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MESSAGE FROM THE PRINCIPAL

This handbook has been carefully prepared to inform you and your family about the courses offered at Liverpool Girls’ High School for the award of the Higher School Certificate. It has been designed to help you to select appropriate courses that will support you to achieve success and assist you with decisions about life after school.

You and your parents/caregivers should read this handbook carefully and then keep it as a reference manual to keep you informed about Higher School Certificate rules and procedures as well as essential information about each course.

While the school provides accurate information and advice, it is the responsibility of each and every student to understand the implications of their course choice. The significance of the selection of courses for study in Stage 6 (Years 11 and 12) is of great importance and leads directly to the awarding of the Higher School Certificate and an ATAR (Australian Tertiary Entrance Rank) for students seeking this option.

When choosing courses, evidence suggests that you should choose courses that:

- enable you to work to your strengths (proven aptitude and ability)
- you have an interest in and enjoy studying
- provide you with the qualifications and background knowledge needed for your future
- offer you a challenge level that is manageable (balance between theoretical and practical courses and submitted works)

There is a lot to consider when making course choices. It takes a level of self-awareness and honest self-evaluation to choose courses that support success.

Support is offered by the school to assist you in making informed decisions about your future. I encourage you to seek advice from your teachers and use information from your school reports to assist you in the process of course selection. Advice may also be sought from Head Teachers, the Careers Advisor, the Transition Officer and the VET Coordinator.

A course selection afternoon and IEP day have been scheduled to assist you in this process. Remember to talk to as many people as possible so that the decision you make about the courses you choose is one that you feel most comfortable with.

All senior students are important role models within the school. You are expected to follow the school’s Guiding Principles to a high level in keeping with your position as a school leader. There are many opportunities to become involved in leadership, organisation and cocurricular activities within the school and I encourage you to be active and maintaining the excellent traditions for which our senior students are widely recognised.

I wish you well for your entry into the Stage 6 course of study at Liverpool Girls’ High School and trust you will find your studies interesting, enjoyable and rewarding.

Mrs Screech
Principal (Relieving)
THE COURSE SELECTION INFORMATION HANDBOOK

This Course Selection Information Handbook presents a summary of all the courses we hope to offer at Liverpool Girls’ High School for Stage 6 in 2017. However, there can be no guarantee that all of these courses will actually operate within our Stage 6 timetable. Less popular courses will not be able to run.

Whilst opportunities for changing course choices in Year 11 do exist, it is important to realise that it is the initial choice of courses by students which determine whether courses operate at all, whether a course may be offered on more than one line, and the line placement of course combinations.

The Principal may approve a change of course for Preliminary Courses up to the end of week 5, Term I, Year 11, provided you can satisfactorily catch up the work of the new course. No change of courses in the HSC Course will be permitted unless exceptional circumstances require otherwise.

A change of course may be considered within a KLA where the Principal is satisfied that the overlap in content and teaching methodology within their school allows a smooth transition. The Principal must be satisfied that you can meet assessment requirements and course outcomes in the time remaining to study the course. Generally, such changes would occur only in the first few weeks of the Preliminary course.

Examples of within KLA course changes include:
- 2 Unit Standard English to 2 Unit Advanced English
- 2 Unit Maths to 2 Unit General Mathematics

Poor course decisions may result in an overall course selection pattern for candidates that may jeopardise opportunities. In establishing the course selection lines for Year 11, every effort is made to satisfy the majority of course preferences for all candidates, but no school can provide a guarantee that all possible combinations will be achieved. Unusual course combinations will exclude some students from a course they may wish to study.

GENERAL INFORMATION ABOUT STAGE 6

This Course Selection Information Handbook is one of the most important pieces of information you will receive before entering Stage 6. It outlines the rules for the Higher School Certificate as well as the courses available for study in Years 11 and 12. Please read this information carefully.

This handbook is part of the Course Selection program designed to assist Year 10 students to make appropriate choices for Stage 6. The aim of this program is to ensure that students select courses that are linked to their interests and abilities and that will form the foundation for future study and work.

SCHOOL LEAVING AGE

At this stage you may not be sure what you’d like to do next year, but you must be involved in some form of learning or education until you are 17 years old.

This means until you turn 17, you must be:
- in school, or registered for home schooling, or in approved education or training (eg TAFE, traineeship, apprenticeship)
- in full-time, paid employment (average 25 hours/week)
- in a combination of work, education and/or training.

THE HSC CREDENTIAL

The Higher School Certificate (Year 12) credentials issued to eligible students upon completing their HSC.

The HSC testamur is delivered by post in January. Students are able to download their credentials via their Students Online account. You can read more about accessing HSC credentials on Students Online.

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

The Higher School Certificate (HSC) Record of Achievement (RoSA) includes students' Year 12 HSC (Stage 6) results, Year 11 (Preliminary Stage 6) grades and, if applicable, Year 10 (Stage 5) grades. Results for each Stage appear on separate pages.

This certificate provides formal recognition of a students' senior secondary school achievements, and includes:

- **Assessment mark**: School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course. BOSTES puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

- **Examination mark**: The examination mark for each course shows the student's performance in the BOSTES' HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

- **HSC mark**: The HSC mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.

- **Performance band**: A student's HSC mark for each course will fall within one of six performance bands, where the highest achievement is Band 6 (90–100 marks) and where the minimum standard expected is 50 marks. A performance band of E1–E4 is shown for Extension courses. Each performance band is aligned to what a student at that level of performance typically knows, understands and can do.

- **Stage 6 Preliminary grades**: Schools using the Common Grade Scale for Preliminary courses award A–E grades for Stage 6 Preliminary courses (other than Life Skills and Vocational Educational and Training (VET) courses).

- **Stage 5 grades**: Schools, using the Common Grade Scale and course performance descriptors, award A–E grades for Stage 5 courses (other than Life Skills and Vocational Education and Training (VET) courses).

The HSC does not report a single, overall score.

**WHAT MUST I DO TO GAIN THE HSC?**
To be eligible for the award of the Higher School Certificate, you must:

- have gained the **Record of School Achievement** (RoSA) or other qualifications as the Board of Studies considers satisfactory;
- have **attended** a government school, an accredited non-government school, a school outside New South Wales recognised by the Board of Studies NSW or a college of TAFE;
- have **completed** HSC: All My Own Work
- have satisfactorily completed courses that comprise the pattern of study required by the Board for the award of the Higher School Certificate; and
- sat for and make a serious attempt at the requisite Higher School Certificate examinations.

**ELIGIBILITY FOR THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)**
To qualify for the RoSA, a student must have:

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

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.
MANDATORY CURRICULUM REQUIREMENTS FOR THE RECORD OF SCHOOL ACHIEVEMENT (ROSA) for the BOARD OF STUDIES AND EDUCATIONAL STANDARDS

English
The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.

Mathematics
The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.

Science
The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.

Human Society and Its Environment
To be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in both Stage 4 and Stage 5, and including Australian history and Australian geography.

Languages Other than English
100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.

Technological and Applied Studies
The Board’s Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.

Creative Arts
200 hours to be completed consisting of the Board’s 100-hour mandatory courses in each of Visual Arts and Music. It is the Board’s expectation that the 100-hour mandatory courses in these courses will be taught as coherent units of study and not split over a number of years.

Personal Development, Health and Physical Education
The Board’s mandatory 300-hour integrated course in Personal Development, Health and Physical Education to be studied in each of Years 7–10.

One requirement for the RoSA is that you must attend until the final day of Year 10.

DEPARTMENT OF EDUCATION COURSE REQUIREMENTS FOR STUDY IN A NSW PUBLIC SCHOOL

Years 7 – 10
Learning programs, based on the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses, are to be provided for each subject or course in each year of schooling. In providing this curriculum program, schools will meet the requirements of the Department of Education minimum requirements for government schools when providing curriculum:

- 500 hours per subject for English, mathematics and science, over Years 7 – 10
- 400 hours for HSIE, including in Years 7 - 8, 100 hours for geography and 100 hours for history and, in Years 9 - 10, 100 hours for history and 100 hours for geography,
- 100 hours of one language in a continuous one-year period
- 200 hours for technology (mandatory) over Years 7 and 8
- 100 hours for music and 100 hours of visual arts
- 300 hours for PDHPE, over Years 7 – 10, in each of the years
- 400 hours for additional studies (electives) which may involve Board Developed courses or school developed Board-Endorsed courses
- 80 – 120 minutes per week for sport1 in each of the Years 7, 8, 9 and 10
- Special Religious Education in each of Years 7, 8, 9 and 10, where authorised personnel from approved providers are available

1 Note that schools are required to provide students with two hours of planned physical activity, which can be achieved through activity in Physical Education and Sport. Where an integrated sport pattern occurs, two periods providing 80 minutes are to be allocated; where a staggered or traditional sport pattern is used, two to three periods providing 80 – 120 minutes are to be allocated.

Years 11 – 12
Learning programs, based on BOSTES syllabuses (or approved courses), are to be provided to address each subject provided in Years 11 and 12. In providing this curriculum program, schools will meet the requirements of the BOSTES for students to gain a HSC.

In addition to BOSTES requirements for students to gain a HSC, government schools are to provide students with:

- the 25-hour personal development and health education course, Crossroads
- 80 – 120 minutes per week for sport, if students are in Year 11, and for students in Year 12, if Year 12 students wish to participate
- Special Religious Education, where authorised personnel from approved providers are available.
SCHOOL ATTENDANCE
The Board does not set a minimum attendance for the satisfactory completion of a course, but a Principal may determine that, due to absence, course completion criteria may not be met.

You are expected to attend all school activities on time. Regular attendance helps you:
- develop the skills needed to access the work of work or further study,
- learn the importance of punctuality and routine,
- make and keep friendships, and
- fully engage in learning opportunities.

Only a small number of reasons for absence may be accepted by the Principal. For example: if you:
- have to go to a special religious ceremony,
- are required to attend a serious or urgent family situation (e.g. a funeral), or
- are too sick to go to school or have an infectious illness (for which you will be able to provide a medical certificate).

