STUDIES REQUIREMENTS, A STUDENT WILL NOT BE ELIGIBLE TO RECEIVE THE AWARD OF A HIGHER SCHOOL CERTIFICATE
Higher School Certificate
Course Descriptions
### Course Descriptions

**Course:** English (Standard)  
**Course No:** 15130  
**Exclusions:** English (Advanced); English (ESL); English (Extension)

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

**Course Description**

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

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

**Main Topics Covered**

**Preliminary Course**
- The course has two sections:
  - Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.
  - Electives in which students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the course content.

**HSC Course**
- The course has two sections:
  - The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
  - Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of three Modules A, B and C.

**Particular Course Requirements**

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

**HSC English (Standard) Course requires the close study of:**
- at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts
- a wide range of additional related texts and textual forms.
**Course:** English (Advanced)  
**Course No:** 15140

<table>
<thead>
<tr>
<th>Course Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 units for each of Preliminary and HSC Board Developed Course</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions:</strong> English (Standard); Fundamentals of English; English (ESL)</td>
<td></td>
</tr>
</tbody>
</table>

**Main Topics Covered**

**Preliminary Course** – The course has two sections:
- Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.
- Electives in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the content.

**HSC Course** – The course has two sections:
- The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three Modules A, B and C.

**Particular Course Requirements**

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

In the **HSC English (Advanced) Course** requires the close study of:
- at least **five** types of prescribed text, one drawn from **each** of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts
- a wide range of additional related texts and textual forms.
**Courses:** Preliminary English Extension  
HSC English Extension 1  
HSC English Extension 2  

**Course No:** TBA  
**Course No:** 15160  
**Course No:** 15170  

1 unit of study for each of Preliminary and HSC

**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

**Exclusions:** English (Standard); Fundamentals of English; English (ESL)

**Course Description**

In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.

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

In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.

**Main Topics Covered**

**Preliminary English (Extension) Course**

The course has one mandatory section: Module: Texts, Culture and Value.

**HSC English Extension Course 1**

The course has one section. Students must complete one elective chosen from one of the three modules offered for study:

- Module A: Genre
- Module B: Texts and Ways of Thinking
- Module C: Language and Values.

**HSC English Extension Course 2**

The course requires students to complete a Major Work.

**Particular Course Requirements**

In the Preliminary English (Extension) Course students are required to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

HSC English Extension Course 1 requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2009–2012 Electives and Prescribed Texts).

HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection.
**Course:** English as a Second Language  
**Course No:** 15150

2 units for each of Preliminary and HSC Board Developed Course  
**Exclusions:** English (Standard); English (Advanced); English (Extension)

Eligibility rules apply. Please ask your teacher to check the Stage 6 English syllabus.

## Course Description

In the Preliminary English (ESL) course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.

In the HSC English (ESL) course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, drama, poetry, nonfiction, film, media and multimedia and a wide range of additional related texts and textual forms. Through this close study of texts, students develop and apply skills in synthesis.

### Main Topics Covered

**Preliminary Course** – The course has two sections:
- Language Study within Areas of Study, which is undertaken through a unit of work called an Area of Study. Students acquire and develop their specific English language skills, knowledge and understanding through exploration of an idea or process represented in texts. The Area of Study comprises 60% of the content.
- Electives where students develop and use their English language skills in their examination and analysis of particular aspects of shaping meaning. The Electives comprise 40% of the content.

**HSC Course** – The course has two sections:
- Language Study within an Area of Study, where students reinforce and extend their language skills and apply skills in synthesis. This section consists of one prescribed Area of Study. The Area of Study comprises 50% of the content.
- Modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. The Modules comprise 50% of the content.

### Particular Course Requirements

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

In the **HSC English (ESL) Course** students are required to study:
- at least three types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction; film or media or multimedia texts
- a wide range of additional related texts and textual forms.
<table>
<thead>
<tr>
<th><strong>Course:</strong> Fundamentals of English</th>
<th><strong>Course No:</strong> TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 unit Preliminary course of study</td>
<td>Exclusions: English (Advanced); English (Extension)</td>
</tr>
<tr>
<td>It may be delivered flexibly across the Preliminary and HSC years.</td>
<td>Board Developed Course</td>
</tr>
</tbody>
</table>

**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.
Course: General Mathematics  
Course No: 15230

2 units for each of Preliminary and HSC  
Board Developed Course

**Prerequisites:** For students who intend to study the General Mathematics course, it is recommended that they study at least some of the Stage 5.2 content of *Mathematics Years 7–10 Syllabus*, particularly the Patterns and Algebra topics and *Trigonometry*, if not all of the content.