Absences for these reasons are unacceptable:
- translating for family members
- sleeping in
- working around the house
- minding younger siblings and other children
- minor family events such as birthdays
- hair cuts, doctors and dentist appointments.

The Department of Education has strict attendance criteria for students attending NSW Public Schools. Students are expected to attend school each day. Department of Education Policy and information can be found at the following web site: https://www.det.nsw.edu.au/policies/student_admi/n/attendance/sch_polproc/PD20050259.shtml?

FLEXIBLE ATTENDANCE IN STAGE 6: A PRIVILEGE NOT A RIGHT!
Each term Stage 6 attendance is reviewed. Stage 6 students with good attendance are allowed the privilege of a flexible timetable. At the Principal’s discretion and with your parents’ permission, you may be permitted to arrive late and leave early on certain days. If you are a student with poor attendance, you will be timetabled into the Senior Study Centre during Wednesday period 1 and Friday periods 7 and 8. This provides you with the extra support you will need to catch up work missed by your absence and allows you the opportunity to seek study assistance to consolidate your learning.

PATTERN OF STUDY REQUIREMENTS
To meet the pattern of study requirements for the HSC, you must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:
- at least six units from Board Developed Courses (red)
- at least two units of English
- at least three courses of 2 unit value or greater (either Board Developed or Board Endorsed courses)
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six units from courses in Science in each study pattern.

WHAT ARE UNITS?
Each unit involves class time of approximately 2 hours per week, so a 2 unit course involves 4 hours of class time per week. In the HSC examination, each unit has a value of 50 marks, so a 2 unit course has an examination value of 100 marks.

WHAT TYPES OF COURSES CAN I SELECT?
There are two main types of courses - Board Developed and Board Endorsed.

Board Developed Courses (red)
These are courses that are developed and externally examined, through the HSC examination, by the Board of Studies, Teaching and Educational Standards NSW. A syllabus is available for each of these courses. Schools must use the current syllabus for any Board Developed Preliminary or HSC course they teach. Board Developed courses count towards the HSC and may count towards an ATAR. Board Developed courses can be either category A or category B courses.

Board Endorsed Courses (BECs) (yellow)
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).

There is no external examination for Board Endorsed Courses. Assessment is school based. Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC 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. Content Endorsed courses must be approved by the Board of Studies. At Liverpool Girl’s High School we offer the following Content Endorsed Courses:

- English Studies
- Exploring Early Childhood
- Photography, Video and Digital Imaging
- Sport, Lifestyle and Recreation Studies
- Visual Design and
- Work Studies

School Developed Courses are designed by an individual school, or group of schools, to meet the local needs of a group of students. School Developed Courses require the endorsement of the Board of Studies through the Board Endorsement Panel. Liverpool Girls’ High School does not offer School Developed Courses in Stage 6.

COURSE COMPLETION CRITERIA
The following course completion criteria refer to both Preliminary and HSC courses.

A student will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:
- followed the course developed or endorsed by the Board; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Students studying an HSC course are to make a genuine attempt to complete the course requirements. For courses where internal assessment marks are submitted students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. Furthermore, the student must fulfil the course completion criteria.

‘N’ DETERMINATIONS
‘N’ determinations are issued for the non-completion of requirements in a course.

Students who have not complied with the requirements for satisfactory completion of a course cannot be regarded as having satisfactorily completed the course. The Principal will then issue an ‘N’ determination. All students who are issued with an ‘N’ determination have the right to appeal against the Principal’s determination.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:
- is ineligible for the award of the RoSA if they leave school at the end of Year 10;
- may be ineligible to enter Preliminary (Year 11) courses.

Where a student fails to satisfactorily complete a Stage 6 course the student:
- may ineligible for the HSC credential and the award of the RoSA
- may be ineligible to enter the HSC (Year 12) courses.

COMMON GRADE SCALE
The Common Grade Scale, shown below, is used to report student achievement in Stage 6 in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A
The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B
The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C
The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D
The student demonstrates a basic knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E
The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.
CHOOSING YOUR COURSES
When choosing your courses, consider:

- what courses interest you the most. Interest will mean enjoyment and enjoyment usually leads to dedication and success.
- what courses have you been successful in during Stages 4 and 5.
- what courses will be useful in helping you prepare for work or future studies.
- what courses will be good for YOU.

When choosing your courses, you should not:

- choose courses just to be with your friends – there will be plenty of other time to be with them.
- choose courses just because friends and relatives have done them in the past or have advised you to do them – courses have changed a great deal in recent years and someone who did the HSC a few years ago would find today’s HSC courses are very different.
- choose courses because of a teacher. They may not be timetabled to your class.

Therefore, the pattern of study you select for the Higher School Certificate should depend on your interests and abilities. Your choice should be realistic, and based on the information and advice of teachers, parents and careers counsellors. The decisions you make will be ultimately your responsibility.

You will need to consider the cost of courses as part of your decision making process. Courses that have a course contribution include: Design and Technology, Exploring Early Childhood, Food Technology, Music, the combined Photography, Video and Digital Media and Visual Design course, Textiles and Design, Hospitality, Business Services and Retail Services. Hospitality also requires the purchase of a uniform.

If a student withdraws from a course, refunds will be considered on a pro-rata individual basis. Unfortunately, refunds will not be given for Hospitality uniforms and tool boxes as these will remain the property of students. Payments for fees, uniforms and excursion can be made online through the schools website at https://quickweb.westpac.com.au/OnlinePaymentServlet.

If you are thinking about including a VET course in your pattern of study, you need to remember that Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or occasionally simulated workplace hours at school.

When making your decision about courses, also remember to consider the practical requirements or submitted works of these courses: Dance, Design and Technology, Drama, English Extension 2, Music, Society and Culture, Textiles and Design and Visual Art. Because of the work involved in completing course projects, we would suggest that you choose no more than two of these courses in your pattern of study.
AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)
Your HSC results are used by the Universities Admissions Centre (UAC) to calculate a rank order of students, known as the Australian Tertiary Admission Rank (ATAR). The ATAR is not a mark, nor is it a summary of the HSC. It is a ranking system used to allocate university placements.

The UAC releases the ATAR the day after the Board releases the HSC results. The UAC calculates the university admission ranks each year using students’:
- moderated assessment marks and
- total examination marks

HSC students may indicate that they wish to have an ATAR calculated. However, calculation of an ATAR is optional. For example, many students who do not wish to gain entry to university the following year do not request calculation of an ATAR. To be eligible for an ATAR, students must satisfactorily complete at least 10 units of certain Board Developed Courses for which formal examinations are conducted by the Board of Studies Teaching and Educational Standards (BOSTES) NSW.

Visit the UAC website for further information.

ATAR ELIGIBILITY
Most students who continue into Stage 6 at Liverpool Girls’ High School want to go to university. To do this you will need an Australian Tertiary Admission Rank (ATAR). If you want an ATAR, you need to choose your courses to make sure you qualify.

To be eligible for an ATAR you must satisfactorily complete at least 10 units of ATAR courses.

These ATAR courses must include at least:
- eight units from Category A courses
- two units of English
- three Board Developed courses of two units or greater
- four subjects.

The fourth point can easily be overlooked or misunderstood. A subject is an area of study (e.g. mathematics). Within that subject there may be a number of courses (e.g. Mathematics General 2, Mathematics, Mathematics Extension 1, Mathematics Extension 2). If a student studies, for example, Mathematics Extension 1, Mathematics Extension 2, English Advanced, English Extension 2 and Biology they will not meet the four subjects requirement because they have only studied three subjects: mathematics, English and biology.

ATAR COURSES
There are many HSC courses but not all will contribute to an ATAR. Courses that do contribute to the ATAR are Board Developed Courses – courses developed by the Board of Studies, Teaching and Educational Standards (BOSTES) – for which there are formal examinations that yield graded assessments. These are termed ATAR courses.

ATAR courses are classified as either Category A or Category B courses.

Category A courses
The criteria for Category A courses are academic rigour, depth of knowledge, the degree to which the course contributes to assumed knowledge for tertiary studies, and the coherence with other courses included in the ATAR calculations.

Category B courses
Category B courses are those for which the level of cognitive and performance demands are not regarded as satisfactory in themselves, though their contribution to a selection index is regarded as adequate if the other courses included in the aggregate are more academically demanding.

The category of each course, and whether it counts towards an ATAR, is clearly labelled in this Course Information Handbook. Category A courses are labelled red and Category B courses are labelled yellow.

Board Developed VET courses are classified as Category B courses and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

THE SATURDAY SCHOOL OF COMMUNITY LANGUAGES
The Saturday School of Community Languages gives students the opportunity to study the language they speak at home, if a course in that language is not offered at their weekday school. The school is a public secondary school which delivers face-to-face lessons only on Saturdays. Saturday School students follow Board of Studies, Teacher and Educational Standards (BOSTES) syllabuses in 24 languages. These languages are assessable as part of their Stage 4, Stage 5 and Higher School Certificate studies.

What languages can you study?
Arabic, Armenian, Bengali (Bangla), Chinese (Mandarin), Croatian, Filipino, Hindi, Hungarian, Italian, Japanese, Khmer, Korean, Macedonian, Modern Greek, Maltese, Persian, Polish, Portuguese, Punjabi, Serbian, Spanish, Turkish, Ukrainian, Vietnamese.
Benefits of studying community languages
Studying a community language:
- provides an opportunity to develop high levels of skills in a student’s background community language
- improves performance across the curriculum through enhanced literacy skills which are transferable to English
- helps maintain rewarding relationships with parents, grandparents, relatives and other community members
- promotes a sense of cultural identity, resulting in heightened self-confidence and self-esteem
- places students in a better position to take advantage of employment opportunities.

Students who successfully complete the study of a language through the Saturday School of Languages may include their language study as part of their Record of School Achievement (RoSA) and their Higher School Certificate.


HOMEWORK AND REVISION
The main aims of homework are to:
- prepare for, consolidate and complement classwork;
- deepen and extend understanding;
- assist in development of appropriate organisational skills; and
- encourage responsible research and study habits.

Homework is set regularly in all courses. Liverpool Girls’ High School students in Year 11 are expected to complete a minimum of 2½ hours per night as well as several hours study and/or revision outside of set homework times. Year 12 students are expected to average 3 to 3½ hours of homework per night in addition to developing a structured revision/study program.

Liverpool Girls’ High School believes it is vital that senior students take responsibility for their own learning. Senior students need to constantly revise their work and practise the skills appropriate to each course studied. Students are strongly advised to follow a regular revision program.

Teachers, Head Teachers, Year Advisors, Assistant Year Advisors and the Senior Learning Centre Coordinator are available to assist you to devise and monitor appropriate home study goals and strategies.

Liverpool Girls’ High School also runs a free homework centre for all students. It is called the Help Desk and it operates three afternoons a week in the school library. It is supervised by teachers from the school. It is designed to support your learning by offering teacher support in homework, research, assignments and course specific needs.

Students in Year 12 may also have supervised study lessons within their timetable, depending on their individual pattern of courses. These study lessons are not free periods - they are lessons during which you are expected to undertake assignments, homework and/or revision.

A FINAL WORD ON ASSESSMENT
Students are entitled to feedback on an Assessment Task in terms of an for the Preliminary Course a GRADE A-E or in the HSC Course an individual mark; a ranking within the group; or a verbal or written comment. Additional feedback will be provided via marking scales and teacher comments.

In accordance with Board of Studies Teaching and Education Standards (BOSTES) NSW policy no student will be told their final Assessment Mark in any course.

Every effort will be made to balance the assessment program for each student over the assessment period so that students are not inundated with an unreasonable number of tasks in any single week or on any specific day. However, it must be realised that overlap will be unavoidable where long-term “hand-in” tasks and Extension Course tasks coincide with in-class assessments. To some extent problems of assessment overload can be avoided with careful planning ahead and the cumulative preparation of assignment/research tasks rather than “last minute – late night” efforts.

It is important to remember that the object of assessment is to measure a wider range of student performance throughout the HSC course than is possible to measure by examination only. Assessment is therefore fair as it allows the full range of your achievements to be measured in each course, including research, practical skills and fieldwork where appropriate.

HSC Assessments typically begin in Term 4 of Year 11. However, it is important that you develop the habit of optimising your school assessment marks long before entry into the Higher School Certificate year.

You will receive written information outlining the method of assessment in each course studied. In order to have satisfactorily completed a course, you will be required to satisfactorily complete the assessment tasks set as part of the assessment program as well as other class tasks which are set from time to time for diagnostic purposes.
You are required to submit all assessment tasks punctually but even if they are late they must still be submitted, as these can be used to determine whether you have fulfilled the requirements of the course. However, failure to complete sufficient assessment tasks will preclude eligibility for the Higher School Certificate in that course. In such cases that course will not be recorded on the final result notice.

To meet the minimum requirements of the Board of Studies Teaching and Education Standards (BOSTES) NSW, you must satisfactorily complete tasks that contribute in excess of 50 per cent of the available marks in any course.

At Liverpool Girls’ High School you must hand in assessment tasks in line with the school’s and faculty’s assessment policy. Hand-in information, deadlines and organisation will be stated on each assessment notification sheet. Please make sure that you know what the organisation is for every task you are involved in completing.

Breaches of the school’s assessment policy will be communicated to your parents and may result in an ‘N’ Determination for the course.

You are expected, when attempting assessment tasks, to make a serious attempt and in no way undertake an activity which allows you to gain an unfair advantage over others (see the school’s requirements regarding malpractice). Should this occur, the Principal will be informed, and may, at their discretion, invalidate your attempt, which may then jeopardise your ability to receive accreditation for that course, or even the whole Higher School Certificate.

As a general rule, should you be unable, for a valid reason, to complete a task by the due date in a particular course, the course Head Teacher will decide whether you should complete the missed task or be given an alternative task. A medical certificate will be required for extensions to be given. Failure to submit an assessment task, without valid reason, will result in a zero mark for that particular task.

At the completion of Year 12 your final assessment mark for each course is sent to the Board of Studies Teaching and Education Standards (BOSTES) NSW. Here it is averaged with your HSC Examination mark. This produces your final mark which is reported on the HSC Record of Achievement and which the Universities use in the calculation of your ATAR for tertiary course entrance.

In cases where you suffer an accident or misadventure near the time of the HSC Examinations the Board of Studies Teaching and Education Standards (BOSTES) NSW may need to rely entirely on your Assessment grades. These marks will then be used as the chief (and perhaps only) measure of your achievement for the two year Stage 6 program.

For these reasons, if for no other, you must seek to maximise your assessment marks as a form of insurance against the risk of illness or misadventure during the HSC examination period.
ENGLISH MANDATORY COURSES

English (Standard)
Board Developed Course (BDC) - Category A
Course Code: 15130

2 units for each of Preliminary and HSC Board Developed Course

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

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.
• HSC Assessment Program

HSC Assessment Program

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1 – Area of Study</td>
<td>15</td>
<td>Area of Study (common course content)</td>
<td>40</td>
</tr>
<tr>
<td>Section I – Short-answer questions</td>
<td>15</td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td>Section II – Compose or adapt a text</td>
<td>15</td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td>Section III – One sustained response question</td>
<td>15</td>
<td>Module C</td>
<td>20</td>
</tr>
<tr>
<td>**Total</td>
<td>100</td>
<td>**</td>
<td></td>
</tr>
<tr>
<td>Paper 2 – Modules</td>
<td>20</td>
<td>Modes to be assessed across the components</td>
<td></td>
</tr>
<tr>
<td>Section I – Module A: Experience through language – One sustained question</td>
<td>20</td>
<td>Listening</td>
<td>15</td>
</tr>
<tr>
<td>Section II – Module B: Close Study of Text – One sustained response question</td>
<td>20</td>
<td>Speaking</td>
<td>15</td>
</tr>
<tr>
<td>Section III – Module C: Texts and Society – One sustained response question</td>
<td>20</td>
<td>Reading</td>
<td>25</td>
</tr>
<tr>
<td>**Total</td>
<td>105</td>
<td>**</td>
<td></td>
</tr>
</tbody>
</table>

**The mark will be converted to a mark out of 100**

TOTAL 100
English (Advanced)

Board Developed Course (BDC) - Category A
Code: 15140

2 units for each of Preliminary and HSC Course

Board Developed Course - HSC BDCs are examined at the HSC

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

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

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

Main Topics Covered

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

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

Particular Course Requirements

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

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

HSC Assessment Program

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1 – Area of Study</td>
<td>15</td>
<td>Area of Study (common course content)</td>
<td>40</td>
</tr>
<tr>
<td>Section I – Short-answer questions</td>
<td>15</td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td>Section II – Compose or adapt a text</td>
<td>15</td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td>Section III – One sustained response question</td>
<td>15</td>
<td>Module C</td>
<td>20</td>
</tr>
<tr>
<td><strong>The mark will be converted to a mark out of 100</strong></td>
<td>105</td>
<td><strong>TOTAL</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

**The mark will be converted to a mark out of 100**

| Paper 2 – Modules | | Modes to be assessed across the components | |
|-------------------|-------------------------|----------------|
| Section I – Module A: Comparative Study of Texts and Contexts – One sustained question | 20 | Listening | 15 |
| Section II – Module B: Critical Study of Text – One sustained response question | 20 | Speaking | 15 |
| Section III – Module C: Representation and Text – One sustained response question | 20 | Reading | 25 |
| | | Writing | 30 |
| | | Viewing/representing | 15 |
English Extension - Extension 1
English Extension - Extension 2

1 unit of study for each of Preliminary and HSC Course

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, Prescribed Area of Study, Electives and Texts for the HSC 2015-20).

HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection.

HSC Assessment Program – Extension 1

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates answer two sustained response questions on their chosen elective</td>
<td>25</td>
<td>Knowledge and understanding of complex texts and of how and why they are valued</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Skills in:</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• complex analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• sustained composition</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• independent investigation</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>TOTAL</td>
<td>50</td>
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</table>

HSC Assessment Program – Extension 2

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Major Work</td>
<td>40</td>
<td>Skills in extensive independent</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Skills in sustained composition</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>TOTAL</td>
<td>50</td>
</tr>
</tbody>
</table>
English as a Second Language (ESL)

2 units for each of Preliminary and HSC Course

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

Eligibility rules apply. The English as a Second Language course may be studies by any student who has been educated overseas or in an Australian education institution with English as the language of instruction for five years or less prior to commencing the Preliminary course. This includes:
- students whose learning has been interrupted by periods away from education in which English was the language of instruction
- Aboriginal and Torres Strait Islander students from Indigenous communities where standard English is not the common language of instruction of the local community

An English as a Second Language Eligibility Declaration must be completed for any student seeking entry to the course.

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.

HSC Assessment Program

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1 – Area of Study</td>
<td></td>
<td>Language Study within an Area of Study</td>
<td>50</td>
</tr>
<tr>
<td>Section I - Short-answer questions</td>
<td>25</td>
<td>Module A</td>
<td>25</td>
</tr>
<tr>
<td>Section II - One sustained response question</td>
<td>20</td>
<td>Module B</td>
<td>25</td>
</tr>
<tr>
<td>Paper 2 – Modules</td>
<td></td>
<td>Modes to be assessed across the components</td>
<td></td>
</tr>
<tr>
<td>Section I - Module A: Experience through</td>
<td></td>
<td>Listening</td>
<td>15</td>
</tr>
<tr>
<td>Language - One sustained response question</td>
<td>20</td>
<td>Speaking</td>
<td>15</td>
</tr>
<tr>
<td>Section II - Module B: Texts and Society - one sustained response question</td>
<td>20</td>
<td>Reading</td>
<td>25</td>
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<tr>
<td>Paper 3 – Listening</td>
<td></td>
<td>Writing</td>
<td>30</td>
</tr>
<tr>
<td>Combination of objective response and short-answer questions</td>
<td>15</td>
<td>Viewing/representing</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>TOTAL</td>
<td>100</td>
</tr>
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</table>
**Fundamentals of English**  
(Preliminary course ONLY)

<table>
<thead>
<tr>
<th>Board Developed Course (BDC) - Category B</th>
</tr>
</thead>
<tbody>
<tr>
<td>NON ATAR COURSE</td>
</tr>
</tbody>
</table>

**2 unit Preliminary Course**

Fundamentals of English is a Preliminary course and is not examinable for the Higher School Certificate. It can only be studied in conjunction with either English (Standard) or English (ESL).