**Exclusions:** Students may *not* study any other Stage 6 Mathematics course in conjunction with General Mathematics.

**Course Description**

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

The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

**Main Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Financial Mathematics</td>
<td>- Financial Mathematics</td>
</tr>
<tr>
<td>- Data Analysis</td>
<td>- Data Analysis</td>
</tr>
<tr>
<td>- Measurement</td>
<td>- Measurement</td>
</tr>
<tr>
<td>- Probability</td>
<td>- Probability</td>
</tr>
<tr>
<td>- Algebraic Modelling</td>
<td>- Algebraic Modelling</td>
</tr>
<tr>
<td>Course: Mathematics</td>
<td>Course No: 15240</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td></td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic arithmetic and algebra</td>
<td>Coordinate methods in geometry</td>
</tr>
<tr>
<td>Real functions</td>
<td>Applications of geometrical properties</td>
</tr>
<tr>
<td>Trigonometric ratios</td>
<td>Geometrical applications of differentiation</td>
</tr>
<tr>
<td>Linear functions</td>
<td>Integration</td>
</tr>
<tr>
<td>The quadratic polynomial and the parabola</td>
<td>Trigonometric functions</td>
</tr>
<tr>
<td>Plane geometry – geometrical properties</td>
<td>Logarithmic and exponential functions</td>
</tr>
<tr>
<td>Tangent to a curve and derivative of a function</td>
<td>Applications of calculus to the physical world</td>
</tr>
<tr>
<td></td>
<td>Probability</td>
</tr>
<tr>
<td></td>
<td>Series and series applications</td>
</tr>
</tbody>
</table>
**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 $\sin^2x$ and $\cos^2x$
- 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
# Course: Mathematics Extension 2

<table>
<thead>
<tr>
<th>Course No: 15260</th>
</tr>
</thead>
</table>

1 unit for the HSC Board Developed Course

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

**Exclusions:** General Mathematics

## Course Description

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

## Main Topics Covered

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 topics
**Course: Biology**

<table>
<thead>
<tr>
<th>Course No: 15030</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
</tr>
<tr>
<td>Exclusions: Senior Science (Preliminary only)</td>
</tr>
</tbody>
</table>

### Course Description

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

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

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which characteristics are transmitted from generation to generation. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

### Topics Covered

#### Preliminary Course

- **Biology Skills Module 8.1**
  - Core Modules
    - A Local Ecosystem
    - Patterns in Nature
    - Life on Earth
    - Evolution of Australian Biota

#### HSC Course

- **Biology Skills Module 9.1**
  - Core Modules
    - Maintaining a Balance
    - Blueprint of Life
    - The Search for Better Health
  - One Option from the following modules:
    - Communication
    - Biotechnology
    - Genetics: The Code Broken?
    - The Human Story
    - Biochemistry

### 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.

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.
Course: Chemistry  
Course No: 15050

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

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

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

The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials, the 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.

**Topics Covered**

**Preliminary Course**
Chemistry Skills Module 8.1

<table>
<thead>
<tr>
<th>Core Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Chemical Earth</td>
</tr>
<tr>
<td>• Metals</td>
</tr>
<tr>
<td>• Water</td>
</tr>
<tr>
<td>• Energy</td>
</tr>
</tbody>
</table>

**HSC Course**
Chemistry Skills Module 9.1

<table>
<thead>
<tr>
<th>Core Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Production of Materials</td>
</tr>
<tr>
<td>• The Acidic Environment</td>
</tr>
<tr>
<td>• Chemical Monitoring and Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One Option from the following modules:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Industrial Chemistry</td>
</tr>
<tr>
<td>• Shipwrecks, Corrosion and Conservation</td>
</tr>
<tr>
<td>• The Biochemistry of Movement</td>
</tr>
<tr>
<td>• The Chemistry of Art</td>
</tr>
<tr>
<td>• Forensic Chemistry</td>
</tr>
</tbody>
</table>

**Particular Course Requirements**
Each module specifies content which provides opportunities for students to achieve the Chemistry skill outcomes. Chemistry modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. 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.

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.
**Course:** Physics  
**Course No:** 15330  
2 units for each of Preliminary and HSC  
Board Developed Course  

**Exclusions:** Senior Science (Preliminary only)

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

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

The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, and by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

**Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics Skills Module 8.1</td>
<td>Physics Skills Module 9.1</td>
</tr>
<tr>
<td><strong>Core Modules</strong></td>
<td><strong>Core Modules</strong></td>
</tr>
<tr>
<td>- The World Communicates</td>
<td>- Space</td>
</tr>
<tr>
<td>- Electrical Energy in the Home</td>
<td>- Motors and Generators</td>
</tr>
<tr>
<td>- Moving About</td>
<td>- From Ideas to Implementation</td>
</tr>
<tr>
<td>- The Cosmic Engine</td>
<td><strong>One Option from the following modules:</strong></td>
</tr>
<tr>
<td></td>
<td>- Geophysics</td>
</tr>
<tr>
<td></td>
<td>- Medical Physics</td>
</tr>
<tr>
<td></td>
<td>- Astrophysics</td>
</tr>
<tr>
<td></td>
<td>- From Quanta to Quarks</td>
</tr>
<tr>
<td></td>
<td>- The Age of Silicon</td>
</tr>
</tbody>
</table>

**Particular Course Requirements**

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

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

Course No: 15020

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Preliminary Course

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

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

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

HSC Course

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

- Part II: ONE Ancient Society (25%)

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

- Part IV: ONE Historical Period (25%)

Particular Course Requirements

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

2 units for each of Preliminary and HSC Board Developed Course

Course No: 15270

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Preliminary Course

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

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

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

HSC Course

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

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

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

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

Particular Course Requirements

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

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

The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.
<table>
<thead>
<tr>
<th>Course: HSC History Extension</th>
<th>Course No: 15280</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit HSC</td>
<td>Exclusions: Nil</td>
</tr>
<tr>
<td>Board Developed Course</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**

HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part I of the course, students investigate the question 'What is history?' through a selection of readings and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.