**Exclusions:** English (Advanced); English (Extension)

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

**Main Topics Covered**
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.
## English Studies

<table>
<thead>
<tr>
<th>Content Endorsed Course (CEC) – Category B</th>
<th>NON ATAR COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 units</strong> for each of Preliminary and HSC years</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

### 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 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.
## Drama

<table>
<thead>
<tr>
<th>Board Developed Course (BDC) - Category A</th>
<th>Course Code: 15090</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 units for each of Preliminary and HSC Board Developed Course</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

### Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Improvisation, Playbuilding, Acting</td>
<td>• Australian Drama and Theatre (Core content)</td>
</tr>
<tr>
<td>• Elements of Production in Performance</td>
<td>• Studies in Drama and Theatre</td>
</tr>
<tr>
<td>• Theatrical Traditions and Performance Styles</td>
<td>• Group Performance (Core content)</td>
</tr>
<tr>
<td></td>
<td>• Individual Project</td>
</tr>
</tbody>
</table>

### 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.

### HSC Assessment Program

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section I – Australian Drama and Theatre - One extended response question</td>
<td>20</td>
<td>Making</td>
<td>40</td>
</tr>
<tr>
<td>Section II – Studies in Drama and Theatre - One extended response question</td>
<td>20</td>
<td>Performing</td>
<td>30</td>
</tr>
<tr>
<td>Group Performance</td>
<td>30</td>
<td>Critically Studying</td>
<td>30</td>
</tr>
<tr>
<td>Individual Project</td>
<td>30</td>
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<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>
MATHEMATICS COURSES

Mathematics General 2

<table>
<thead>
<tr>
<th>Board Developed Course (BDC) - Category A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code: 11235</td>
</tr>
</tbody>
</table>

2 units Preliminary course and 2 units HSC course

Prerequisites: The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2002) up to, and including, the content and outcomes of Stage 5.1. For students who intend to study the HSC Mathematics General 2 course, it is recommended that they study at least some of the Stage 5.2 content of the Mathematics Years 7–10 Syllabus (2002), particularly the Patterns and Algebra topics and Trigonometry, if not all of the content.

Exclusions: Students may not study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics General 2 course.

Course Description:
The Preliminary Mathematics General course and the HSC Mathematics General 2 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 2 course content is written in the same five Strands and includes a further two Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

Main Topics Covered

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

**HSC Mathematics General 2 Course**
- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Health
- Focus Study: Mathematics and Resources

HSC Assessment Program

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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<tr>
<td>Section I - Objective-response questions</td>
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Mathematics

Board Developed Course (BDC) - Category A
Course Code: 15240

2 units Preliminary course and 2 units HSC Course

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

**Exclusions:** General Mathematics

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

**Main Topics Covered**

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

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

**HSC Assessment Program**

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</table>
Mathematics Extension 1

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

Board Developed Course - HSC BDCs are examined at the HSC

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 sin2x and cos2x
- Equation \( \frac{dv}{dt} = k(N - P) \)
- 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

HSC Assessment Program

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<td>Section II - Short-answer questions</td>
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</table>
Mathematics Extension 2

1 unit for the HSC

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
HSC Course
- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials

Harder Mathematics Extension 1 topics

HSC Assessment Program

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SCIENCE COURSES

Biology

Board Developed Course (BDC) - Category A
Course Code: 15030

2 units for each of Preliminary and HSC Course

Exclusions: Senior Science (Preliminary only)

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

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

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

Main 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.

HSC Assessment Program

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<td>- the history, nature, and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and developments in biology</td>
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<td>Part B - Short-answer questions</td>
<td>55</td>
<td>- cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution</td>
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<tr>
<td>Section II – Options</td>
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<td>Skills in:</td>
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<td>- planning and conducting first-hand investigations</td>
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<td>- gathering and processing relevant information from secondary sources</td>
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<td>- developing scientific thinking and problem-solving techniques</td>
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**Chemistry**

**Board Developed Course (BDC) - Category A**

**Course Code:** 15050

**2 units** for each of Preliminary and HSC 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.

### Main Topics Covered

**Preliminary Course**

Chemistry Skills Module 8.1

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

**HSC Course**

Chemistry Skills Module 9.1

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

- **One Option from the following modules:**
  - Industrial Chemistry
  - Shipwrecks, Corrosion and Conservation
  - The Biochemistry of Movement
  - The Chemistry of Art
  - Forensic Chemistry

### 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.

### HSC Assessment Program

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<td>Knowledge and understanding of:&lt;br&gt;- the history, nature, and practice of chemistry,&lt;br&gt;applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry&lt;br&gt;- atomic structure and periodic table, energy, chemical reactions, carbon chemistry and stoichiometry&lt;br&gt;Skills in:&lt;br&gt;- planning and conducting first-hand investigations&lt;br&gt;- gathering and processing first-hand data&lt;br&gt;- gathering and processing relevant information from secondary sources&lt;br&gt;Skills in:&lt;br&gt;- communicating information and understanding&lt;br&gt;- developing scientific thinking and problem-solving techniques&lt;br&gt;- working individually and in teams</td>
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Earth and Environmental Science

Board Developed Course (BDC) - Category A
Course Code: 15100

2 units for each of Preliminary and HSC Course

Exclusions: Senior Science (Preliminary only)

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

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

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

Main Topics Covered

Preliminary Course
Earth and Environmental Science Skills Module 8.1

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

HSC Course
Earth and Environmental Science Skills Module 9.1

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

One Option from the following modules:
- Introduced Species and the Australian Environment
- Organic Geology – A Non-renewable Resource
- Mining and the Australian Environment
- Oceanography

Particular Course Requirements

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

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

HSC Assessment Program

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<td>Part A - Objective response questions</td>
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<td>the history, nature, and practice of Earth and Environmental Science, applications and uses of Earth and Environmental Science and their implications for society and the environment, and current issues, research and developments in Earth and Environmental Science</td>
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<td>Part B - Short-answer questions</td>
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<td>the resources of the Earth, the abiotic features of the environment, models to explain structures and processes of change, Australian resources and biotic impacts on the environment</td>
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<td></td>
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<td>working individually and in teams</td>
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TOTAL 100

TOTAL 100
Physics

Board Developed Course (BDC) - Category A
Course Code: 15330

2 units for each of Preliminary and HSC 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.

Main Topics Covered

Preliminary Course
Physics Skills Module 8.1

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

HSC Course
Physics Skills Module 9.1

Core Modules
- Space
- Motors and Generators
- From Ideas to Implementation

One Option from the following modules:
- Geophysics
- Medical Physics
- Astrophysics
- From Quanta to Quarks
- The Age of Silicon

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.

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</tr>
<tr>
<td>Part B - Short-answer questions</td>
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<td>kinematics and dynamics, energy, waves, fields and matter</td>
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Senior Science

Board Developed Course (BDC) - Category A
Course Code: 15340

2 units for each of Preliminary and HSC Course

Exclusions: Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics

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

The HSC course investigates the importance of a range of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies, and information systems. The options draw on the increased information and understanding provided by improved technology to examine a variety of interest areas.

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

Main Topics Covered

Preliminary Course
Senior Science Skills Module 8.1

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

HSC Course
Senior Science Skills Module 9.1

Core Modules
- Lifestyle Chemistry
- Medical Technology – Bionics
- Information Systems

One Option from the following modules:
- Polymers
- Preservatives and Additives
- Pharmaceuticals
- Disasters
- Space Science

Particular Course Requirements

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

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

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<td>Part B - Short-answer questions</td>
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<td>- the resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy</td>
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<td>- developing scientific thinking and problem-solving techniques</td>
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<tr>
<td></td>
<td></td>
<td>- working individually and in teams</td>
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TOTAL 100

TOTAL 100
### History Courses

#### Aboriginal Studies

**Board Developed Course (BDC) - Category A**

**Course Code:** 15000

**2 units** for each of Preliminary and HSC Course

**Course Description:**

The **Preliminary** course focuses on Aboriginal peoples’ relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

The **HSC** course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

#### Main Topics Covered

**Preliminary Course**
- Part I: Aboriginality and the Land (20%)
  - Aboriginal peoples’ relationship to Country
  - Dispossession and dislocation of Aboriginal peoples from Country
  - Impact of British colonisation on Country
- Part II: Heritage and Identity (30%)
  - The Dreaming and cultural ownership
  - Diversity of Aboriginal cultural and social life
  - Impact of colonisation on Aboriginal cultures and families
  - Impact of racism and stereotyping
- Part III: International Indigenous Community: Comparative Study (25%)
  - Location, environment and features of an international Indigenous community
  - Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity
- Part IV: Research and Inquiry Methods: Local Community Case Study (25%)
  - Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information

**HSC Course**
- Part I – Social Justice and Human Rights Issues (50%)
  - A Global Perspective (20%)
  - Global understanding of human rights and social justice
  - B Comparative Study (30%)
  - A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- Part II – Case Study of an Aboriginal community for each topic (20%)
  - A Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses
  - B Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- Part III – Research and Inquiry Methods – Major Project (30%)
  - Choice of project topic based on student interest.

#### Particular Course Requirements

In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

#### HSC Assessment Program

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<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td><strong>Section I – Social Justice and Human Rights Issues</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A – Global Perspective – Stimulus-based short-answer questions</td>
<td>25</td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
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<tr>
<td>Part B – Comparative Investigation – Two structured extended response questions</td>
<td>15</td>
<td>Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives</td>
<td>25</td>
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<tr>
<td>Part C – Extended response question</td>
<td>15</td>
<td>Research and inquiry methods, including aspects of the Major Project</td>
<td>20</td>
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<tr>
<td><strong>Section II – Research and Inquiry Methods – Major Project</strong> – One question based on the major project</td>
<td>15</td>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>15</td>
</tr>
<tr>
<td><strong>Section III – Aboriginality and the Land OR Heritage and Identity</strong></td>
<td></td>
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<tr>
<td>One stimulus-based extended response question</td>
<td>10</td>
<td></td>
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<tr>
<td>One-extended response question</td>
<td>20</td>
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<td><strong>TOTAL</strong></td>
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</table>
Ancient History

Board Developed Course (BDC) - Category A
Course Code: 15020

2 units for each of Preliminary and HSC Course

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.

HSC Assessment Program

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<tr>
<th>External Assessment</th>
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<tr>
<td>Section I – Cities of Vesuvius – Pompeii and Herculaneum</td>
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<td>Knowledge and understanding of course content</td>
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<tr>
<td>Part A - Source-based objective response and short-answer questions</td>
<td>15</td>
<td>Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives</td>
<td>25</td>
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<tr>
<td>Part B - One source-based question</td>
<td>10</td>
<td>Historical inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Section II – Ancient Societies</td>
<td></td>
<td>Communication of historical understanding in appropriate forms</td>
<td>15</td>
</tr>
<tr>
<td>One question in parts</td>
<td>25</td>
<td></td>
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<tr>
<td>Section III – Personalities</td>
<td></td>
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<tr>
<td>One question in parts</td>
<td>25</td>
<td></td>
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<tr>
<td>Section IV – Historical Periods</td>
<td></td>
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<tr>
<td>Candidates answer one of two extended response alternatives</td>
<td>25</td>
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History Extension

1 unit HSC Course

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
HSC Course
- 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.

HSC Assessment Program

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<tbody>
<tr>
<td>Section I Candidates answer one extended response question</td>
<td>15</td>
<td>Knowledge and understanding of significant historiographical ideas and processes</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>Skills in designing, undertaking and communicating historical inquiry – the History Project</td>
<td>40</td>
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<tr>
<td>Section II Candidates answer one extended response question</td>
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TOTAL 50

TOTAL 50
Modern History

Board Developed Course (BDC) - Category A
Course Code: 15270

2 units for each of Preliminary and HSC Course

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.

HSC Assessment Program

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<th>External Assessment</th>
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<tr>
<td>Section I – World War I 1914–1919</td>
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<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Part A – Source-based objective response and short-answer questions</td>
<td>15</td>
<td>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</td>
<td>20</td>
</tr>
<tr>
<td>Part B – One source-based question</td>
<td>10</td>
<td>Historical inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Section II – National Studies – One extended response question</td>
<td>25</td>
<td>Communication of historical understanding in appropriate forms</td>
<td>20</td>
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<tr>
<td>Section III – Personalities in the Twentieth Century – One question in two parts</td>
<td></td>
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<tr>
<td>Section IV – International Studies in Peace and Conflict – Candidates answer one of two extended response alternatives</td>
<td>25</td>
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<td>TOTAL</td>
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SOCIAL SCIENCES COURSES

Business Studies

| Board Developed Course (BDC) - Category A |
| Course Code: 15040 |

2 units for each of Preliminary and HSC Course

Course Description:
Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Main Topics Covered

**Preliminary Course**
- Nature of business (20%) – the role and nature of business
- Business management (40%) – the nature and responsibilities of management
- Business planning (40%) – establishing and planning a small to medium enterprise

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

HSC Assessment Program

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<th>External Assessment</th>
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<th>Internal Assessment</th>
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<tbody>
<tr>
<td>Section I – Objective response questions</td>
<td>20</td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Section II – Short-answer questions</td>
<td>40</td>
<td>Stimulus-based skills</td>
<td>20</td>
</tr>
<tr>
<td>Section III – One extended response question in the form of a business report</td>
<td>20</td>
<td>Inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Section IV – One extended response</td>
<td>20</td>
<td>Communication of business information, ideas and issues in appropriate forms</td>
<td>20</td>
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**TOTAL** 100 **TOTAL** 100
Economics

Board Developed Course (BDC) - Category A
Course Code: 15110

2 units for each of Preliminary and HSC Course

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.

HSC Assessment Program

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<th>External Assessment</th>
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<tbody>
<tr>
<td>Section I – Objective response questions</td>
<td>20</td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Section II – Short-answer questions</td>
<td>40</td>
<td>Stimulus-based skills</td>
<td>20</td>
</tr>
<tr>
<td>Section III – One stimulus-based extended response question</td>
<td>20</td>
<td>Inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Section IV – One extended response</td>
<td>20</td>
<td>Communication of economic information, ideas and issues in appropriate forms</td>
<td>20</td>
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TOTAL 100

TOTAL 100
### Geography

**Board Developed Course (BDC) - Category A**

**Course Code:** 15190

**2 units** for each of Preliminary and HSC Course

### 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.

### Main Topics Covered

#### 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.

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

#### 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.

### 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.

### HSC Assessment Program

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<th>Internal Assessment</th>
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<tbody>
<tr>
<td><strong>Section I</strong> – Objective response questions</td>
<td>20</td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td><strong>Section II</strong> – Short-answer questions</td>
<td>40</td>
<td>Geographical tools and skills</td>
<td>20</td>
</tr>
<tr>
<td><strong>Section III</strong> – Two extended response questions</td>
<td>40</td>
<td>Geographical inquiry and research, including fieldwork</td>
<td>20</td>
</tr>
<tr>
<td><strong>Communication of geographical information, ideas and issues in appropriate forms</strong></td>
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<td></td>
<td>20</td>
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<td><strong>TOTAL</strong></td>
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Legal Studies

Board Developed Course (BDC) - Category A

Course Code: 15220

2 units for each of Preliminary and HSC Course

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.

Main Topics Covered

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.

HSC Assessment Program

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<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
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<tbody>
<tr>
<td>Section I: Core Crime and Human Rights - Objective response questions</td>
<td>20</td>
<td>Knowledge and understanding of course content</td>
<td>60</td>
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<tr>
<td>Section II: Core Part A Human Rights - Short-answer questions Part B Crime - One extended response question</td>
<td>40</td>
<td>Inquiry and research</td>
<td>20</td>
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<tr>
<td>Section III: Options Two extended response questions, each from a different option</td>
<td>40</td>
<td>Communication of Legal Studies information, issues and ideas in appropriate forms</td>
<td>20</td>
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<td>TOTAL</td>
<td>100</td>
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**Society and Culture**

**Board Developed Course (BDC) - Category A**

**Course Code:** 15350

**2 units** for each of Preliminary and HSC Course

**Course Description:**
Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

**Main Topics Covered**

**Preliminary Course**
- The Social and Cultural World – the interactions between persons and groups within societies
- Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings
- Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them

**HSC Course**
- Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- The Personal Interest Project (PIP) – an individual research project

**Depth Studies** - Two to be chosen from:
- Popular Culture – the interconnection between popular culture, society and the individual
- Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples’ attitudes and behaviours.

**Particular Course Requirements**
Completion of Personal Interest Project.

**HSC Assessment Program**

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<th>External Assessment</th>
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<tr>
<td>Written examination</td>
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<td>Knowledge and understanding of course content</td>
<td>50</td>
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<tr>
<td><strong>Section I – Core</strong></td>
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<td>Application and evaluation of social and cultural research methodologies</td>
<td>30</td>
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<tr>
<td>Objective response questions</td>
<td>8</td>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td>Short-answer questions</td>
<td>12</td>
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<tr>
<td><strong>Section II – Depth Studies</strong></td>
<td>40</td>
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<tr>
<td>Candidates answer two questions on separate Depth Studies, each of two parts (worth 5 and 15 marks)</td>
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<tr>
<td>Personal Interest Project</td>
<td>40</td>
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<td><strong>TOTAL</strong></td>
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Studies of Religion 2

Board Developed Course (BDC) - Category A
Course Code: 15380

2 units for each of Preliminary and HSC Course

Exclusions: Studies of Religion I

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

Main Topics Covered

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

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

HSC Assessment Program

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<tr>
<td><strong>Section I</strong></td>
<td></td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Part A - Religion and Belief Systems in Australia post-1945</td>
<td></td>
<td>Source-based skills</td>
<td>20</td>
</tr>
<tr>
<td>Objective response questions</td>
<td>10</td>
<td>Investigation and research</td>
<td>20</td>
</tr>
<tr>
<td>One short-answer question</td>
<td>5</td>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td>Part B - Religion and Non-Religion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective response questions</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One short-answer question</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section II</strong> – Religious Tradition Depth Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates answer two questions</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section III</strong> – Religious Tradition Depth Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates answer one extended response question</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section IV</strong> – Religion and Peace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates answer one extended response question</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>
Work Studies

Content Endorsed Course (CEC) – Category B
NON ATAR COURSE

2 units – 120 hour course

The Work Studies CEC syllabus is available for study as a 2-unit 120-hour course.

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

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

Course Description:
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, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

The Work Studies course 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
- develop an understanding of the changing nature of work and the implications for individuals and society
- undertake work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

Main Topics Covered
Core - My Working Life

Modules - There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.
- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues
- Self-Employment
- Team Enterprise Project
- Experiencing Work
- School-Developed Module
Dance

**Board Developed Course (BDC) - Category A**

**Course Code:** 15070

**2 units** for each of Preliminary and HSC 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.

**Main Topics Covered**

**Preliminary Course**

Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

Components to be completed are:
- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class).

**HSC Course**

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology.

- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

**Particular Course Requirements**

The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses.

The published Course Prescriptions, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

**HSC Assessment Program**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written examination</strong></td>
<td></td>
<td>Core Performance</td>
<td>20</td>
</tr>
<tr>
<td>Core Appreciation</td>
<td>20</td>
<td>Core Composition</td>
<td>20</td>
</tr>
<tr>
<td><strong>Core Practical examinations:</strong></td>
<td></td>
<td>Core Appreciation</td>
<td>20</td>
</tr>
<tr>
<td>• Performance</td>
<td>20</td>
<td>Major Study</td>
<td>40</td>
</tr>
<tr>
<td>• Composition</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Major Study:</strong> one of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appreciation</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Composition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Dance and Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td><strong>TOTAL</strong></td>
<td>100</td>
</tr>
</tbody>
</table>
Personal Development, Health and Physical Education

Board Developed Course (BDC) - Category A
Course Code: 15320

2 units for each of Preliminary and HSC Course

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.