**Main Topics Covered**

**Part I: What is History?** (60% of course time)
- Key questions:
  - Who are the historians?
  - What are the aims and purposes of history?
  - How has history been constructed and recorded over time?
  - Why have the approaches to history changed over time?
- Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options.

**Part II: History Project** (40% of course time)
- An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.

**Particular Course Requirements**
The Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.
<table>
<thead>
<tr>
<th><strong>Course:</strong> Music 1</th>
<th><strong>Course No:</strong> 15290</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC</td>
<td></td>
</tr>
<tr>
<td>Board Developed Course</td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions:</strong> Music 2</td>
<td></td>
</tr>
</tbody>
</table>

**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.
**Course:** Music 2  
**Course No:** 15300

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

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

| **Main Topics Covered**  
Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.  
In the Preliminary course, the Mandatory Topic is Music 1600–1900.  
In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).  
| **Particular Course Requirements**  
In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.  
All students will be required to develop a composition portfolio for the core composition. |
### Course: HSC Music Extension Course

<table>
<thead>
<tr>
<th>Course No: 15310</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit/60 hour course</td>
</tr>
<tr>
<td>Board Developed Course</td>
</tr>
</tbody>
</table>

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

**Exclusions:** Music 1

### Course Description

The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

### Particular Course Requirements

Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.
Course: Business Studies  
Course No: 15040  
Exclusions: Nil

<table>
<thead>
<tr>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of business (20%) – the role and nature of business</td>
</tr>
<tr>
<td>Business management (40%) – the nature and responsibilities of management</td>
</tr>
<tr>
<td>Business planning (40%) – establishing and planning a small to medium enterprise</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations (25%) – strategies for effective operations management</td>
</tr>
<tr>
<td>Marketing (25%) – development and implementation of successful marketing strategies</td>
</tr>
<tr>
<td>Finance (25%) – financial information in the planning and management of business</td>
</tr>
<tr>
<td>Human resources (25%) – human resource management and business performance</td>
</tr>
</tbody>
</table>
## Course: Community and Family Studies

<table>
<thead>
<tr>
<th>Course No: 15060</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
</tr>
</tbody>
</table>

### Exclusions: Nil

### Course Description

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

### Main Topics Covered

#### Preliminary Course
- **Resource Management** Basic concepts of the resource management process (approximately 20% of course time).
- **Individuals and Groups** The individual’s roles, relationships and tasks within groups (approximately 40% of course time).
- **Families and Communities** Family structures and functions and the interaction between family and community (approximately 40% of course time).

#### HSC Course
- **Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time).
- **Parenting and Caring** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

#### HSC Option Modules
Select one of the following (approximately 25% of course time):
- **Family and Societal Interactions** Government and community structures that support and protect family members throughout their lifespan.
- **Social Impact of Technology** The impact of evolving technologies on individuals and lifestyle.
- **Individuals and Work** Contemporary issues confronting individuals as they manage roles within both their family and work environments.

### Particular Course Requirements

Students are required to complete an 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.
Course: Design and Technology

Course No: 15080

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

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

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

Main Topics Covered

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

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

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

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.
**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.

<table>
<thead>
<tr>
<th>Main Topics Covered</th>
</tr>
</thead>
</table>
| **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 |

**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.

**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.
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
- 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

HSC Course
- 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.
<table>
<thead>
<tr>
<th>Course: Engineering Studies</th>
<th>Course No: 15120</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

**Course Description**

Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

**Main Topics Covered**

**Preliminary Course**

Students undertake the study and develop an engineering report for each of 5 modules:
- three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; and braking systems
- one focus module relating to the field of Bio-Engineering
- one school-based elective module.

**HSC Course**

Students undertake the study and develop an engineering report for each of 5 modules:
- three application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport; and lifting devices
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

**Particular Course Requirements**

Students develop an engineering report for each module studied. At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.
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.
<table>
<thead>
<tr>
<th>Course: Industrial Technology</th>
<th>Course No: 15200</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td></td>
</tr>
<tr>
<td>Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses</td>
<td></td>
</tr>
</tbody>
</table>

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

**Main Topics Covered**

### Preliminary Course
The following sections are taught in relation to the relevant focus area:
- **Industry Study** – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)
- **Design** – elements and principles, types of design, quality, influences affecting design (10%)
- **Management and Communication** – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- **Production** – display a range of skills through the construction of a number of projects (40%)
- **Industry Related Manufacturing Technology** – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

### HSC Course
The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:
- **Industry Study** (15%)
- **Major Project** (60%)
  - Design, Management and Communication
  - Production
- **Industry Related Manufacturing Technology** (25%)