Main Topics Covered

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 Assessment Program

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I – Core</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A - Objective response questions</td>
<td>20</td>
<td>Knowledge and understanding of:</td>
<td></td>
</tr>
<tr>
<td>Part B - Short-answer questions</td>
<td>40</td>
<td>- factors that affect health</td>
<td></td>
</tr>
<tr>
<td><strong>Section II – Options</strong></td>
<td></td>
<td>Skills in:</td>
<td></td>
</tr>
<tr>
<td>Candidates answer both questions on the two options they have studied.</td>
<td>40</td>
<td>- influencing personal and community health</td>
<td></td>
</tr>
<tr>
<td>- The first question is worth 8 marks and may contain parts</td>
<td></td>
<td>- taking action to improve participation and performance in physical activity</td>
<td></td>
</tr>
<tr>
<td>- The second question is an extended response question worth 12 marks</td>
<td></td>
<td>Skills in critical thinking, research and analysis</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td><strong>TOTAL</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

Knowledge and understanding of:
- factors that affect health
- the way the body moves

Skills in:
- influencing personal and community health
- taking action to improve participation and performance in physical activity
- critical thinking, research and analysis
Sport, Lifestyle and Recreation Studies (SLR)

Content Endorsed Course (CEC) – Category B
NON ATAR COURSE

2 units for each of Preliminary and HSC Course

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

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

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

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

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

Main Topics Covered
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.
**Music 1**

**Board Developed Course (BDC) - Category A**

**Course Code:** 15290

**2 units** for each of Preliminary and HSC Course

**Exclusions:** Music 2

**Course Fees:** $20.00

**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.

**HSC Assessment Program**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination – Aural Skills</td>
<td>30</td>
<td>Performance Core</td>
<td>10</td>
</tr>
<tr>
<td>Four short-answer questions</td>
<td></td>
<td>Composition Core</td>
<td>10</td>
</tr>
<tr>
<td>Practical examination – Core Performance Electives</td>
<td>20*</td>
<td>Musicology Core</td>
<td>10</td>
</tr>
<tr>
<td>Electives</td>
<td>60*</td>
<td>Aural Core</td>
<td>25</td>
</tr>
<tr>
<td>*The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.</td>
<td></td>
<td>Elective 1</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 2</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 3</td>
<td>15</td>
</tr>
</tbody>
</table>

**TOTAL** 100 **TOTAL** 100
## Photography, Video and Digital Imaging in combination with Visual Design

<table>
<thead>
<tr>
<th>Content Endorsed Course (CEC) – Category B NON ATAR COURSE</th>
</tr>
</thead>
</table>

**2 units** for each of Preliminary and HSC Course

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

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

**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 Fees:** $60.00

### Course Description: Photography, Video and Digital Imaging

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 Description: Visual Design

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.
Visual Arts

Board Developed Course (BDC) - Category A
Course Code: 15400

2 units for each of Preliminary and HSC 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 Fees: $50.00

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.

Main Topics Covered

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 in 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.

HSC Assessment Program

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination - Section I</td>
<td>25</td>
<td>Artmaking</td>
<td>50</td>
</tr>
<tr>
<td>Short-answer questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section II</td>
<td>25</td>
<td>Art criticism and art history</td>
<td>50</td>
</tr>
<tr>
<td>Candidates answer one extended response question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body of Work</td>
<td>50</td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>100</td>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>
### TECHNOLOGY AND APPLIED STUDIES COURSES

#### Community and Family Studies

- **Board Developed Course (BDC) - Category A**
- **Course Code:** 15060

- **2 units** for each of Preliminary and HSC Course

- **Exclusions:** Computing Applications CEC

- **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.

- **HSC Assessment Program**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I – Core</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A – Objective response questions</td>
<td>20</td>
<td>Knowledge and understanding of how the following impact on wellbeing:</td>
<td>40</td>
</tr>
<tr>
<td>Part B – Short-answer questions</td>
<td></td>
<td>• resource management</td>
<td></td>
</tr>
<tr>
<td><strong>Section II – Options</strong></td>
<td></td>
<td>• positive relationships</td>
<td></td>
</tr>
<tr>
<td>Candidates answer the question on the option they have studied.</td>
<td>55</td>
<td>• range of societal factors</td>
<td></td>
</tr>
<tr>
<td>Each question contains:</td>
<td>25</td>
<td>• nature of groups, families and communities</td>
<td></td>
</tr>
<tr>
<td>• short-answer parts worth 10 marks</td>
<td></td>
<td>Skills in:</td>
<td></td>
</tr>
<tr>
<td>• an extended response part worth 15 marks</td>
<td></td>
<td>• applying management processes to meet the needs of individuals, groups, families and communities</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• planning to take responsible action to promote wellbeing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating</td>
<td>35</td>
</tr>
</tbody>
</table>

**TOTAL** 100 **TOTAL** 100
<table>
<thead>
<tr>
<th>Exploring Early Childhood</th>
<th>Content Endorsed Course (CEC) – Category B</th>
</tr>
</thead>
</table>

**NON ATAR COURSE**

2 units for each of Preliminary and HSC Course

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

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

**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 Fees**: $20.00

**Course Description:**

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

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

The study of this course will enable students to:

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

Board Developed Course (BDC)

Course Code: 15080

2 units for each of Preliminary and HSC Course

Course Fees: $45.00

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.

HSC Assessment Program

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination – Section I</td>
<td>10</td>
<td>Innovation and emerging technologies:</td>
<td>20</td>
</tr>
<tr>
<td>Objective response questions</td>
<td></td>
<td>• case study of an innovation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• other tasks</td>
<td></td>
</tr>
<tr>
<td>Section II – Short-answer questions</td>
<td>15</td>
<td>Designing and producing</td>
<td>60</td>
</tr>
<tr>
<td>Section III – One extended response</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Design Project</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>TOTAL</td>
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</tr>
</tbody>
</table>
Food Technology

Board Developed Course (BDC) - Category A
Course Code: 15180

2 units for each of Preliminary and HSC Course

Course Fees: $70.00

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

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

Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Availability and Selection (30%)</td>
<td>The Australian Food Industry (25%)</td>
</tr>
<tr>
<td>Food Quality (40%)</td>
<td>Food Manufacture (25%)</td>
</tr>
<tr>
<td>Nutrition (30%)</td>
<td>Food Product Development (25%)</td>
</tr>
<tr>
<td></td>
<td>Contemporary Nutrition Issues (25%)</td>
</tr>
</tbody>
</table>

Particular Course Requirements
There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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

HSC Assessment Program

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I – Objective response questions</td>
<td>20</td>
<td>Knowledge and understanding of food technology</td>
<td>20</td>
</tr>
<tr>
<td>Section II – Short-answer questions</td>
<td>50</td>
<td>Skills in researching, analysing and communicating food issues</td>
<td>30</td>
</tr>
<tr>
<td>Section III – Candidates answer one structured extended response question</td>
<td>15</td>
<td>Skills in experimenting with and preparing food by applying theoretical concepts</td>
<td>30</td>
</tr>
<tr>
<td>Section IV – Candidates answer one extended response question</td>
<td>15</td>
<td>Skills in designing, implementing and evaluating solutions to food situations</td>
<td>20</td>
</tr>
</tbody>
</table>

| TOTAL | 100 |

| TOTAL | 100 |
Information Processes and Technology

Course Code: 15210

2 units for each of Preliminary and HSC Course

Exclusions: Computing Applications CEC

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

Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction to Information Skills and Systems (20%)</td>
<td>• Project Management (20%)</td>
</tr>
<tr>
<td>• Tools for Information Processes (50%)</td>
<td>• Information Systems and Databases (20%)</td>
</tr>
<tr>
<td>• Developing Information Systems (30%)</td>
<td>• Communication Systems (20%)</td>
</tr>
<tr>
<td></td>
<td>• Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.</td>
</tr>
</tbody>
</table>

Particular Course Requirements
There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

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

HSC Assessment Program

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I – Core</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective response questions</td>
<td>20</td>
<td>Project Management</td>
<td>20</td>
</tr>
<tr>
<td><strong>Section II – Core</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short-answer questions</td>
<td>40</td>
<td>Information Systems and Databases</td>
<td>20</td>
</tr>
<tr>
<td><strong>Section III – Options</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates answer two questions on the options they have studied</td>
<td>40</td>
<td>Communication Systems</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Option Strands</td>
<td>40</td>
</tr>
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<td>TOTAL</td>
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<td>TOTAL</td>
<td>100</td>
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</table>
Textiles and Design

Board Developed Course (BDC) - Category A
Course Code: 15390

2 units for each of Preliminary and HSC Course

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

Course Fees: $30.00 (plus additional costs for major works and projects)

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

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design (40%)</td>
<td>Design (20%)</td>
</tr>
<tr>
<td>Properties and Performance of Textiles (50%)</td>
<td>Properties and Performance of Textiles (20%)</td>
</tr>
<tr>
<td>The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</td>
<td>The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</td>
</tr>
<tr>
<td>Major Textiles Project (50%)</td>
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</tr>
</tbody>
</table>

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 Assessment Program

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Mark</th>
<th>Knowledge and understanding of textiles and the textile industry</th>
<th>Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section I – Objective response questions</td>
<td>10</td>
<td>Knowledge and understanding of textiles and the textile industry</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Section II – Short-answer questions</td>
<td>25</td>
<td></td>
<td>Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies</td>
<td>50</td>
</tr>
<tr>
<td>Section III – Candidates answer one structured extended response question</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Textiles Project</td>
<td>50</td>
<td></td>
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<td><strong>TOTAL</strong></td>
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</table>
LANGUAGES COURSES

French Beginners

<table>
<thead>
<tr>
<th>Board Developed Course (BDC) - Category A</th>
<th>Course Code: 15270</th>
</tr>
</thead>
</table>

2 units for each of Preliminary and HSC Course

**Exclusions:** French Continuers; French Extension

**Strict eligibility rules apply** to the study of this course.

- Students are learning the language as a second (or subsequent) language. Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language for 100 hours or less in Stage 4 or Stage 5.
- Students have had no more than 100 hours' study of the language at the secondary level (or the equivalent).
- Students have little or no previous knowledge of the language. For exchange students, a significant in-country experience (involving experiences such as homestay and attendance at school) of more than three months renders a student ineligible.

**Course Description:**

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

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

**Main Topics Covered**

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

**HSC Assessment Program**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination</td>
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<td></td>
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</tr>
<tr>
<td>Section I – Listening</td>
<td>30</td>
<td>Listening</td>
<td>30</td>
</tr>
<tr>
<td>Short-answer and objective response questions</td>
<td>30</td>
<td>Objective 1: Interacting</td>
<td>30</td>
</tr>
<tr>
<td>Objective 2: Understanding Texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section II – Reading</td>
<td>30</td>
<td>Reading</td>
<td>30</td>
</tr>
<tr>
<td>Questions containing short-answer and/or objective response parts</td>
<td>30</td>
<td>Objective 1: Interacting</td>
<td>30</td>
</tr>
<tr>
<td>Objective 2: Understanding Texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section III – Writing in French</td>
<td>20</td>
<td>Writing</td>
<td>20</td>
</tr>
<tr>
<td>Part A – Two short-answer questions</td>
<td>10</td>
<td>Objective 1: Interacting</td>
<td>10</td>
</tr>
<tr>
<td>Part B – Candidates answer one extended response question</td>
<td>10</td>
<td>Objective 3: Producing Texts</td>
<td>20</td>
</tr>
<tr>
<td>Oral examination</td>
<td>20</td>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>Objective 1: Interacting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 3: Producing Texts</td>
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<td>TOTAL</td>
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Italian Beginners

<table>
<thead>
<tr>
<th>Board Developed Course (BDC)</th>
<th>Course Code: 15790</th>
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</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Course</td>
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</tbody>
</table>

Exclusions: Italian Continuers; Italian Extension

Strict eligibility rules apply to the study of this course.

- Students are learning the language as a second (or subsequent) language. Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language for 100 hours or less in Stage 4 or Stage 5.
- Students have had no more than 100 hours’ study of the language at the secondary level (or the equivalent).
- Students have little or no previous knowledge of the language. For exchange students, a significant in-country experience (involving experiences such as homestay and attendance at school) of more than three months renders a student ineligible.

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

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

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

HSC Assessment Program

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Section I – Listening</td>
<td>30</td>
<td>Listening</td>
<td>30</td>
</tr>
<tr>
<td>Short-answer and objective response questions</td>
<td></td>
<td>Objective 1: Interacting</td>
<td></td>
</tr>
<tr>
<td>Section II – Reading</td>
<td>30</td>
<td>Reading</td>
<td>30</td>
</tr>
<tr>
<td>Questions containing short-answer and/or objective response parts</td>
<td></td>
<td>Objective 1: Interacting</td>
<td></td>
</tr>
<tr>
<td>Section III – Writing in Italian</td>
<td>10</td>
<td>Writing</td>
<td>20</td>
</tr>
<tr>
<td>Part A – Two short-answer questions</td>
<td>10</td>
<td>Objective 1: Interacting</td>
<td></td>
</tr>
<tr>
<td>Part B – Candidates answer one extended response question</td>
<td></td>
<td>Objective 3: Producing Texts</td>
<td></td>
</tr>
<tr>
<td>Oral examination</td>
<td>20</td>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objective 1: Interacting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objective 3: Producing Texts</td>
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<tr>
<td>TOTAL</td>
<td>100</td>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>
Spanish Beginners

2 units for each of Preliminary and HSC Course

Exclusions: Spanish Continuers; Spanish Extension

Strict eligibility rules apply to the study of this course.
- Students are learning the language as a second (or subsequent) language. Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language for 100 hours or less in Stage 4 or Stage 5.
- Students have had no more than 100 hours’ study of the language at the secondary level (or the equivalent).
- Students have little or no previous knowledge of the language. For exchange students, a significant in-country experience (involving experiences such as homestay and attendance at school) of more than three months renders a student ineligible.

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

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

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

HSC Assessment Program

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section I – Listening</td>
<td>30</td>
<td>Listening</td>
<td>30</td>
</tr>
<tr>
<td>Short-answer and objective response questions</td>
<td></td>
<td>Objective 1: Interacting</td>
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</tr>
<tr>
<td>Section II – Reading</td>
<td>30</td>
<td>Reading</td>
<td>30</td>
</tr>
<tr>
<td>Questions containing short-answer and/or objective response parts</td>
<td></td>
<td>Objective 1: Interacting</td>
<td></td>
</tr>
<tr>
<td>Section III – Writing in Spanish</td>
<td></td>
<td>Objective 2: Understanding Texts</td>
<td></td>
</tr>
<tr>
<td>Part A – Two short-answer questions</td>
<td>10</td>
<td>Writing</td>
<td>20</td>
</tr>
<tr>
<td>Part B – Candidates answer one extended response question</td>
<td>10</td>
<td>Objective 1: Interacting</td>
<td></td>
</tr>
<tr>
<td>Oral examination</td>
<td>20</td>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>TOTAL</td>
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</tbody>
</table>
VOCATIONAL EDUCATION AND TRAINING (VET) COURSES
Public Schools NSW, Ultimo RTO 90072

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the Board of Studies, Teaching and Educational Standards (BOSTES) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or occasionally simulated workplace hours at school.

Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations therefore can’t count in the calculations of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing the competencies achieved for the VET course undertaken.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

<table>
<thead>
<tr>
<th>VET COURSES</th>
<th>Vocational Education and Training (VET) ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 units</strong> for each of Preliminary and HSC Course</td>
<td>Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.</td>
</tr>
</tbody>
</table>
BUSINESS SERVICES COURSE DESCRIPTION 2017

This may change due to Training Package and Board of Studies, Teaching and Educational Standards (BOSTES) updates.
Notification of variations will be made in due time.

Course: Business Services (240 indicative hours)
Board Developed Course
Category B status for Australian Tertiary Admission Rank (ATAR)

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

BSB20115 Certificate II in Business

Units of Competency

Core
- BSBWHS201 Contribute to health and safety of self and others
- BSBCUS201 Deliver a service to customers
- BSBIND201 Work effectively in a business environment
- BSBINM201 Process and maintain workplace information
- BSBINN201 Contribute to workplace innovation
- BSBUSUS201 Participate in environmentally sustainable work practices
- BSBINM202 Handle mail
- BSBITU307 Develop keyboarding speed and accuracy
- TLIP2029 Prepare and process financial documents

Electives
- BSBWOR204 Use business technology
- BSBITU203 Communicate electronically

Additional units required to attain a HSC credential in this course
- BSBHOW204 Use business technology
- BSBITU203 Communicate electronically

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

Pathways to Industry
Skills gained in this course transfer to other occupations. Working in the business services industry involves:
- customer (client) service
- organising information and records in both paper and electronic forms
- teamwork
- using technologies
- creating documents

Examples of occupations in the business services industry:
- administration assistant
- clerical worker
- receptionist
- information desk operator
- data entry operator

Mandatory Course Requirements
Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies, Teaching and Educational Standards (BOSTES).

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

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

External Assessment (optional HSC examination for ATAR purposes)
The Higher School Certificate examination for Business Services (240 indicative hours) will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Course Costs: Work Ready Mandatory Conference $15.00
Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance.

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

Exclusions - VET course exclusions can be checked on the BOSTES website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html
Statement of Attainment towards
CUA30415 Certificate III in Live Production and Services

Units of Competency
Core
BSBWOR301 Organise personal work priorities and development
CPCCOHS1001 A Work safely in the construction industry
CUAIND301 Work effectively in the creative arts industry
CUAWHS302 Apply work health and safety practices
CUAPPRT304 Participate in collaborative creative projects
SITXCCS303 Provide service to customers

Electives
CUSSOU301 Undertake live audio operations
CUASTA301 Assist with production operations for live performances
CUALGT301 Operate basic lighting
CUASOU301 Undertake live audio operations
CUAVSS302 Operate vision systems

Additional units required to attain a HSC credential in this course
CUASOU306 Operate sound reinforcement systems
CUASTA202 Assist with bump in and bump out of shows
CUASMT301 Work effectively backstage during performances
MEM18002B Use power tools/hand held operations

Successful completion of the unit, CPCCOHS1001A, will lead to the award of a Construction Induction Card from WorkCover NSW, which allows the student access to construction sites across Australia for work purposes.

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

Course: Entertainment Industry Specialisation (60 indicative hours)
Board Developed Course

CUA30415 Certificate III in Live Production and Services

To receive the full qualification students must complete the additional 60 hours in the specialisation course.

Units of Competency
Core
BSBWOR301 Organise personal work priorities and development
CUVPRP304A Participate in collaborative creative projects
CUFLGT304 Install and operate follow spots
CUAPPR304 Assist with bump in and bump out of shows

Pathways to Industry: Entertainment offers training opportunities to students who are interested in performance and events: dance and drama, lighting and sound, staging and set design and dealing with patrons and professionals. Working in the entertainment industry involves:

- lighting and sound operations
- audiovisual operations
- scenic art activities
- set and props manufacture
- front of house

Examples of occupations in the entertainment industry:

- sales/merchandising
- assistant
- box office assistant
- front of house assistant
- lighting technician
- sound technician
- cinema projectionist
- props designer
- event assistant
- technical assistant
- marketing and promotions

Mandatory Course Requirements Students must undertake a minimum of 70 hours of work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies, Teaching and Educational Standards (BOSTES). Students who achieve competency in CPCCOHS1001A – Work Safely in the Construction Industry, will be issued with a WorkCover NSW Construction Induction Card (White Card). This is a requirement before commencing work placement.