**Particular Course Requirements**
In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.
**Course:** Legal Studies  
**Course No:** 15220

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC</th>
<th>Exclusions: Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Developed Course</td>
<td></td>
</tr>
</tbody>
</table>

### 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
## Course Description

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

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

### Preliminary Course

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

**Optional Component** (40%)
Students select two of the following options:
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

### HSC Course

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

**Optional Component** (40%)
Students select two of the following options:
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

### Particular Course Requirements

In addition to core studies, students select two options in each of the Preliminary and HSC courses.
### HSC Course Descriptions

<table>
<thead>
<tr>
<th>Course: Society and Culture</th>
<th>Course No: 15350</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

### Course Description

Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

### Preliminary Course

- The Social and Cultural World – the interaction between aspects of society and cultures
- Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings.
- Intercultural Communication – how people in different cultures interact and communicate.

### HSC Course

**Core**

- Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country
- The Personal Interest Project – an individual research project.

**Depth Studies**

Two to be chosen from:

- Popular Culture – the interconnection between individuals and popular culture
- Belief Systems – role of belief systems in societies, cultures and personal life
- Equality and Difference – the nature of equality and difference in societies and cultures
- Work and Leisure – the nature and role of work and leisure in society.

### Particular Course Requirements

Completion of Personal Interest Project.
**Course: Textiles and Design**

**Course No:** 15390

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

**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.
HSC Course Descriptions

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.
<table>
<thead>
<tr>
<th>Course: Arabic Beginners</th>
<th>Course No: 15500</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td></td>
</tr>
</tbody>
</table>

**Exclusions:** Arabic Continuers and Arabic Extension  
Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board’s ACE Manual.

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

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

**Main Topics Covered**
- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

**Particular Course Requirements:** Nil
<table>
<thead>
<tr>
<th>Course: Arabic Continuers</th>
<th>Course No: 15510</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> School Certificate Arabic or equivalent knowledge is assumed.</td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions:</strong> Arabic Beginners</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**
The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Arabic 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 Arabic-speaking communities through the study of a range of texts.

<table>
<thead>
<tr>
<th>Prescribed Themes</th>
<th>Mandatory Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>The individual</td>
<td>Personal identity</td>
</tr>
<tr>
<td></td>
<td>Family and friends</td>
</tr>
<tr>
<td></td>
<td>Health</td>
</tr>
<tr>
<td>The Arabic-speaking communities</td>
<td>Lifestyles</td>
</tr>
<tr>
<td></td>
<td>Culture and traditions</td>
</tr>
<tr>
<td></td>
<td>Modern Arabic literature</td>
</tr>
<tr>
<td>The changing world</td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td>Environment</td>
</tr>
<tr>
<td></td>
<td>The world of work</td>
</tr>
</tbody>
</table>

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 Arabic-speaking communities through texts.

**Particular Course Requirements:** Nil
<table>
<thead>
<tr>
<th>Course:</th>
<th>HSC Arabic Extension</th>
<th>Course No:</th>
<th>15520</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit for HSC Board Developed Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>The Arabic Continuers Preliminary course</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Co-requisites:</strong></td>
<td>The Arabic Continuers HSC course</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions:</strong></td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**

The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Arabic 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 Arabic as a medium for communication and creative thought and expression.

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

**Prescribed Issues:**
- Coping with change
- Pressures on the individual
- The global village.

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
VET

VET Industry Curriculum Frameworks

Course information sheets for VET Industry Curriculum Frameworks are available on the Vocational Education page of the Board’s website at:


VET Content Endorsed Courses

There is a range of VET Content Endorsed Courses available.

For 2011 this will include:
- Community Services
- Furnishing
- Hairdressing
- Property Services
- Screen and Media
- Visual Arts, Craft and Design.

Course descriptions for VET Content Endorsed Courses are available on the Vocational Education page of the Board’s website at:


VET Board Endorsed Courses

Course descriptions for VET Board Endorsed Courses are available on the Vocational Education page of the Board’s website at:

Construction (240 indicative hours)

<table>
<thead>
<tr>
<th>Course Developed Course</th>
<th>A total of 4 units of credit – Preliminary and/or HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum mandatory work placement – 70 hours</td>
<td>Category B status for the Australian Tertiary Admission Rank (ATAR)</td>
</tr>
<tr>
<td>Exclusions with other Board Developed Courses – nil</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**

This provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder’s labourer, tiler, concreter, painter and decorator and wall or floor tiler.

**AQF VET Qualification(s)**

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

- Certificate II
- Statement of Attainment towards Certificate III

Summaries of the employability skills developed through these qualifications can be downloaded from: http://employabilityskills.training.com.au

**Units of Competency**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1012A</td>
<td>Work effectively and sustainably in the construction industry</td>
</tr>
<tr>
<td>CPCCCM1013A</td>
<td>Plan and organise work</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</td>
</tr>
<tr>
<td>CPCCCM1015A</td>
<td>Carry out measurements and calculations</td>
</tr>
<tr>
<td>CPCCCM2001A</td>
<td>Read and interpret plans and specifications</td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>CPCCOHS2001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
</tr>
</tbody>
</table>

**Recognition of Prior Learning**

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

**Students with Special Education Needs**

Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

**Assessment and Course Completion**

**Competency-based Assessment**

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

**HSC examination**

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

**N Determinations**

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

**Appeals**

Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.

**School-based Apprenticeship/Traineeship**

A school-based apprenticeship/traineeship is available. For more information: www.sbatinnsw.info

**More Information**

For more information on this course: www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html
Hospitality (240 indicative hours)

Board Developed Course
A total of 4 units of credit – Preliminary and/or HSC
Minimum mandatory work placement – 70 hours
Category B status for the Australian Tertiary Admission Rank (ATAR)
Exclusions with other Board Developed Courses – nil

Course Description
This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in accommodation services, commercial cookery or food and beverage service. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner.

AQF VET Qualification(s)
Depending on the selection and achievement of units of competency the possible qualification outcomes are:
• Statement of Attainment towards Certificate II
• Certificate II
• Statement of Attainment towards Certificate III
Summaries of the employability skills developed through these qualifications can be downloaded from:
http://employabilityskills.training.com.au

Units of Competency

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHIND001B</td>
<td></td>
<td>Develop and update hospitality industry knowledge</td>
</tr>
<tr>
<td>SITXCOM001A</td>
<td></td>
<td>Work with colleagues and customers</td>
</tr>
<tr>
<td>SITXCOM002A</td>
<td></td>
<td>Work in a socially diverse environment</td>
</tr>
<tr>
<td>SITXENV001A</td>
<td></td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>SITXOHS001B</td>
<td></td>
<td>Follow health, safety and security procedures</td>
</tr>
<tr>
<td>SITXOHS002A</td>
<td></td>
<td>Follow workplace hygiene procedures</td>
</tr>
</tbody>
</table>

Recognition of Prior Learning
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Students with Special Education Needs
Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

Assessment and Course Completion

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

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

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

Appeals
Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.

School-based Apprenticeship/Traineeship
A school-based apprenticeship/traineeship is available. For more information: www.sbatinnsw.info

More Information
For more information on this course: www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html
### Course: Citizenship and Society Life Skills

<table>
<thead>
<tr>
<th>Course No: 16630</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units each for the Preliminary and HSC Board Developed Course</td>
</tr>
<tr>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

#### Course Description

The Stage 6 Citizenship and Society Life Skills course focuses on the development of the knowledge and understanding, skills, values and attitudes that will enable students to participate as individuals in all aspects of Australian society.

The course emphasises practical experiences of a range of roles and responsibilities in everyday activities. Students can develop their skills in travelling around the local community and gain an understanding of the importance of balancing work and training with planned holidays. The course focuses on personal roles, rights and responsibilities in relation to the law, and emphasises what it means to be a citizen of Australia and to participate in democratic processes. Students will have the opportunity to develop their knowledge and understanding of social, cultural and environmental features of Australia, as well as the opportunity to engage with the wide range of significant people, issues and events that have influenced Australia’s development. The course will also examine key events, issues and challenges facing Australia and the world today and how they may be addressed.

#### Main Topics Covered

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

- Participation as an Individual in Adult and Community Life
- Social, Cultural and Environmental Features of Australia
- Travel and Holidays
- Citizenship and the Law
- Significant People, Events and Issues in Australia’s History
- Significant People, Events and Issues for Australia and the World today.

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

#### Particular Course Requirements

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

#### Assessment

Students are assessed in relation to the selected Citizenship and Society Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.
<table>
<thead>
<tr>
<th>Course: Creative Arts Life Skills</th>
<th>Course No: 16650</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td><strong>Exclusions:</strong> Dance, Drama, Music I, Music II, Visual Arts where the equivalent Life Skills module is being undertaken</td>
</tr>
</tbody>
</table>

**Course Description**

The Stage 6 Creative Arts Life Skills course focuses on the development of an awareness and understanding of dance, drama, music and visual arts. Students are provided with the opportunity to engage in a selection of study and experiences from a range of artforms to suit their individual needs and interests. Students are offered opportunities for self-expression and personal choice, communication and the sharing of cultural views.

Study of the Stage 6 Creative Arts Life Skills course should contribute to students’ appreciation of the arts and their quality and enjoyment of life, as well as assist them to prepare for various post-school opportunities.

**Main Topics Covered**

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

- Dance Life Skills
- Drama Life Skills
- Music Life Skills
- Visual Arts Life Skills

**Particular Course Requirements**

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

**Assessment**

Students are assessed in relation to the selected Creative Arts Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.
<table>
<thead>
<tr>
<th>Course: Dance Life Skills</th>
<th>Course No: 16652</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Dance</td>
</tr>
</tbody>
</table>

**Course Description**
The Stage 6 Dance Life Skills course provides opportunities for students to experience and respond to different movements and dance styles. Students develop physical skills, awareness of the body and techniques that facilitate their participation in dance.

Study of the Stage 6 Dance Life Skills course should contribute to students' appreciation of Dance, their quality and enjoyment of life, and assist them to prepare for various post-school opportunities.