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

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

External Assessment (optional HSC examination for ATAR purposes) The HSC examination for Entertainment Industry (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Course Costs: Work Ready Mandatory Conference $15.00
Refund Arrangements on a pro-rata basis Please see your VET teacher to enquire about financial assistance

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

Exclusions - VET course exclusions can be checked on the BOSTES website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html
Course: **Hospitality - Food and Beverage** (240 indicative hours) Category B status for Australian Tertiary Admission Rank (ATAR)

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

**SIT20316 Certificate II in Hospitality**

**Units of Competency**

**Core**
- BSBWOR203 Work effectively with others
- SITHIND002 Source and use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively
- SITXCCS003 Interact with customers
- SITXCOM002 Show Social and Cultural sensitivity
- SITXWHS001 Participate in safe work practices

**Electives**
- SITHACS001 Clean premises and equipment
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITXFSA201 Participate in safe food handling practices
- BSBSUS201A Participate in environmentally sustainable work practices
- SITFAB203 Prepare and serve non-alcoholic beverages
- SITXFSA001 Use hygienic practices for food safety

**Please Note:** This course may change due to a new syllabus being introduced in 2017 which may affect the elective units selected.

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

**Pathways to Industry**

Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:

- Supporting and working with colleagues to meet goals and provide a high level of customer service
- Prepare menus, managing resources, preparing, cooking and serving a range of dishes

**Examples of occupations in the hospitality industry:**
- breakfast cook
- barista
- trainee chef
- café assistant
- short order cook
- fast food cook

**Mandatory Course Requirements:** Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies, Teaching and Educational Standards (BOSTES).

**Competency – Based Assessment**

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

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

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate examination for Hospitality Food and Beverage (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Course Costs:**

- Uniform $55.00
- Consumables $95.00
- Work Ready Mandatory Conference $15.00

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

A school-based traineeship and apprenticeship are available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)

**Course:** Hospitality - Kitchen Operations (240 indicative hours)  
**Board Developed Course**  
**Category B status for Australian Tertiary Admission Rank (ATAR)**

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

### SIT20416 Certificate II in Kitchen Operations

#### Units of Competency

**Core**
- BSBWOR203 Work effectively with others
- SITHCCC001 Use food preparation equipment
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHCCC011 Use cookery skills effectively
- SITHKOP001 Clean kitchen premises and equipment
- SITXFSA001 Use hygienic practices for food safety
- SITXINV002 Maintain the quality of perishable items
- SITXWHS001 Participate in safe work practices

**Electives**
- SITHCC006 Prepare appetisers and salads
- SITHCC008 Prepare vegetable, fruit, egg and farinaceous dishes
- SITHCC007 Prepare stocks, sauces and soups
- SITXSA002 Participate in safe food handling practices
- SITHIND002 Source and use information on the hospitality industry

**Please Note:** This course may change due to a new syllabus being introduced in 2017 which may affect the elective units selected.

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

### Pathways to Industry

Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:

- supporting and working with colleagues to meet goals and provide a high level of customer service
- prepare menus, managing resources, preparing, cooking and serving a range of dishes

Examples of occupations in the hospitality industry:

- breakfast cook
- trainee chef
- short order or fast food cook

### Mandatory Course Requirements:

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the Board of Studies, Teaching and Educational Standards (BOSTES).

### Competency– Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out competency. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

### Appeals:

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

### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality Kitchen Operations (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

### Course Costs:

- Uniform $70.00
- Consumables $150.00
- Work Ready Mandatory Conference $15.00

Refund Arrangements on a pro-rata basis  
Consumables $150.00  
Please see your VET teacher to enquire about financial assistance

**Retail Services Course Description 2017**

This may change due to Training Package and Board of Studies, Teaching and Educational Standards (BOSTES) updates. Notification of variations will be made in due time.

Course: **Retail Services** (240 indicative hours)  
Board Developed Course  
Category B status for Australian Tertiary Admission Rank (ATAR)

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

### SIR20216 Certificate II in Retail Services

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRXCEG001</td>
<td>Engage the customer</td>
</tr>
<tr>
<td>SIRXCOM001</td>
<td>Communicate in the workplace to support team and customer outcomes</td>
</tr>
<tr>
<td>SIRXIND001</td>
<td>Work effectively in a service environment</td>
</tr>
<tr>
<td>SIRXIND003</td>
<td>Organise personal work requirements</td>
</tr>
<tr>
<td>SIRXPDK001</td>
<td>Advise on products and services</td>
</tr>
<tr>
<td>SIRXRSK001</td>
<td>Identify and respond to security risks</td>
</tr>
<tr>
<td>SIRXWHS002</td>
<td>Contribute to workplace health and safety</td>
</tr>
</tbody>
</table>

Please Note: The qualification and course elective units will be confirmed when BOSTES release the new Retail Services Syllabus for 2017.

### SIR 30216 Certificate III in Retail Services

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRXCEG001</td>
<td>Engage the customer</td>
</tr>
<tr>
<td>SIRXCEG002</td>
<td>Assist with customer difficulties</td>
</tr>
<tr>
<td>SIRXCEG003</td>
<td>Build customer relationships and loyalty</td>
</tr>
<tr>
<td>SIRXCOM002</td>
<td>Work effectively in a team</td>
</tr>
<tr>
<td>SIRXIND001</td>
<td>Work effectively in a service environment</td>
</tr>
<tr>
<td>SIRXIRSK001</td>
<td>Identify and respond to security risks</td>
</tr>
<tr>
<td>SIRXSLS001</td>
<td>Sell to retail customer</td>
</tr>
<tr>
<td>SIRXWHS002</td>
<td>Contribute to workplace health and safety</td>
</tr>
</tbody>
</table>

Please Note: The qualification and course elective units will be confirmed when BOSTES release the new Retail Services Syllabus for 2017.

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

### Pathways to Industry

Working in the retail industry involves:
- customer service
- teamwork
- stock control
- designing and creating displays
- using cash registers, scanners, computers, telephones
- sales person
- visual merchandise
- merchandise
- buyer
- customer service assistant
- stock controller

### Example of occupations in the retail industry:

- buyer
- customer service assistant
- stock controller
- sales person
- visual merchandise
- merchandise

### Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies, Teaching and Educational Standards (BOSTES).

### Competency-Based Assessment

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

### Appeals

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

### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Retail Services (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

### Course Costs:

- **Work Ready Mandatory Conference $15.00**

Refund Arrangements on a pro-rata basis: Please see your VET teacher to enquire about financial assistance.

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

Exclusions - VET course exclusions can be checked on the BOSTES website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html
ALTERNATIVE PATHWAYS TO HIGHER EDUCATION

If you are considering university studies but think that you won’t qualify for entry, there are a range of support programs and different pathways available to you.

University entry has historically been achievable by successful completion of year 12 and gaining an ATAR score at the minimum level or above for a particular course. While this pathway continues to be an effective one for many, it is not the only way to access further education at university.

You may have:
- not studied the prerequisite subjects for your chosen course
- not achieved an adequate ATAR score for entry
- left education early and want to return to studies
- not studied for a long time (e.g. due to family duties) and want to return to studies.

New alternative entry points have recently been developed and are available to assist a broader field of applicants such as you to access university level education. Most universities within Australia are developing and offering a range of ‘alternative entry pathways’.

8 ALTERNATIVE ENTRY POINTS TO HIGHER EDUCATION

Enabling courses
Enabling courses can be used to develop entry level skills for university studies. These courses can provide foundational skills for successful university careers.

Enabling courses are often offered over one semester and are administered in smaller, highly supported groups that help you to acclimatise to the university environment and develop skills in academic studying and writing. Successful completion will often guarantee entry to your course of choice, including credit for one unit.

Enabling outreach courses
Some larger universities are now offering outreach services, similar to the enabling courses above, but with more assisted learning and smaller groups. You may be interested in these courses if you want to enter tertiary education using a highly supported entry point. Some universities work with community organisations and job search agencies to deliver the courses in more accessible locations.

Bridging courses
Similar to enabling courses, bridging courses give you an opportunity to further develop skills in prerequisite areas (e.g. science) before you enter your chosen course of study.

Special Tertiary Admissions Test
If you are ‘mature age’ (in many states, over 19 in the year of application) there are further options. You can sit a Special Tertiary Admissions Test, which is usually done in one day and which includes a general intelligence element and an essay. You will get a score that can be used instead of an ATAR in applying for a university course.

Vocational education and training (VET) and TAFE pathways
Many universities and TAFEs have an agreed pathway arrangement where you can start a course at Certificate III or IV, continue to diploma level and transition into a specified university level course.

For many learners, this is a preferable process, as it offers short-term goals, an opportunity to re-enter study for a shorter period and an opportunity to gain confidence, while building skills and benefiting from clear progress points along the way. Sometimes a university will give credit for work (usually at diploma/advanced diploma) level and advanced standing into your course of choice, reducing your overall time in study.

Credit for recognised learning (CRL)
CRL is another approach if you have previous study or work experience (paid or voluntary), and can demonstrate certain skills in an area. Each institution has its own preferred method of applying CRL and should be contacted directly.

Portfolio entry
Whether you are a school leaver or mature entry candidate, portfolio entry allows you to apply for a place using a combination of WACE courses, vocational education course results, training, endorsed programs, an introductory letter, resume and letters of support.

VET in schools
Some students’ learning styles are better supported in the Vocational Education and Training (VET) system. VET programs offered through your school may help you gain entry to your chosen field of study. For example, you may choose a VET course in Certificate III Health Services. After years 11–12, that could be followed by a Certificate IV in Preparation for Nursing, then a Diploma of Nursing. That could then create a pathway to university and there may be an opportunity to apply credits to a nursing course.

Ready to start learning?
If you are interested in any of the above options, it is important to talk to someone who can help you. Contact your local TAFE, Registered Training Organisation or university directly, ask your school course counsellor, or discuss your needs with a professional career practitioner, who can assist you to identify your best pathway to success.