**Main Topics Covered**
The structure of the Dance Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study selected outcomes and content within the course.

Study of the Dance Life Skills course involves:
- dance performance
- dance composition
- dance appreciation
- dance as an artform

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

**Assessment**
Students are assessed in relation to the selected Dance Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.
<table>
<thead>
<tr>
<th><strong>Course:</strong> Drama Life Skills</th>
<th><strong>Course No:</strong> 16654</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Drama</td>
</tr>
</tbody>
</table>

**Course Description**
The Stage 6 Drama Life Skills course provides opportunities for students to make and perform drama to develop social skills and self-expression, as well as explore personal and community issues. Students gain an understanding of drama and theatre through making, performing and appreciating drama in a variety of contexts.

Study of the Stage 6 Drama Life Skills course should contribute to students’ appreciation of Drama, their quality and enjoyment of life, and assist them to prepare for various post-school opportunities.

**Main Topics Covered**
The structure of the Drama Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study selected outcomes and content within the course.

Study of the Drama Life Skills course involves:
- making drama in a collaborative drama and theatre environment
- using a variety of performance techniques, dramatic forms and theatrical conventions
- appreciating the meaning and function of drama and theatre in reflecting aspects of the human experience

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

**Assessment**
Students are assessed in relation to the selected Drama Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.
**Course**: Music Life Skills  
**Course No**: 16656  
**Developed Course**: 2 units for each of Preliminary and HSC Board  
**Exclusions**: Music 1, Music 2

### Course Description
The Stage 6 Music Life Skills course provides opportunities for students to listen and respond to a range of music styles, as well as make and perform music individually and in groups. Students develop musical interests in singing, playing and composing as they perform, compose and listen to their own works and those of others.

Study of the Stage 6 Music Life Skills course should contribute to students’ appreciation of Music, their quality and enjoyment of life, and assist them to prepare for various post-school opportunities.

### Main Topics Covered
The structure of the Music Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study selected outcomes and content within the course.

Study of the Music Life Skills course involves:
- musical performance techniques and interpretation of musical symbols
- composing as a means of self-expression, musical creation and problem-solving
- extending aural awareness and communicating ideas about music in a variety of contexts

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

### Assessment
Students are assessed in relation to the selected Music Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.
**Course**: Visual Arts Life Skills  

**Course No**: 16658

2 units for each of Preliminary and HSC Board Developed Course  

**Exclusions**: Visual Arts

## Course Description
The Stage 6 Visual Arts Life Skills course provides opportunities for students to investigate different ideas and interests that can be represented in 2D, 3D and 4D artworks. Students develop sensory, tactile, manipulative and technical skills whilst recognising the importance of how meaning is represented in their own artworks as well as the works of other artists.

Study of the Stage 6 Visual Arts Life Skills course should contribute to students’ appreciation of Visual Arts, their quality and enjoyment of life, and assist them to prepare for various post-school opportunities.

## Main Topics Covered
The structure of the Visual Arts Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study selected outcomes and content within the course.

Study of the Visual Arts Life Skills course involves:
- representing a point of view and interpretations of the world in artmaking
- critical and historical studies of the visual arts

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

## Assessment
Students are assessed in relation to the selected Visual Arts Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.
**Course:** English Life Skills  
**Course No:** 16600

2 units each for the Preliminary and HSC Board Developed Course

**Exclusions:** English (Standard), English (Advanced), English as a Second Language, English Studies

---

### Course Description

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

The course emphasises the ability to initiate interactions and to respond appropriately to others in a variety of situations. This can provide opportunities for students to expand their understanding of the cultural, social and emotional aspects of verbal communication. The course focuses on reading, comprehending, interpreting and responding to a variety of texts. It also provides opportunities for students to develop their written communication skills and skills in, and understanding about, viewing a wide range of visual material.

Study in the Stage 6 English Life Skills course should enable students to access information, engage in a range of recreational and leisure activities and undertake further education, training and employment.

### Main Topics Covered

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

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

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

### Particular Course Requirements

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

### Assessment

Students are assessed in relation to the selected English Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.
**Course**: Human Society and Its Environment (HSIE) Life Skills  
**Course No**: 12892

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Aboriginal Studies, Business Studies, Economics, Legal Studies, Geography, Ancient History, Modern History, Society and Culture, Studies of Religion I, Studies of Religion II, where the equivalent Life Skills module is being undertaken |

**Course Description**  
The Stage 6 HSIE Life Skills course allows for students to develop an appreciation of diversity, informed citizenship and intercultural understanding. Students acquire knowledge, understanding and skills in order to investigate, gather, interpret and communicate information.  
Study of the Stage 6 HSIE Life Skills course should contribute to students' understanding of social and cultural issues within contemporary and historical contexts.

**Main Topics Covered**  
The structure of the HSIE Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following seven modules:  
- Aboriginal Studies  
- Business and Economics  
- Citizenship and Legal Studies  
- Geography  
- History  
- Society and Culture  
- Studies of Religion

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

**Assessment**  
Students are assessed in relation to the selected HSIE Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.
### Course: Mathematics Life Skills  
**Course No:** 16610

2 units each for the Preliminary and HSC Board Developed Course  
**Exclusions:** General Mathematics, Mathematics, Applied Mathematics

#### Course Description
The Stage 6 Mathematics Life Skills course focuses on the development of students’ ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school life.

The course emphasises the application of mathematical operations to practical situations and the development of problem-solving in real-life situations. Students have the opportunity to develop their practical skills in operations and calculations with money as well as the management of their personal finances. They can develop the capacity to manage personal time and schedule activities. The course also provides students with the opportunity to develop skills in the use of measurement tools and units in a range of situations.

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

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

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

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

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

#### Assessment
Students are assessed in relation to the selected Mathematics Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.
<table>
<thead>
<tr>
<th>Course: Personal Development, Health and Physical Education Life Skills</th>
<th>Course No: 16620</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units each for the Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Personal Development, Health and Physical Education</td>
</tr>
</tbody>
</table>

**Course Description**

The Stage 6 Personal Development, Health and Physical Education Life Skills course focuses on the development of the values and attitudes, knowledge, understanding and skills that will enable students to lead safe, healthy, active and productive lives.

The course emphasises effective management of a range of personal health issues that are important in daily life. Students can develop a broad understanding of the importance of health practices that will enable them to lead healthy lifestyles. They will have the opportunity to participate in activities that will enhance their ability to engage appropriately in a range of interpersonal relationships. Students’ effective participation in a range of post-school environments will be supported by the development of skills in a range of safe living practices. The course will help students to engage in a range of leisure activities that will enhance their post-school life as well as providing students with experiences and information to enable them to engage in outdoor activities as a participant or spectator.

**Main Topics Covered**

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

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

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

**Particular Course Requirements**

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

**Assessment**

Students are assessed in relation to the selected Personal Development, Health and Physical Education Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.
<table>
<thead>
<tr>
<th>Course: Science Life Skills</th>
<th>Course No: 16640</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units each for the Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

**Course Description**

The Stage 6 Science Life Skills course focuses on the development of knowledge and understanding of the relationship between people and the natural environment. The course also emphasises the development of skills and responsible attitudes that enable students to use and manage the earth’s resources in everyday living situations.

The course examines the factors that influence the earth’s environment and its relationship with the sun and other bodies in the universe with an emphasis on the importance of climate and weather and the need to maintain a balance in nature. Students can develop skills in identifying the essential differences between living and non-living things, with opportunities to develop greater knowledge and understanding of the nature, range and habitats of a wide variety of living things. The course explores the nature, type and importance of resources, and students will have opportunities to examine the effective and responsible use and management of resources in the environment. Students will have the opportunity to identify and value the many ways plants are used in the environment and will also have an opportunity to develop skills in planning, and participating in the management of, a garden. Students can also develop skills in animal care and management. Students will have opportunities to examine the sources, types and nature of energy used in daily environments.

**Main Topics Covered**

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

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

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

**Particular Course Requirements**

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

**Assessment**

Students are assessed in relation to the selected Science Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.
**Course:** Technology Life Skills  
**Course No:** 16686

| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Agriculture, Design and Technology, Food Technology, Industrial Technology, Information Processes and Technology, Textiles and Design where the equivalent Life Skills module is being undertaken |

**Course Description**
The Stage 6 Technology Life Skills course allows for engagement with a range of technologies. Students acquire knowledge, understanding and skills in order to solve problems and meet identified needs within the context of a design process. They are provided with opportunities to engage in a diverse range of practical and creative activities using a variety of resources, materials, tools and techniques.

Study of the Stage 6 Technology Life Skills course should contribute to students' understanding of research, design, systems and environments, as well as their ability to manipulate and produce products.

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

- Agriculture
- Design and Technology
- Food Technology
- Industrial Technology (including one of the following focus areas: automotive, electronics, graphics, metal and engineering, multimedia, timber products and furniture)
- Information Processes and Technology
- Textiles and Design (including one or more of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel)

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

**Assessment**
Students are assessed in relation to the selected Technology Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.
**Course**: Design and Technology Life Skills  
**Course No**: 16682

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC Board Developed Course</th>
<th><strong>Exclusions</strong>: Design and Technology</th>
</tr>
</thead>
</table>

**Course Description**
The Stage 6 Design and Technology Life Skills course provides opportunities for students to explore and develop technologies in the context of a design project. Students develop knowledge and understanding of the ways in which factors impact on design, including the interrelationship of these.

Study of the Stage 6 Design and Technology Life Skills course should contribute to students’ understanding of research, design, systems and environments, as well as their ability to manipulate and produce products.

**Main Topics Covered**
The structure of the Design and Technology Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study selected outcomes and content within the course.

Study of the Design and Technology Life Skills course involves:
- knowledge and understanding of a design process
- knowledge and skills of a range of technologies for a variety of purposes in the production of a design project
- factors that impact on design
- application of design processes to design, produce and evaluate quality design projects and satisfy identified needs
- appreciation of the interrelationship between design, technology, the individual, society and the environment

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

**Assessment**
Students are assessed in relation to the selected Design and Technology Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.
<table>
<thead>
<tr>
<th><strong>Course</strong></th>
<th>Industrial Technology Life Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course No:</strong></td>
<td>16684</td>
</tr>
</tbody>
</table>

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Industrial Technology

**Course Description**
The Stage 6 Industrial Technology Life Skills course provides opportunities for students to engage in an industry study and design process, as well as develop practical skills in designing, producing and evaluating an Industrial Technology project.

Study of the Stage 6 Industrial Technology Life Skills course should contribute to students’ understanding of research, design, systems and environments, as well as their ability to manipulate and produce products.

**Main Topics Covered**
The structure of the Industrial Technology Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study selected outcomes and content within the course.

Study of the Industrial Technology Life Skills course must include one of the following focus areas:
- Automotive Technologies
- Electronics Technologies
- Graphics Technologies
- Metal and Engineering Technologies
- Multimedia Technologies
- Timber Products and Furniture Technologies

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

**Assessment**
Students are assessed in relation to the selected Industrial Technology Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.
**Course**: Textiles and Design Life Skills  
**Course No**: 16680

| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions**: Textiles and Design |

**Course Description**
The Stage 6 Textiles and Design Life Skills course provides opportunities for students to develop practical skills in the design, selection, production, evaluation and care of textiles in the contexts of a design project.

Study of the Stage 6 Textiles and Design Life Skills course should contribute to students’ understanding of research, design, systems and environments, as well as their ability to manipulate and produce products.

**Main Topics Covered**
The structure of the Textiles and Design Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study selected outcomes and content within the course.

Study of the Textiles and Design Life Skills course must include one or more of the following focus areas:
- apparel
- furnishings
- costume
- textile arts
- non-apparel

**Particular Course Requirements**
On entering students for the Textiles and Design Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

**Assessment**
Students are assessed in relation to the selected Textiles and Design Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.
### Course: Work and the Community Life Skills

<table>
<thead>
<tr>
<th>Course No: 16670</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units each for the Preliminary and HSC Board Developed Course</td>
</tr>
</tbody>
</table>

#### Course Description

The Stage 6 Work and Community Life Skills course focuses on the skills, knowledge, understanding, values and attitudes that students need for employment, participation and independence in the community.

The course emphasises the development of students’ understanding of the nature, patterns, variety and implications of paid and volunteer work. Students can develop a personal portfolio and will have the opportunity to clarify their expectations of workplace and community-based environments on the basis of actual experiences. They will be provided with a broad range of information, skills and experience in important aspects of the post-school environments they will encounter. The course focuses on skills in communication, awareness of rights and responsibilities, and safe and successful working practices. Opportunities will be provided for students to develop skills through graduated experiences and participation in the workplace and community-based learning environments that have been determined through the collaborative curriculum planning process.

#### Main Topics Covered

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

- Understanding the World of Work
- Planning for Participation in Workplace and Community-Based Learning
- Developing a Portfolio in Preparation for Employment
- Introduction to the Workplace or Community-Based Learning Environment
- Dealing with Workplace and Community-Based Learning Environment Issues
- Participating in Workplace Learning and Community-Based Learning Experiences.

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

#### Particular Course Requirements

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

#### Assessment

Students are assessed in relation to the selected Work and Community Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.
Board Endorsed Courses

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

Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses.

Schools may also develop special courses in order to meet student needs. These courses must be approved by the Board of Studies.

There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student’s Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

Course descriptions for Vocational Education and Training (VET) Board Endorsed Courses, both VET Content Endorsed Courses and locally designed VET Board Endorsed Courses, are available on the Vocational Education page of the Board’s website at:

### Course: English Studies

<table>
<thead>
<tr>
<th>Course No: TBA</th>
</tr>
</thead>
</table>

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.
<table>
<thead>
<tr>
<th><strong>Course:</strong> Photography, Video and Digital Imaging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Endorsed Course</td>
</tr>
<tr>
<td><strong>Exclusions:</strong> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</td>
</tr>
</tbody>
</table>

**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.
Course: Sport, Lifestyle and Recreation Studies

Content Endorsed Course

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

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

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

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

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:
- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.
<table>
<thead>
<tr>
<th><strong>Course:</strong> Visual Design</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Endorsed Course</strong></td>
</tr>
<tr>
<td><strong>Exclusions:</strong> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</td>
</tr>
</tbody>
</table>

**Course Description**

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

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

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

**Main Topics Covered**

Modules may be selected in any of the four broad fields of:
- graphic design
- wearable design
- product design
- interior/exterior design.

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

**Particular Course Requirements**

Students are required to keep a diary throughout the course.
<table>
<thead>
<tr>
<th>Course:</th>
<th>Work Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Endorsed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.

This course in Work Studies will assist students:
- to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- to develop an understanding of the changing nature of work organisation and the implications for individuals and society
- to undertake an extended work placement to allow for the development of specific job-related skills
- to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas
- to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

The course has two core studies, and elective course modules.
**Core 1** – Work and change  
**Core 2** – Experiencing work

**Modules**  
There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours.