St John Bosco College
Engadine

Senior Curriculum Handbook
2017/2018
A MESSAGE FROM THE PRINCIPAL

Dear students,

Welcome to the next and final stage of your secondary education at St John Bosco College. Years 11 and 12 offer new, exciting and challenging opportunities for you to bring your secondary education to a climax and conclusion, building on what you have learned and achieved in Years 7 to 10.

This Curriculum Handbook provides you with an outline of the options available and the requirements expected to successfully complete the Higher School Certificate at St John Bosco College.

Nowadays there are greater educational options available catering for the many needs and aspirations of students including the traditional HSC courses, VET and EVET subjects, and now the various Trainee and Apprenticeship opportunities. In making decisions regarding your future educational pathway please consider very carefully all aspects to ensure that you can achieve the best outcomes and successes.

It is important that you select your subjects carefully, considering the wider pathway and your “pattern of study”. When you select your subjects there are three key guidelines:

✓ Choose subjects which will help you achieve your career goals
✓ Choose subjects in which you have done well in the past
✓ Choose subjects that you enjoy

At St John Bosco College we have a culture of learning where we value education, in all its forms, and expect students to strive for excellence in all aspects. To achieve the best academic outcomes a commitment to study, to completion of all work tasks, to learning and to following the guidelines and regulations set by the Board of Studies and by the school is essential. Every student deserves the opportunity to achieve their personal best. Therefore, professional distractors who disturb the learning of others will not be tolerated.

Commitment to the life of the College and taking on leadership as the senior students is also important at this stage of your schooling. So an active participation in the religious, social, cultural and sporting aspects are also significant aspects of a good, rounded and fulfilling educational experience.

I wish you well in your decision making, encourage you to accept advice from a wide range of sources, and promise the support of the College in bringing your dreams and aspirations to fruition.

God bless,

Mr Damien Carlton
PRINCIPAL
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Information about the HSC

This is your introduction to the HSC and the many options now available. More information is contained in the following Board of Studies publication:

- **Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students**

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.

- Courses will be linked to further education and training.
  - Extension courses will enable students to undertake more in-depth study in areas of special interest.
  - Vocational Education and Training courses (VET and EVET) will count towards the HSC and will also lead to qualifications recognised across a range of industries. Most also contribute to an ATAR.

- The HSC will include Life Skills courses for students with special education needs, as identified in Stage 5.

- The HSC will fairly assess each student’s knowledge, understanding and skills.

- If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark, as indicated in marking ranges or bands 1-6.

- For each course you will receive easy-to-understand reports which contain much more information. These reports provide clearer indications of what you have demonstrated you understand and can do in each course.

- From 2012 the Board of Studies has implemented the ROSA (Record of School Achievement). This is a 3 year credential for all students in NSW schools, replacing the School Certificate (Yr 10) and Preliminary Certificate (Yr 11). All subject grades from Year 10 to Year 12 will be displayed on the ROSA.
What types of Courses can I select?

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

● **Board Developed Courses**

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

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

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

● **Board Endorsed Courses**

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

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

  Some HSC EVET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.

- Schools may also design special courses to meet student needs within their own community. These courses must be approved by the Board of Studies. Once approval is granted, schools can offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of School Achievement. **Board Endorsed Courses do not count in the calculation of the ATAR.** However, schools still submit school based assessment marks for these courses to the Board of Studies.
Vocational Education and Training (VET and EVET) Courses – either Board Developed or Board Endorsed:

- Vocational Education and Training (EVET) courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers (EVET courses).

- Board Developed VET and EVET Courses are Category B subjects (see ATAR page 15)

Life Skills Courses:

Students with special education needs can meet requirements for the HSC using a combination of:

- Board Developed Life Skills courses and/or
- Board Developed Courses and/or
- Board Endorsed Courses (including CEC’s)

This enables an individualised program of study that challenges each student according to their individual level of need. The Life Skills courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the HSC. Life Skills Courses will be offered in a range of curriculum areas dependent on student need.

A transition from school to work plan can be established for all students undertaking Life Skills courses and a regular work placement will be included.
What are Units?

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

\[
\begin{align*}
2 \text{ units} & \quad = 4 \text{ hours per week (120 hours per year)} \\
& \quad = 100 \text{ marks}
\end{align*}
\]

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

**2 UNIT COURSE**

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

**EXTENSION COURSE**

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

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

  - English Extension courses are only available to Advanced English students. Similarly, Mathematics Extension courses are only available to 2 Unit Mathematics students.

  - HSC extension courses are available in subjects including English, History and Mathematics at the HSC level.

**1 UNIT COURSE**

- 1 unit equals approximately 2 hours of class time each week or 60 hours per year.

- Studies of Religion can be undertaken as a 1 unit or 2 unit course.

- Catholic Studies can be undertaken as a 1 unit course. This course does not count in the ATAR.
Requirements for the Award of the HSC

If you wish to be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by the Board of Studies for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

- you must have sat for and made a serious attempt at the Higher School Certificate examinations.

- you must attend classes, applying diligence and sustained effort to set tasks and experiences. Significant absences will result in non-completion of course requirements.

- you must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
  - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
  - at least three courses of 2 units value or greater
  - at least four subjects

At most 6 units of courses in Science can contribute to Higher School Certificate eligibility.

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

- If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. Only 2 units of Category B courses can go towards an ATAR.

- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.
Assessment and Reporting

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

- The HSC reports will provide a description of your achievements.

- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the HSC course.

- The other 50% will come from the HSC examination.

- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 will correspond to the highest level of achievement (Band 6); 80 - 90 (Band 5); 70 – 80 (Band 4); 60 – 70 (Band 3); 50 – 60 (Band 2); <50 (Band 1).

- On satisfactory completion of your HSC you will receive a portfolio containing:
  - The HSC Testamur
    
    (The official certificate confirming your achievement of all requirements for the award.)
  - The Record of School Achievement (ROSA)
    
    (This document lists the courses you have studied from Year 10 to Year 12 and reports the marks and bands you have achieved.)
  - Course Reports

For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.)
Subject Selection

St. John Bosco College requires most students to choose **13 units of study in the Preliminary Year and at least 11 units of study for the HSC Year** - including 2 Units of English, 2 Units of Mathematics, at least 1 Unit of Religious Education (Studies of Religion or Catholic Studies). The additional 8 units may consist of combinations of 1 or 2 unit courses.

Students need to be aware that it is difficult to change subjects in Years 11 and 12. The school timetable and staffing are based on subject selection that occurs at the end of Year 10. Some students may wish to cease their study of 2 units at the end of the Preliminary Year.

When deciding what course of study to pursue at school during Years 11 and 12, **students should consider:**

- their areas of **INTEREST**

- what subjects are required as **PRE-REQUISITES or RECOMMENDATIONS** for particular courses at University (consultation with the Careers Advisor and the Learning and Curriculum Coordinator is advised). Students should also be aware of the rules for the calculation of an ATAR. Several universities are deciding to replace pre-requisites with expected prior knowledge.

- their levels of **ABILITY**. Students should avoid sitting for subjects and levels of which they are not capable, e.g. Mathematics Pathway 5.1 and 5.2 (Stage 5) students should be aware that the study of Mathematics of this level has **not** prepared them for the study of Mathematics at 2 Unit level.

Students who select a particular career path without considering INTEREST, ABILITY AND PRE-REQUISITES are doing themselves a disservice. They are creating a possible situation where they will be unable to follow a career path because of:

1. poor subject choice **OR**

2. poor performance in necessary pre-requisite subjects.

**SUBJECT CHOICES**

The range of subject choices for students are listed over the page.
### St John Bosco College – Courses 2017/2018

Courses will operate subject to student demand

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- Limited TAFE subjects will be offered – these depend upon student demand and availability at Loftus, Gymea and St George TAFE’s
- Life Skills Courses are available in most KLA’s for students will special learning needs
- Individual Transition Plans (often continuing from Stage 5) are established for eligible students to support the attainment of a HSC
Please see details listed in each of the sections dedicated for the specific extension courses elsewhere in this Handbook.

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The HSC Portfolio

Each student will receive a portfolio containing the HSC testamur, the Record of Student Achievement and individual course reports detailing examination and assessment performance.

EVET Credentials:

If applicable, certificates for dual accredited vocational education and training courses will be included.
Australian Tertiary Admission Rank (ATAR)

From the 2009 HSC, eligible Year 12 students in NSW will receive an Australian Tertiary Admission Rank (ATAR) instead of a Universities Admission Index (UAI).

The rules for the ATAR are similar to the rules for the old UAI, but differ in the name and the maximum rank awarded. The maximum rank now awarded is 99.95 as opposed to 100 for the UAI.

The new name of the ATAR emphasises the student’s position in relation to the statewide cohort; it is a rank used by universities to assist them in the selection of students.

How is the ATAR calculated?

- as in the past, the first step is to rank the eligible HSC students on the basis of each student's scaled marks according to the ATAR rules (refer to the ATAR rules below)
- the second step is to determine what their rankings would have been had all year 7 students completed year 12 and been eligible for an ATAR

You should note that the ranking of students depends only on their performance in year 12.

ATAR RULES (as of 2009)

To be eligible for an ATAR a student must complete at least ten units from Board-Developed courses including English.

The booklet, University Entry Requirements Year 10 Booklet, published by UAC and available at the end of July, will contain important information about entry to university courses, course prerequisites and other information and requirements to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.

What courses can be included in the calculation of the ATAR?

The ATAR is based on the aggregate of scaled marks in ten units comprising:

- 2 Units of English
- the best eight units chosen from the remaining units of Board Developed courses

subject to the following restrictions:

- English must have been satisfactorily completed
- if a course or part of a course has been repeated, only the last satisfactorily attempt is used in the calculation of the ATAR
- no more than two units of Category B (VET or EVET) courses can be used in the calculation of the ATAR
- marks to be included in the calculation of the ATAR can be accumulated over a period of up to five years.
- An ATAR can no longer be requested if you have studied less than 10 Board Developed Units

There are many Myths about the Australian Tertiary Admission Rank

YOU CAN MAXIMISE YOUR ATAR (IF YOU WANT TO GO TO UNIVERSITY) BY DOING THE SUBJECTS YOU LIKE BEST, AT THE LEVEL THAT SUITS YOUR ABILITY.
“Category A” Board
Developed Courses
(count towards ATAR)
BIOLOGY

Course Status: ● Board Developed ● Year 11 & 12 ● 2 Unit ● Exclusion

Counts as 2 Units towards the ATAR

Course Description:

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

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals, especially humans, have developed to maintain a constant internal environment and the way in which the continuity of life is assumed by the inheritance of characteristics from generation to generation.

Main Topics Covered:

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

HSC Course:
- Core Topics
  - Maintaining a Balance
  - Blueprint of Life
  - The Search for Better Health
- One Option from the following:
  - Biotechnology
  - Genetics: The Code Broken?
  - The Human Story
  - Biochemistry
  - Communication

Particular Course Requirements:

The Preliminary course includes a field study related to local terrestrial and aquatic environments. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

Frequently Asked Questions:

Who should consider taking this course?
Students who enjoy learning about the concepts explaining the functioning, origins and evolution of living things

Who should not consider taking this course?
Students that have had little enjoyment and/or success in learning about animals, plants and their environment in junior science.
The most challenging thing about this course is:
Explaining the functions of and relationships between living things and assessing the impact of modern applications of biology on society and the environment.

The most rewarding thing about this course is:
The development of an understanding of the utilisation and manipulation of living systems by humans to assist students to recognise their responsibility to conserve, maintain and improve the all environments for the future.

Other information and requirements:
The usual requirement is that students achieve a grade A or B in the Year 10 Science course. A high level grade C may be considered in consultation with the Science coordinator.

As an interim criteria: Students who wish to consider this subject in yr11 should be able to achieve a minimum scaled mark of 75% in their standardised Half Yearly examination.

What does this course cost?
The annual fee in 2016 was $118 in Year 11 and $102 in Year 12. Course fees for 2017 have not yet been determined.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination</td>
<td></td>
<td>Knowledge and understanding of: Prescribed Focus Areas H1-H5; Domain H6-H10</td>
<td>40</td>
</tr>
<tr>
<td>Core</td>
<td>75</td>
<td>Skills in planning and conducting firsthand investigations and in communicating information and understanding based on these investigations</td>
<td>30</td>
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<tr>
<td>Option</td>
<td>25</td>
<td>Skills in scientific thinking, problem solving, and in communicating understanding and conclusions</td>
<td>30</td>
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<td>100</td>
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</table>

Exclusions: Preliminary course in Senior Science.
BUSINESS STUDIES

Course Status: ● Board Developed ● Year 11 & 12 ● 2 Unit

Counts as 2 Units towards the ATAR

Course Description:

Each topic in the Business Studies syllabus addresses the nature, role and structure of business, internal and external influences on business, the functions and processes of business activity, and management strategies and their effectiveness. Students examine contemporary business issues and investigate aspects of business using hypothetical situations and actual business case studies.

The Preliminary course examines the above with a focus on small-medium enterprises whereas in the Higher School Certificate course the focus is large businesses, many of which operate at a global scale.

Main topics Covered:

Preliminary Course:
- Nature of Business
- Business Management
- Business Planning

HSC Course:
- Operations
- Marketing
- Finance
- Human Resources

Frequently Asked Questions:

Who should consider taking this course?
Students interested in running their own business or studying business related courses at university or TAFE.

The most challenging aspect students find about this course is:
This course requires the development of evaluative and analytical skills. Specific writing skills such as business reports are an important feature of successfully completing this course. Students who are not ready to work on these should not consider this course.

The most rewarding aspect students find about this course is:
Students enjoy most sections of this course as they can relate their learning to their own work experiences or those of family and friends.
**Other information and requirements:**
Whilst there is no pre-requisites, however, strong English results and the ability to think logically and critically evaluate are an advantage.

**What does this course cost?**
The annual fee in 2016 was $82 in Year 11 and $60 in Year 12. Course fees for 2017 have not yet been determined.

**Assessment: HSC course only**

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<tr>
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<tbody>
<tr>
<td>A 3 hour written examination</td>
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<td>Knowledge and understanding of course content</td>
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<td></td>
<td></td>
<td>Stimulus based skills</td>
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<td></td>
<td></td>
<td>Inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication of business information, ideas and issues in</td>
<td>20</td>
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<td></td>
<td></td>
<td>appropriate forms</td>
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</tbody>
</table>
CHEMISTRY

Course Status: ● Board Developed ● Year 11 & 12 ● 2 Unit ● Exclusion

Counts as 2 Units towards the ATAR

Course Description:

Chemistry provides students with a contemporary understanding of the physical and chemical properties of substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

Students investigate natural and made substances, their structures, changes and environmental importance; they learn about the history and philosophy of science as it relates to Chemistry; students work individually and with others in practical, field and interactive media experiences related to chemistry; they undertake experiments and decide between competing theories. They assess the impact of decisions based on an understanding of chemistry on society.

The course builds on the foundations laid in Stage 5 Science, and recognises the fact that students bring a wide range of abilities, circumstances and expectations to the course.

Main Topics Covered:

Preliminary Course:
- The Chemical Earth
- Metals
- Water
- Energy

HSC Course:

Core Topics
- Identification and Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

One Option from the following:
- Biochemistry of Movement
- Industrial Chemistry
- Shipwrecks and Salvage
- The Chemistry of Art
- Forensic Chemistry

Particular Course Requirements:
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time, with no less than 35 hours in the HSC course.

Frequently Asked Questions:

Who should consider taking this course?
Students who enjoy investigating the physical and chemical properties of substances, chemical processes, and the interaction of energy and matter.

Who should not consider taking this course?
Students that have had little enjoyment and/or success in learning about elements and compounds through experimentation and problem solving in junior science.
The most challenging thing about this course is:
Assessing the impact of advances and applications in chemistry on society and the environment and the development of technologies. Analysing chemical reactions.

The most rewarding thing about this course is:
Developing a sound understanding of the building blocks of matter and being able to make predictions by applying this to unfamiliar practical situations.

Other information and requirements:
The usual requirement is that students achieve a grade A or B in the Year 10 Science course. A high level grade C may be considered in consultation with the Science coordinator. Students must include at least 2 unit mathematics in their pattern of studies to complement chemistry.

As an interim criteria: Students who wish to consider this subject in Year 11 should be able to achieve a minimum scaled mark of 80% in their Year 10 standardised Half Yearly examination.

What does this course cost?
The annual fee in 2016 was $62 in Year 11 and $102 in Year 12. Course fees for 2017 have not yet been determined.

Assessment: HSC course only

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<td>Skills in planning and conducting firsthand investigations and in communicating information and understanding based on these investigations</td>
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Exclusions: Preliminary course in Senior Science.
COMMUNITY AND FAMILY STUDIES

Course Status: ● Board Developed ● Year 11 & 12 ● 2 Unit

Counts as 2 Units towards the ATAR

Course Description:

Community and Family Studies develops students’ knowledge, skills and attitudes relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living.

The way in which individuals relate to others is a key factor determining their capacity to lead responsible and productive lives both now and in the future. Community and Family Studies provides opportunities for students to explore and form positive attitudes about themselves and others; to develop an understanding of their relationships within their families and other groups; to learn to work cooperatively and to appreciate the importance of effective communication.

Community and Family Studies investigates the unique contributions of individuals, groups, families and communities in the development of effective social structures. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities they have in contributing to society.

Main Topics Covered:

Preliminary Course

Core Topics (100%)
- Resource Management
- Individuals and Groups
- Families and Communities

HSC Course

Core Topics (75%)
- Research Methodology
- Groups in Context
- Parenting and Caring

Optional Components (25%)
Students to select ONE option from:
- Family and Societal Interactions
- Social Impact of Technology
- Individuals and Work

Particular Course Requirements:
In addition to core studies, students select ONE option in the HSC course only.
Frequently Asked Questions:

Who should consider taking this course?
Students with an interest in studying skills necessary for everyday independent living.

Who should not consider taking this course?
Students who are only interested in playing sport. This is a theory based subject using practical examples to process ideas.

The most challenging thing about this course is:
Students are required to develop and utilise research skills in planning, collecting, recording, interpreting, analysing and presenting as they employ various research methodologies to complete an Independent Research Project (IRP) worth 25% of their assessment.

The most rewarding thing about this course is:
That students can apply the knowledge and skills that they learn in this course to their everyday lifestyle.

What does this course cost?
The annual fee in 2016 was $58 in Year 11 and $68 in Year 12. Course fees for 2017 have not yet been determined.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
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<tbody>
<tr>
<td>A three hour written paper</td>
<td>Core</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Options</td>
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</table>
DESIGN AND TECHNOLOGY

Course Status: ● Board Developed ● Year 11 & 12 ● 2 Unit

Counts as 2 Units towards the ATAR

Course Description:

Design and Technology has a unique focus on creativity, innovation and the successful implementation of innovative ideas. Students will investigate the importance of evaluation, the role of computer-based technologies, communication and collaborative design, as well as exploring current and emerging technologies.

The course will assist in developing the design skills needed for employment in any design industry - graphics, media, fashion, architecture, landscaping, industrial design and engineering for example.

Skills in project management, marketing and working in a business environment are also developed.

Main Topics Covered:

Preliminary Course Structure:

The Preliminary course will focus on the concept of designing and producing with students involved in the development of a minimum of two design projects. Each project will place emphasis on the development of different skills and knowledge in designing and producing. Students will participate in hands-on, practical activities to achieve the outcomes of this course. These activities will be designed to develop knowledge and skills in designing and producing.

HSC Course Structure:

The HSC course focuses primarily on the development and realisation of the major design project and the completion of a case study on an innovation or emerging technology. The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. The case study involves the critical analysis of an innovation.

Particular Course Requirements:

There is no prerequisite for this course with students traditionally coming from a variety of technology backgrounds including graphics, IST, multimedia, textiles and timber. An understanding of the design process would be an advantage.

Frequently Asked Questions:

Who should consider taking this course?
Students who have an interest in using their design skills to create original pieces of work and developing communication, team work and problem solving skills.

Who should consider not taking this course?
Students who cannot work co-operatively or independently or do not have skills in sketching, design and research.
The most challenging thing students find about this course is:
Documenting and creating a detailed folio for each project and being patient with creating and modifying pieces of work.

The most rewarding thing students find about this course is:
Being able to walk away with a product and project you can be proud of.

Other information and requirements:
Students need to be aware that this subject requires a strength in literacy and writing in order to assist with the creation of the portfolio. Costs for the major project in Year 12 need to be met by the student.

What does this course cost?
The annual fee in 2016 was $70 in Year 11 and $68 in Year 12. Course fees for 2017 have not yet been determined.

Assessment: HSC course only

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<td>• Case study of an innovation</td>
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<tr>
<td>Objective response questions</td>
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<td>• Other tasks</td>
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<tr>
<td>Section II</td>
<td>15</td>
<td></td>
<td></td>
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<tr>
<td>Short-answer questions</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Section III</td>
<td>15</td>
<td>Designing and producing</td>
<td>60</td>
</tr>
<tr>
<td>One structured extended response question</td>
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<td></td>
<td></td>
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<tr>
<td>Major Project</td>
<td>60</td>
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</table>
DRAMA

Course Status: ● Board Developed ● Year 11 & 12 ● 2 Unit ● Exclusion

Counts as 2 Units towards the ATAR

Course Description:

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. Preliminary course content comprises an interaction between the components of Improvisation, 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 content

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

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

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

Main Topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements:

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

Students who should consider taking this course:
Students who enjoy performing on stage and are interested in the theatre. Students who wish to learn about the history of drama and are contemplating a career or course in the dramatic arts.

Students who should not consider taking this course:
Students not willing to work hard and operate in a team environment. Students whom cannot commit to time out of school for preparation and rehearsal.

The most challenging aspect students find about this course:
That it is not all practical, there is a heavy theory component as well. Producing an individual and group performance for HSC marking.

The most rewarding aspect students find about this course:
Exploring their creative talents and working in a team. Working towards producing a dramatic major work.

Other information and requirements:
It is recommended that students study the Drama elective in Stage 5.

What does this course cost?
The annual fee in 2016 was $82. Course fees for 2017 have not yet been determined.

Assessment HSC course only:

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<tr>
<th><strong>External Assessment</strong></th>
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<th><strong>Internal Assessment</strong></th>
<th><strong>Weighting</strong></th>
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<tbody>
<tr>
<td>Group Presentation (Core)</td>
<td>30</td>
<td>Australian Drama and Theatre</td>
<td>30</td>
</tr>
<tr>
<td>Individual Project</td>
<td>30</td>
<td>Studies in Drama and Theatre</td>
<td>30</td>
</tr>
<tr>
<td>A one and a half hour written Examination comprising two compulsory sections:</td>
<td>40</td>
<td>Development of Group Performance</td>
<td>20</td>
</tr>
<tr>
<td>• Australian Drama and Theatre</td>
<td></td>
<td>Development of Individual Project</td>
<td>20</td>
</tr>
<tr>
<td>• Studies in Drama and Theatre</td>
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<pre><code>                                                                                 | 100           | 100                                     |
</code></pre>

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.
EARTH AND ENVIRONMENTAL SCIENCE

Course Status: ● Board Developed ● Year 11 & 12 ● 2 Unit ● Exclusion

Counts as 2 Units towards the ATAR

Course Description:

The Preliminary course incorporates the study of the formation of the Earth and the evolution of its atmosphere, cryosphere, hydrosphere and lithosphere; the physical and chemical features of the environment; Australia as an island continent with a wide range of climates; the use of water as a chemical essential for life on Earth and its importance in the maintenance of Australian biomes; and the interplay of forces internal and external to the Earth.

The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time and pressures on the Australian environment and the indicators of environmental ill-health.

Main Topics Covered:

Preliminary Course

- Planet Earth and Environment - a five thousand million year journey
- The Local Environment
- Water Issues
- Dynamic Earth

HSC Course

Core Topics

- Tectonic impacts
- Environments through time
- Caring for the country

One option from the following:

- Introduced Species and the Australian Environment
- Organic Geology - a non-renewable resource
- Oceanography

Particular Course Requirements:

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. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time, with no less than 35 hours in the HSC course.

Frequently Asked Questions:

Who should consider taking this course?

Students who enjoy seeking to understand systems and processes in aquatic and terrestrial environments, the geological changes that have occurred during Earth’s history and the evolution of organisms since the origin of life on Earth.

Who should not consider taking this course?

Students that have had little enjoyment and/or success in learning about the physical processes occurring on and beneath the Earth’s crust, such as plate tectonics, the geological history of the Earth and its effect on the living world.
The most challenging thing about this course is:
Learning sequence of eras and periods in the geological timeline. Applying the models and processes learned to unfamiliar situations. Making assessments of the impact of geological events and resource use on society and the environment.

The most rewarding thing about this course is:
Developing a deeper understanding of the processes beneath our feet, the importance of the Earth’s resources and the changes on the Earth over time; The field trip to central NSW and Cadia Mine.

Other information and requirements:
The usual requirement is that students achieve a grade A, B or C in their Year 10 Science course. Low Grade C students will be considered only in consultation with the Science coordinator. A Grade D student will not be considered.

As an interim criteria: Students who wish to consider this subject in Year 11 should be able to achieve a minimum scaled mark of 70% in their standardised half yearly examination.

What does this course cost?
The annual fee in 2014 was $74 in Year 11 and $300 in Year 12 (which includes the cost of the compulsory field trip). Course fees for 2017 have not yet been determined.

Assessment: HSC course only

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</thead>
<tbody>
<tr>
<td>A 3 hour written examination</td>
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<td>Skills in scientific thinking, problem solving, and in communicating understanding and conclusions</td>
<td>30</td>
</tr>
</tbody>
</table>

Exclusions: Preliminary course in Senior Science.
ENGLISH - Standard

Course Status: ● Board Developed ● Year 11 & 12 ● 2 Unit ● Exclusion

Counts as 2 Units towards the ATAR

Course Description:

- In the Preliminary English (Standard) course students explore and experiment the ways events, experiences, ideas and processes are represented in and through texts.
- In the HSC English (Standard) course students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Main Topics Covered:

Preliminary Course

The course has two sections:
- 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.
- Electives in which students explore and examine texts and analyse aspects of meaning. The Electives comprise 60% of the content.

HSC Course

The course has two sections:
- 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. The common content comprises 40% of the course content.
- 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 study one Elective from each of the three Modules. The Modules comprise 60% of the content.

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 and/or multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- engage in the integrated study of language and text.
HSC English (Standard) course requires:

- the close study of at least **four prescribed texts**, one drawn from **each** of the following categories: prose fiction; drama; poetry; nonfiction, film, media or multimedia
- a wide range of additional related texts and textual forms.

**Frequently Asked Questions:**

**Who should take this subject?**
Students in general English classes.

**Who should not take this subject?**
English is compulsory!

**The most challenging thing students find about this course is:**
Reading, responding to and composing a range of texts.

**The most rewarding thing students find about this course is:**
Improving their understanding of the way texts shape meaning.

**What does this course cost?**
A small fee applies in Year 11 as the College purchases texts. In Year 12 students purchase their own texts.

**Assessment: HSC course only**

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<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>A written examination paper consisting of Areas of Study (Common course content)</td>
<td></td>
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<tr>
<td>Paper 1 (2 hours)</td>
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<td>Paper 2 (2 hours)</td>
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<td>Module B</td>
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<td>Module A</td>
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<td>Module C</td>
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<tr>
<td>Module B</td>
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<td>Module C</td>
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<td>Assessment across the Language modes:</td>
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<tr>
<td>Paper 2 (2 hours)</td>
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<td>Listening</td>
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<td>Module A</td>
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<td>Speaking</td>
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<td>Module C</td>
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<td>Viewing and representing</td>
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<td>100</td>
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</table>

**Exclusions:** English Advanced; English as a Second Language; Extension; English Studies; Fundamentals of English
ENGLISH - Advanced

Course Status: ●Board Developed ●Year 11 & 12 ●2 Unit ●Exclusion

Counts as 2 Units towards the ATAR

Course Description:

In the Preliminary English (Advanced) course students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.

In the HSC English (Advanced) course students analyse and evaluate texts and the ways they are valued in their contexts.

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.
- Electives in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the content.

HSC Course:

The course has two sections:
- 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. The common content comprises 40% of the course content.
- Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students will study one Elective from each of the three Modules. The Modules comprise 60% of the content.

Particular Course Requirements:

Preliminary English (Advanced) course requires:
- study of Australian and other texts
- exploration of a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts
- wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate
- engagement in the integrated study of language and text.

HSC English (Advanced) course requires:
- the close study of at least five prescribed texts, 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.

Frequently Asked Questions:

Who should take this subject?

Students who:
✓ have achieved an A in Year 10 English, or an average of 85% across all assessment
✓ have an interest in reading challenging texts such as Shakespeare and the Classics
✓ write with confidence and flair
✓ have excellent time management skills and are prepared to work independently both in and out of the classroom

Who should not take this subject?
Students who:
✓ do not enjoy, or struggle with reading complex and lengthy texts
✓ do not enjoy writing extended critical responses about texts
✓ have poor time management skills and are not willing to commit to a challenging and intense study program

N.B. This course is intended for students who have a true love for literature. Students who are unsure about whether or not to undertake the course should seek advice from the English Coordinator. Placement in this course is at the discretion of the Coordinator.

The most challenging thing students find about this course is:
Critically reading and interpreting the texts and writing sophisticated responses.

The most rewarding thing students find about this course is:
Being introduced to a variety of texts which challenge perceptions and contexts and how these shape meaning.

Other information and requirements:
Whilst all students commence by studying the common component of the two courses they are still placed into Advanced and Standard English until the completion of the first two assessment tasks after which point students will be required to move classes as to their suitability for Advanced and possibly Extension English.

What does this course cost?
A small fee applies in Year 11 as the college purchases texts. In Year 12 students purchase their own texts.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of</td>
<td></td>
<td>Area of Study (common course content)</td>
<td>40</td>
</tr>
<tr>
<td>Paper 1 (2 hours)</td>
<td>40</td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td>Areas of Study (Common course content)</td>
<td></td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module C</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment across the Language modes:</td>
<td>100</td>
</tr>
<tr>
<td>Paper 2 (2 hours)</td>
<td>60</td>
<td>Listening</td>
<td>15</td>
</tr>
<tr>
<td>Module A</td>
<td></td>
<td>Speaking</td>
<td>15</td>
</tr>
<tr>
<td>Module B</td>
<td></td>
<td>Reading</td>
<td>25</td>
</tr>
<tr>
<td>Module C</td>
<td></td>
<td>Writing</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viewing and representing</td>
<td>15</td>
</tr>
</tbody>
</table>

100

Exclusions: English Standard; Fundamentals of English; ESL; English Studies
ENGLISH - Extension Courses

<table>
<thead>
<tr>
<th>Course Status:</th>
<th>Board Developed</th>
<th>Year 11 &amp; 12</th>
<th>1 Unit</th>
<th>Exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counts towards the ATAR</td>
<td></td>
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</table>

Prerequisites:
(a) English (Advanced) Course
(b) Preliminary English Extension Course is prerequisite for HSC Extension Course 1
(c) Extension Course 1 is prerequisite for Extension Course 2

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 the HSC English (Extension) course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.
- In the HSC English (Extension) course 2, students develop a sustained composition and document their reflection on this process.

Main Topics Covered:

Preliminary Extension Course

Module: Texts, Culture and Value - Students explore the ways in which aspects of texts have been appropriated into popular culture. This module develops students’ understanding of how and why cultural values are maintained and changed.

HSC Extension Course 1

Students undertaking HSC English Extension course 1 must complete ONE elective chosen from the HSC Modules A, B or C.

HSC Extension Course 2

The course requires students to complete a Major Work.

Particular Course Requirements:

Preliminary English (Extension) course requires students to examine key texts from the past and their manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

The HSC English (Extension) course 1 requires the study of prescribed texts (as outlined in the support document, HSC English Texts and Electives).

The HSC English (Extension) course 2 requires completion of three internal assessment tasks: a Viva Voce addressing the proposal for the Major Work, a report on the impact of independent investigation on the development of the Major Work and a Draft Major Work, including a reflection on progress.
Frequently Asked Questions:

Who should take this subject?
Students who have achieved an A in Year 10 English, or an average of 85% across all assessment, and who enjoy English as a subject. Students who are interested in studying the course MUST speak to the English Coordinator prior to subject selections.

Who should not take this subject?
Students who don’t wish to be challenged or don’t enjoy reading.

The most challenging thing students find about this course is:
Reading and responding to sophisticated texts; composing highly sophisticated texts.

The most rewarding thing students find about this course is:
Challenging and extending their understanding of how texts are valued in the world today.

Other information and requirements:
Only English Extension 1 will occur in Year 11, and Extension 2 concurrently with Extension 1 in Year 12. Only 2 unit Advanced students can study extension courses. Students in Extension 1 and 2 must be prepared to complete independent investigation during home studies.

What does this course cost?
A small fee applies in Year 11 as the college purchases texts. In Year 12 students purchase their own texts.

Assessment: HSC Extension Course 1

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</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 25</td>
<td>Knowledge and understanding of complex texts and how and why they are valued</td>
<td>25</td>
</tr>
<tr>
<td>Skills in: complex analysis</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sustained composition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>independent investigation</td>
<td></td>
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<tr>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
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</tbody>
</table>

Assessment: HSC Extension Course 2

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of Major Work</td>
<td>40</td>
<td>Skills in extensive independent investigation</td>
<td>25</td>
</tr>
<tr>
<td>Including a 1000-1500 word maximum reflection Statement</td>
<td>10</td>
<td>Skills in sustained composition</td>
<td>25</td>
</tr>
<tr>
<td>50</td>
<td>50</td>
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</tbody>
</table>

Exclusions: English (Standard) course; Fundamentals of English; ESL; English Studies
# FOOD TECHNOLOGY

**Course Status:**
- Board Developed
- Year 11 & 12
- 2 Unit

**Counts as 2 Units towards the ATAR**

## Course Description:
Food Technology aims to develop an understanding of our food needs and wants and to provide skills that will enable students to make informed decisions and carry out responsible actions in regards food choice and use. The relationship between food and health in careers such as nutrition and health, dietetics, sports performance, nursing etc. will be considered along with the role of food scientists, food chemists and technologists is designing, manufacturing and evaluating new food products for the marketplace. Completing this course will develop in students an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

During the course students learn to:
- source, select and sequence information about food issues
- plan, prepare and present foods and meals to meet a range of needs
- design, implement and evaluate solutions to food situations
- evaluate the nutritional requirements and assess the nutritional value of meals and diets
- experiment with and prepare foods using appropriate materials and equipment

## Main Topics Covered:

### Preliminary Course
- **Food Availability and Selection (30%)**
  - Influences on food availability
  - Factors affecting food selection
- **Food Quality (40%)**
  - Safe storage of food
  - Sensory characteristics of food
  - Safe preparation and presentation of food
  - Functional properties of food
- **Nutrition (30%)**
  - Food nutrients
  - Diets for optimum nutrition

### HSC Course
- **The Australian Food Industry (25%)**
  - Sectors of the AFI
  - Aspects of the AFI
  - Policy and legislation
- **Food Manufacture (25%)**
  - Production and processing of food
  - Preservation
  - Packaging, storage and distribution
- **Food Product Development (25%)**
  - Factors which impact on food product development
  - Reasons for and types of food product development
  - Steps in food product development
  - Marketing plans
- **Contemporary Nutrition Issues (25%)**
  - Diet and health in Australia
  - Influences on nutritional status
Course Requirements
There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite to the study of the HSC course. In order to meet the course requirements, students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is a mandatory requirement that students undertake practical activities.

Frequently Asked Questions:

Who should consider taking this course?
Students taking this course will have the potential to contribute positively to their own future and to the social, economic and ecological future of Australia. Students with an interest in nutrition and health, dietetics, food technology, food research or food science, food product development and food and catering would benefit from this course.

Who should not consider taking this course?
Students who are only interested in the practical components of this course and students who struggle with safe work practices in a commercial or domestic kitchen should not consider this course. This subject also requires sound Mathematics and English skills and the ability to write well. Students who struggle with these skills should not consider this course.

The most challenging thing students find about this course is:
Balancing the practical and theoretical components of the course and being able to maintain focus and commitment to the varied tasks and activities.

The most rewarding thing students find about this course is:
Being provided the opportunity to develop a wide range of skills related to food, that are relevant and transferable to other settings. Students are provided the opportunity to experiment with and prepare and cook food as well as design, implement and evaluate solutions to a range of food situations.

Other information and requirements:
Whilst there is no pre-requisite for this course an interest and appreciation of the wide variety of foodstuffs available for consumption would be advantageous.

What does this course cost?
The annual fee in 2016 was $154 in Year 11 and $134 in Year 12. Course fees for 2017 have not yet been determined.

Assessment HSC course only
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I</td>
<td>20</td>
<td>Knowledge and understanding of food technology</td>
<td>20</td>
</tr>
<tr>
<td>Objective response questions</td>
<td></td>
<td>Skills in researching, analysing and communicating food issues</td>
<td>30</td>
</tr>
<tr>
<td>Section II</td>
<td>50</td>
<td>Skills in experimenting with and preparing food by applying theoretical concepts</td>
<td>30</td>
</tr>
<tr>
<td>Short-answer questions</td>
<td></td>
<td>Skills in designing, implementing and evaluating solutions to food situations</td>
<td>20</td>
</tr>
<tr>
<td>Section III</td>
<td>15</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Candidates answer one structured extended response question</td>
<td>30</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Section IV</td>
<td>15</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Candidates answer one extended response question</td>
<td>30</td>
<td></td>
<td>100</td>
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</tbody>
</table>

| Total                                      | 100       | Total                                        | 100       |
Course Description:

The Preliminary course draws on contemporary developments in biophysical and human geography and refines students’ knowledge and understanding about the spatial and ecological dimensions of geography. It uses enquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues.

The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of enquiry methodologies through fieldwork and a variety of case studies combines with an assessment of the geographer’s contribution to understanding our environment, and demonstrates the relevance of geographical study.

**Preliminary Course**

- Biophysical Interactions: 45% of course time
- Global Challenges: 45% of course time
- The Senior Geography Project: 10% of course time

**HSC Course**

- Ecosystems at Risk: 33% of course time
- Urban Places: 33% of course time
- People and Economic Activities: 33% of course time

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

**Particular Course Requirements:**

Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

**Frequently Asked Questions:**

**Who should consider taking this course?**

Students who enjoy learning about the physical and human environment should consider this course. This course also builds on the skills and knowledge of the Year 7 to 10 courses. Fieldwork is an essential component of this course.
The most challenging aspect students find about this course is:
Some students find the mapping and geographical skills difficult.

The most rewarding aspect students find about this course is:
The study of the geography course enhances student’s knowledge of environmental and global issues. There is a focus on both physical and human geography, with emphasis on contemporary issues.

Other information and requirements:
Whilst there are no pre-requisites for this subject, study of Geography/History and Commerce in stage 5 supports the study of Geography. Study in this subject could be complimented by also studying Earth and Environmental Science.

What does this course cost?
The annual fee in 2016 was $68 in Year 11 and $78 in Year 12. Course fees for 2017 have not yet been determined.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination</td>
<td>100</td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Including skills, short answer and extended responses.</td>
<td></td>
<td>Geographical tools and skills</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td>Geographical inquiry and research, including fieldwork</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td>Communication of geographical information, ideas and issues in appropriate forms</td>
<td>20</td>
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<tr>
<td></td>
<td>100</td>
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<td>100</td>
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</tbody>
</table>
ANCIENT HISTORY

Course Status: Board Developed Year 11 & 12 2 Unit
Counts as 2 Units towards the ATAR

Course Description:

Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Preliminary and HSC courses.

The Preliminary course is structured for students to investigate:

- People, groups, events, institutions, societies and historical sites from the ancient world
- Archaeological and written evidence and the methods used by historians and archaeologists

In the HSC course, students use archaeological and written evidence to investigate the core study of the Cities of Vesuvius – Pompeii and Herculaneum, as well as an ancient society such as Sparta, a historical period usually from ancient Egypt or Ancient Rome, and a key personality such as Ramses II or Agrippina the Younger.

Main Topics Covered:

Preliminary Course:

Part I
- Investigating the Past: History, Archaeology and Science
- Case Studies – Preserved Human Remains

Part II
- Ancient Societies, sites and sources – at least two case studies. Case studies must be chosen from two of the following areas: Egypt, Near East, Greece and Rome

Part III
- Historical investigation

HSC Course:

Part I
- Core Study: Every student will study Pompeii and Herculaneum (25%)

Part II
- Personalities and Their Times – one personality to be studied from the Personality Options offered in the syllabus: (25%)

Part III
- Ancient Societies – one Ancient Society to be studied from the Ancient Societies options offered in the syllabus: (25%)

Part IV
- Historical Periods – one Historical Period to be studied from the Historical Periods options offered in the syllabus: (25%)

Students must make their selections in the HSC course from at least two of the following areas: Egypt, Near East, Greece and Rome.
Frequently Asked Questions:

Who should consider taking this course?
Students interested in this period of history, and have strong skills in critical thinking and extended response writing.

Who should not consider taking this course?
This subject requires the development of essay writing skills. Students who are not ready to work on these skills should not consider this course. Also, the course involves a great deal of reading. Students who do not like to read about history should not consider this course.

The most challenging aspect students find about this course is:
This course requires regular extensive reading of texts and source material.

The most rewarding aspect students find about this course is:
Students develop an extensive knowledge of the ancient world.

What does this course cost?
The annual fee in 2016 was $88 in Year 11 and $68 in Year 12. Course fees for 2017 have not yet been determined.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination:</td>
<td></td>
<td>Knowledge and Understanding;</td>
<td>40</td>
</tr>
<tr>
<td>Part I: Pompeii and Herculaneum</td>
<td></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 A – objective &amp; short answer</td>
<td>15</td>
<td></td>
<td></td>
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<tr>
<td>Part B – short answer</td>
<td>10</td>
<td></td>
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<tr>
<td>Part II: Ancient Societies</td>
<td></td>
<td>Historical inquiry and research;</td>
<td>20</td>
</tr>
<tr>
<td>One question of 4-5 parts</td>
<td>25</td>
<td>Communication of historical understanding in appropriate forms</td>
<td></td>
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<tr>
<td>Part III: Personalities</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>One question of 2-3 parts</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part IV: Historical Periods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One extended response question</td>
<td>25</td>
<td></td>
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<td></td>
<td>100</td>
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</table>
MODERN HISTORY

Course Status:
● Board Developed
● Year 11 & 12
● 2 Unit

Counts as 2 Units towards the ATAR

Course Description:

The Preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background for their more specialised HSC studies.

The HSC Course is designed for students to investigate national and international forces for change and continuity in the twentieth century through four major studies. Students learn to recognise problems, research answers, critically analyse sources, pose questions and articulate thoughts and ideas.

Main Topics Covered:

Preliminary Course
● Part I: 3 x Case Studies 50%
● Part II: Historical Investigation 20%
● Part III: The World at the Beginning of the 20th Century 30%

HSC Course
● Part I: Core Study 25%
  World War 1, 1914-1919: A source-based study.
● Part II: National Studies 25%
  One national study to be studied from the National Study options offered in the syllabus
● Part III: Personalities in the 20th Century 25%
  One personality to be studied from the Personality Options in the syllabus
● Part IV: International Studies in Peace and Conflict 25%
  One International Study to be studied from this option in the syllabus

Frequently Asked Questions:

Who should consider taking this course?
Those students with an interest in understanding history and how the world came to be as it is now. This course challenges students to think and critically evaluate source material, documents and historians views of significant periods of history in the last 200 years.

Who should not consider taking this course?
This subject requires the development of essay writing skills and critical reading, students who are not ready to work on these skills should not consider this course.

The most challenging aspect students find about this course is:
This course requires regular extensive reading of texts, source material and references.
The most rewarding aspect students find about this course is:
Students develop an understanding of the reasons for relationships that exist in the world today and how they came about, and their ongoing ramifications.

Other information and requirements:
Students need strong English results and a willingness to develop critical essay writing skills in their writing.

What does this course cost?
The annual fee in 2016 was $68. Course fees for 2017 have not yet been determined.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination is in four equal parts (25% for each section of the syllabus)</td>
<td>100</td>
<td>Knowledge and Understanding; Source based skills and analysis, synthesis and evaluation of historical information from a variety of sources; Historical inquiry and research; Communication of historical understanding in appropriate forms</td>
<td>40</td>
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</table>
HISTORY Extension

Course Status: ● Board Developed ● Year 12 ● 1 Unit

Counts as 1 Unit towards the ATAR

Course Requirements:

The Preliminary course in Modern or Ancient History is a prerequisite for this HSC course. In particular, students are to achieve a high Band 5 or 6 in Ancient History and/or Modern History in the Preliminary course to apply for History Extension.

Course Description:

HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part 1 of the course, students investigate the question “What is history?” through various readings and through one case study. In Part 2, students design, undertake and communicate their own personal historical enquiry project.

Main Topics Covered:

Part 1: What is History? (60% of course time)

Key Questions:
- What are the historical debates?
- 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. For 2015 this case study will be focusing on Elizabeth I and the Elizabethan Age.

Part 2: History Project (40% of course time)

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

Assessment: HSC only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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</thead>
<tbody>
<tr>
<td>A two-hour written examination comprised of TWO questions, both compulsory. Question 1: one compulsory essay question based on an unseen passage as stimulus. Question 2: one compulsory essay question which requires students to analyse a historiographical issue with specific reference to their case study.</td>
<td>25</td>
<td>Knowledge and understanding or significant historiographical ideas and processes; Skills in designing, undertaking and communicating historical inquiry – the History Project</td>
<td>10</td>
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<td></td>
<td>25</td>
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INDUSTRIAL TECHNOLOGY - TIMBER PRODUCTS & FURNITURE TECHNOLOGIES

Course Status: ● Board Developed ● Year 11 & 12 ● 2 Unit

Counts as 2 Units towards the ATAR

Course Description:
Industrial Technology is designed to develop in students a knowledge and understanding of the Timber Products & Furniture Technologies and its related technologies with an emphasis on design, management and production through practical applications.

Main Topics Covered
Both the Preliminary and HSC courses are organised around four sections:
- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology.

In general students study the Timber and Furniture Industry, and look at the development of wooden products. In Year 11 students create a variety of skills-based projects – for example, small cabinets, stools/mirrors, which lead to individual student choice for their Major Project in Year 12.

For the HSC students complete a major Project of their own choosing that has an accompanying portfolio documenting their work.

Frequently Asked Questions:

Who should consider taking this course?
Students who have a great interest in developing their craftsmanship and designing original products.

Who should consider not taking this course?
Students who expect practical work only and cannot work safely with timber and tools.

The most challenging thing students find about this course is:
Being patient with the designing, building and documenting process and having an eye for detail.

The most rewarding thing students find about this course is:
Creating a product for yourself or others that you can be proud of.

Other information and requirements:
Whilst there is no pre-requisite for the subject, studies in Wood Technology in Stage 5 would be an advantage.

What does this course cost?
The annual fee in 2016 was $210 in Year 11 and $158 in Year 12, covering the cost of equipment and materials. Course fees for 2017 have not yet been determined.
Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Examination</strong></td>
<td></td>
<td>Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area</td>
<td></td>
</tr>
<tr>
<td><em>Section I – Industry Related Manufacturing Technology</em></td>
<td>10</td>
<td><strong>Objective response questions specific to each industry focus area</strong></td>
<td>40</td>
</tr>
<tr>
<td><em>Section II – Industry Related Manufacturing Technology</em></td>
<td>15</td>
<td>Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project</td>
<td>60</td>
</tr>
<tr>
<td><em>Section III – Industry Study</em></td>
<td>15</td>
<td><strong>Candidates answer one structured extended response question</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Major Project</strong></td>
<td>60</td>
<td><strong>Project</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
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<td>100</td>
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</tbody>
</table>
LEGAL STUDIES

Course Status: ● Board Developed ● Year 11 & 12 ● 2 Unit

Counts as 2 Units towards the ATAR

Course Description:

The Preliminary course develops students’ knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, and the specific nature of the Australian constitution, and the role of the individual.

The HSC course requires students to investigate a range of contemporary issues relating to the legal system both domestically and internationally. The core topics of Crime and Human Rights enables students to build on their experiences of the Preliminary course, as well as develop wider understanding of legal issues through two optional studies.

Main Topics Covered:

Preliminary Course
- The Legal System 40% of course time
- The Individual and the Law 30% of course time
- The Law in Focus 30% of course time
  - Women and changing legal recognition

HSC Course
Core:
- Crime 30% of course time
- Human Rights 20% of course time

Options available for study include:
- Consumers
- Global environmental protection
- Shelter
- Workplace
- Family
- Indigenous peoples
- World order

For 2015 the options that will be studied as part of the HSC will be Family and World Order.

Frequently Asked Questions:

Who should consider taking this course?
Students interested in the workings of the legal system should consider this course. Students who are considering studying law or working with law enforcement agencies, or will study some humanities subjects as part of a university or TAFE qualification.

Who should not consider taking this course?
This subject requires the development of essay writing skills, students who are not ready to work on these skills should not consider this course.

The most challenging aspect students find about this course is:
Understanding the changing nature of the Australian legal system and the forces driving this change and understanding complex legal concepts.
The most rewarding aspect students find about this course is:
Students develop an understanding of current legal events and are able to discuss justice issues in the media. Students who continue to university and TAFE have an understanding of the legal system before they start courses. Students feel more comfortable with the legal system and know their rights when dealing with legal issues.

Other information and requirements:
Whilst there is no pre-requisites, study in the Stage 5 Commerce elective as well as strong History and English results are an advantage.

What does this course cost?
The annual fee in 2016 was $82 in Year 11 and $70 in Year 12. Course fees for 2017 have not yet been determined.

Assessment HSC course only:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written HSC examination:</td>
<td></td>
<td>Knowledge and Understanding</td>
<td>60</td>
</tr>
<tr>
<td>I  Crime and Human Rights</td>
<td>20</td>
<td>Research</td>
<td>20</td>
</tr>
<tr>
<td>II Human Rights – short answer</td>
<td>15</td>
<td>Communication</td>
<td>20</td>
</tr>
<tr>
<td>Crime – extended response</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III Extended Response</td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>- Family</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- World Order</td>
<td>25</td>
<td></td>
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</tr>
</tbody>
</table>
MATHEMATICS GENERAL 2

Course Status: ● Board Developed ● Year 11 & 12 ● 2 Unit ● Exclusion

Counts as 2 Units towards the ATAR

Prerequisites:

The course has been constructed on the assumption that students have studied the content and achieved most of the outcomes of the 5.2 Mathematics Pathway.

Students wishing to study Mathematics General 2 must achieve a minimum grade D4 in Mathematics by the end of year 10.

Course Description:

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

The HSC Mathematics General 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.

Main Topics Covered:

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Financial mathematics</td>
<td>● Financial mathematics</td>
</tr>
<tr>
<td>● Data and Statistics</td>
<td>● Data and Statistics</td>
</tr>
<tr>
<td>● Measurement</td>
<td>● Measurement</td>
</tr>
<tr>
<td>● Probability</td>
<td>● Probability</td>
</tr>
<tr>
<td>● Algebra and Modelling</td>
<td>● Algebra and Modelling</td>
</tr>
<tr>
<td>● Mathematics &amp; Communication</td>
<td>● Mathematics &amp; Health</td>
</tr>
<tr>
<td>● Mathematics &amp; Driving</td>
<td>● Mathematics &amp; Resources</td>
</tr>
</tbody>
</table>

Frequently Asked Questions:

Who should consider taking this course?
Students who wish to enter occupations which require the use of basic mathematical skills and techniques.

The most challenging thing about this course is:
The high level of abstract thinking in some topic of this course.
The most rewarding thing about this course is:
The relevance of mathematics in providing a strong foundation for vocational pathways, either in the workforce or in further vocational training studies and for university courses in the area of business, the humanities, nursing and paramedical science.

Other information and requirements:
Most students will study General 2 Mathematics in Year 11.

Assessment:
Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics General 2.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single HSC examination of 2 and a half hours duration. The examination will be based mainly on the HSC General Mathematics course and will focus on the HSC outcomes. The Preliminary General Mathematics Course will be assumed knowledge for this examination. Questions focusing on HSC General Mathematics Course outcomes may also relate to the knowledge, skills and understandings from the Preliminary General Mathematics Course.</td>
<td></td>
<td>A variety of assessment tasks across all of the content of the course. Across all tasks the weightings are:</td>
<td></td>
</tr>
<tr>
<td>Section 1: Objective Response</td>
<td>25</td>
<td>Concepts, skills and techniques – 50%</td>
<td></td>
</tr>
<tr>
<td>Section 2: Short Answer</td>
<td>75</td>
<td>Reasoning and Communication – 50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>Up to 30% of the internal assessment mark may be based on the Preliminary Course.</td>
<td>100</td>
</tr>
</tbody>
</table>

Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics General 2.
MATHEMATICS

Course Status: ●Board Developed ●Year 11 & 12 ●2 Unit ●Exclusion

Counts as 2 Units towards the ATAR

Prerequisites:

The course is constructed on the assumption that students have substantially achieved all the outcomes of the 5.2 Mathematics Pathway as well as some outcomes from the 5.3 Pathway.

Students wishing to study the Mathematics course must achieve a minimum grade B8 by the end of Year 10. The course will be offered to students by invitation of the Mathematics Coordinator.

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 Extension 1 course in addition to the Mathematics course.

Main Topics Covered:

Preliminary Course

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

HSC Course:

- 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

Frequently Asked Questions:

Who should consider taking this course?
Students who have completed the School Certificate Mathematics course and demonstrated general competence in all skills included in that course. Students must have successfully completed the 5.2 pathway with relevant outcomes from the 5.3 pathway for the Mathematics course in Year 10.

Who should not consider taking this course?
Students who have had some difficulties with the abstract aspects of Mathematics (eg. Algebra, Geometry and Trigonometry).

The most challenging thing about this course is:
The high level of abstract thinking/reasoning in Mathematics.
The most rewarding thing about this course is:
The relevance of Mathematics in Studies of Science and Commerce.

Other information and requirements:
Students wishing to study the Mathematics course must achieve a minimum grade B8 in their School Certificate Mathematics Course. The course will be offered to students by invitation of the Mathematics Coordinator.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single HSC examination of 3 hours duration. The examination will be based mainly on the HSC Mathematics course and will focus on the HSC outcomes. The Preliminary Mathematics Course will be assumed knowledge for this examination. Questions focusing on HSC Mathematics Course outcomes may also relate to the knowledge, skills and understandings from the Preliminary Mathematics Course.</td>
<td>10</td>
<td>A variety of assessment tasks across all of the content of the course.</td>
<td>100</td>
</tr>
<tr>
<td>Objective Response Questions</td>
<td></td>
<td>Across all tasks the weightings are: Concepts, skills and techniques – 50% Reasoning and Communication – 50%</td>
<td>100</td>
</tr>
<tr>
<td>Section 2: 6 Questions worth 15 marks each</td>
<td>90</td>
<td>Up to 20% of the internal assessment mark may be based on the Preliminary Course.</td>
<td>100</td>
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</table>
MATHEMATICS - Extension 1

Course Status: ● Board Developed ● Year 11 & 12 ● 1 Unit

Counts as 1 Unit towards the ATAR (counts as 2 Units if studying Extension 2 also)

Prerequisites:

The course is constructed on the assumption that students have achieved most of the outcomes of the 5.3 Mathematics pathway.

The Extension 1 course is available only in conjunction with the Mathematics (2 unit) course and will be offered to students by the invitation of the Coordinator. This course is only available to students in Maths A from Year 10. Students will be expected to have achieved a minimum grade of B9 by the end of Year 10.

Course Description:

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

Main Topics Covered:

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

HSC Course
- Methods of integration
- Primitive of \( \sin^2 x \) and \( \cos^2 x \)
- Further Exponential Growth and Decay
- Velocity and acceleration as a function of \( x \)
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of HSC Mathematics topics
Frequently Asked Questions:

Who should consider taking this course?
Students who have demonstrated a mastery of the skills included in the 5.3 pathway for the Mathematics course for the School Certificate, and who are interested in the study of further skills and ideas in Mathematics.

Who should not consider taking this course?
Students who have not demonstrated a mastery of skills in Mathematics by the end of Year 10.

The most challenging thing about this course is:
The higher level abstract thinking/reasoning in Mathematics.

The most rewarding thing about this course is:
The relevance of Mathematics in concurrent Studies of Science/Engineering and Commerce.

Other information and requirements:
The Extension 1 course is available only in conjunction with the Mathematics (2 unit) course and will be offered to students by the invitation of the Coordinator.

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

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two written examination papers – the Mathematics examination paper (3 hours) and an additional examination paper based on the Extension 1 course (2 hours duration).</td>
<td></td>
<td>A variety of assessment tasks covering all aspects of the course.</td>
<td></td>
</tr>
<tr>
<td>Section 1: Objective Response Questions</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 2: 4 Questions worth 15 marks each</td>
<td>60</td>
<td>Across all tasks the weightings are:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Concepts, skills and techniques – 50%</td>
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<td></td>
<td>Reasoning and Communication – 50%</td>
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</table>
**MATHEMATICS - Extension 2**

**Course Status:**

- Board Developed
- Year 12
- 1 Unit Additional

*Counts as 2 Units towards the ATAR*

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

*Entry into this course would be by invitation only and would be offered only to those students who have achieved at a high level in the Extension 1 course in Year 11.*

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

**Main Topics Covered:**
The course content includes the entire Mathematics course, the Mathematics Extension 1 course and, in addition, contains:

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

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Two written examination papers.</td>
<td></td>
<td>A variety of assessment tasks covering all aspects of the course.</td>
<td></td>
</tr>
<tr>
<td>One paper is the paper of 2 hours duration for the Mathematics Extension 1 course. The other paper is based on the Extension 2 course and is of 3 hours duration. Board approved calculators, geometrical instruments and approved geometrical templates may be used.</td>
<td></td>
<td>Across all tasks the weightings are:</td>
<td></td>
</tr>
<tr>
<td>Section 1:</td>
<td>10</td>
<td>Concepts, skills and techniques – 50%</td>
<td></td>
</tr>
<tr>
<td>Objective Response Questions</td>
<td></td>
<td>Reasoning and Communication – 50%</td>
<td></td>
</tr>
<tr>
<td>Section 2:</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Questions worth 15 marks each</td>
<td>100</td>
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<td>100</td>
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</table>

**NB:** As well as studying the Mathematics Extension 2 topics, students study the entire Mathematics course and the entire Mathematics Extension 1 course.
MUSIC 1

Course Status: ●Board Developed ●Year 11 & 12 ●2 Unit ●Exclusion

Counts as 2 Units towards the ATAR

Course Description:

In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in 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 cover a range of styles, periods and genres.

Particular course requirements:

HSC course

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

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

Frequently Asked Questions:

Students who should consider taking this course:
Students who enjoy playing and listening to music and possess particular ‘talent’ or interest in singing and/or playing a musical instrument e.g. piano, guitar, saxophone, violin; Students willing to commit to regular practice and occasional performances; Students with an interest in both practical and historical / musicology aspects.

Students who should not consider taking this course:
Students unwilling to learn and practice performing skills and/or those with no prior experience in performance studies.

The most challenging aspect students find about this course:
Listening to and playing different styles of music by various composers; Meeting the demanding time-schedule in order to complete the practical HSC requirements.

The most rewarding aspect students find about this course:
The opportunity to develop rewarding skills in Performing, Composing and Listening to music; Writing and composing own music / songs; Performing at College functions e.g. Performing Arts Evening, assemblies and liturgies; The opportunity to work with like-minded people.
Other information and requirements:
It is recommended that students wishing to study this course should have undertaken the Stage 5 elective subject of Music. Outside Music studies will be considered via a written letter by the provider and only if it is deemed of a necessary standard by the Creative Arts Coordinator.

What does this course cost?
The annual fee in 2016 was $82 in Year 11 and $76 in Year 12. Course fees for 2017 have not yet been determined.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance (1 Piece)</td>
<td>10</td>
<td>Core Performance</td>
<td>10</td>
</tr>
<tr>
<td>A 1 hour aural exam</td>
<td>30</td>
<td>Core Composition</td>
<td>10</td>
</tr>
<tr>
<td><strong>Electives:</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Three electives from any combination of:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Performance (1 piece)</td>
<td>20</td>
<td>Elective 1</td>
<td>15</td>
</tr>
<tr>
<td>Composition (&amp; submitted composition)</td>
<td>20</td>
<td>Elective 2</td>
<td>15</td>
</tr>
<tr>
<td>Musicology (1 Viva Voce)</td>
<td>20</td>
<td>Elective 3</td>
<td>15</td>
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<td>100</td>
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</tbody>
</table>

Exclusions: Music 2
PD/HEALTH/PE

Course Status:
- Board Developed
- Year 11 & 12
- 2 Unit

Counts as 2 Units towards the ATAR

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.

Main Topics Covered:

**Preliminary Course**

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

Optional Components (40%)
Students to select two options each from
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

**HSC Course**

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

Optional Components (40%)
Students to select two options each from
- 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.

Frequently Asked Questions:

Who should consider taking this course?
Students who are sports minded with a strong knowledge and liking for learning about the human body, health issues and illness. A high level of interest and achievement gained in Year 10 PD/Health/PE and/or Physical Activity and Sports Studies (PASS) is an indication of suitability.

Who should not consider taking this course?
Students who are only interested in playing sport. This is a theory based subject using practical examples to process ideas.
The most challenging thing about this course is:
The volume of course content that students need to be able to recall and literacy skills for extended response questions, and implementing and identifying correct syllabus terminology.

The most rewarding thing about this course is:
That students’ can apply the knowledge and skills that they learn in this course to their everyday lifestyle, in terms of both personal health and athletic performance.

Other information and requirements:
Whilst it is not a pre-requisite, studies in the Stage 5 elective Physical Activity and Sports Studies would be an advantage.

What does this course cost?
The annual fee in 2016 for Year 11 was $32 and $36 in Year 12. Course fees for 2017 have not yet been determined.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written paper</td>
<td>Core</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Options</td>
<td>40</td>
</tr>
<tr>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
PHYSICS

Course Status:
- Board Developed
- Year 11 & 12
- 2 Unit
- Exclusion

Counts as 2 Units towards the ATAR

Course Description:

The Preliminary course incorporates the study of kinematics and dynamics; the properties of waves; electrical energy, electric and magnetic fields, generators, superconductors and transformers; and the interaction between energy and matter that brought about the formation of the Earth.

The HSC course builds upon the Preliminary course. It examines the effects of gravitational fields, momentum, projectile and circular motion and the development of our understanding of the macro and atomic world throughout the Twentieth Century.

Main Topics Covered:

Preliminary Course
- The World Communicates
- Electrical Energy in the home
- The Cosmic Engine
- Moving about

HSC Course
Core Topics
- Space
- Motors & Generators
- From Ideas to Implementation

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

Particular Course Requirements:
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.

Frequently Asked Questions:

Who should consider taking this course?
Students who enjoy learning about the complex and dynamic patterns, models (including mathematical ones), principles, theories and laws that explain the physical behaviour of the universe.

Who should not consider taking this course?
Students that have had little enjoyment in learning about energy, waves, forces and astronomy in science. A student with limited mathematical problem solving ability. A student that has little interest in the ‘working’ of everyday technologies.
The most challenging thing about this course is:
Applying abstract physics concepts in a variety of situations to solve problems (some mathematical) and make predictions. Explaining physical interactions using physics concepts.

The most rewarding thing about this course is:
Developing a deeper understanding of the patterns and processes in the physical universe from the sub-atomic to the cosmic.

Other information and requirements:
The usual requirement is that students achieve a grade A or B in the Year 10 Science course. Students must include at least 2 unit mathematics in their pattern of studies to complement Physics.

As an interim criteria: Students who wish to consider this subject in Yr11 should be able to achieve a minimum scaled mark of 80% in their Year 10 standardised Half Yearly examination, and have studied the 5.3/5.2 Mathematics course.

What does this course cost?
The annual fee in 2016 was $62 in Year 11 and $86 in Year 12. Course fees for 2017 have not yet been determined.

Assessment: HSC course only

<table>
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<tr>
<th>External Assessment</th>
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<th>Internal Assessment</th>
<th>Weighting</th>
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<tr>
<td>A 3 hour written examination</td>
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<td>Knowledge and understanding of: Prescribed Focus Areas H1-H5; Domain H6-H10</td>
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<tr>
<td>Core</td>
<td>75</td>
<td>Skills in planning and conducting firsthand investigations and in communicating information and understanding based on these investigations</td>
<td>30</td>
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<tr>
<td>Option</td>
<td>25</td>
<td>Skills in scientific thinking, problem solving, and in communicating understanding and conclusions</td>
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</table>

Exclusions: Preliminary course in Senior Science.
SENIOR SCIENCE

**Course Status:**
- Board Developed
- Year 11 & 12
- 2 Unit
- Exclusion

Counts as 2 Units towards the ATAR

**Course Description:**

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

The HSC course examines the range and importance of biological molecules found in humans and other organisms; the physical and chemical properties of chemicals used by people on and in their bodies; the structure and function of organs of the human body and the physical features of these organs that can be detected by medical technology.

The course is designed for those students wishing to continue to study Science, but not pursue it at a tertiary level.

**Preliminary Course**
- Humans at Work
- The Local Environment
- Plants
- Water for Living

**HSC Course**

**Core Topics**
- Lifestyle Chemistry
- Medical Technology - Bionics
- Information Systems

**One option from the following:**
- Polymers as textiles
- Preservatives and Additives
- Disasters
- Pharmaceuticals
- Space Science

**Particular Course Requirements:**
The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.

**Frequently Asked Questions:**

**Who should consider taking this course?**
Students who enjoy learning about the important role of science in their lives. Students who may find the academic rigour of another senior science subject too challenging.
Who should not consider taking this course?
Students that have had little enjoyment in learning about scientific processes in everyday society and the environment.

The most challenging thing about this course is:
Explaining and applying scientific concepts. Assessing and evaluating experimental procedures and results.

The most rewarding thing about this course is:
Developing a clear and practical understanding of the science that exists in everyday life.

Other information and requirements:
The usual requirement is that students achieve at least a grade C in their Year 10 Science course. A high grade D may be considered in consultation with the Science coordinator.

As an interim criteria: Students who wish to consider this subject in Year 11 should have a minimum scaled mark of 60% in their standardised half yearly examination.

What does this course cost?
The annual fee in 2016 was $92. Course fees for 2017 have not yet been determined.

Assessment: HSC course only

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<th>Weighting</th>
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</table>

Exclusions: Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics
STUDIES OF RELIGION – 1 Unit

Course Status: ●Board Developed ●Year 11 & 12 ●1 Unit ●Exclusion

Counts as 1 Unit towards the ATAR

Course Description:

The Studies of Religion 1 unit course promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society. The course is studied in Year 11 and 12 by students who are pursuing an ATAR.

Main Topics Covered:

Preliminary Course:

- Nature of Religion and Beliefs
- Religious Tradition Study 1 – Buddhism
- Religious Tradition Study 2 – Christianity

HSC Course:

- Religion and Belief Systems in Australia post-1945
- Religious Tradition Depth Study 1 – Buddhism
- Religious Tradition Depth Study 2 – Christianity

Frequently Asked Questions:

Who should consider taking this course?
Students who:
- have achieved no less than an overall grade of B in Year 10 Religious Education, or an average of 75% across assessments;
- have developed high levels of critical thinking;
- have developed strong writing skills;
- enjoy Religious Education and wish to study different religious traditions;
- are keen to deepen their understanding of religion as an answer to the meaning of life;
- require an ATAR to continue their academic studies at University level.

The most challenging thing about this course is:
Being able to examine a wide-range of reading material in a critical way and using time to constantly revise and refine your writing style.

The most rewarding thing about this course is:
Being able to develop an awareness, understanding and critical appreciation of the nature of religion and the influences of religious traditions, beliefs and practices in societies and on the individual, with an emphasis on the Australian context.

Other information and requirements:
In Year 12, students can chose to continue with Studies of Religion 1 or enter into the 1 unit Catholic Studies (non-ATAR) course. Continuation into Year 12 Studies of Religion 1 requires outstanding results in the Year 11 course. It is important to remember that the study of Religious Education is compulsory.
External and Internal Assessment: HSC Course only

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<tr>
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<th>Internal Assessment</th>
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<td><em>Section I – Religion and Belief systems in Australia post-1945</em></td>
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<td>Source-based skills</td>
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<tr>
<td>Objective response questions</td>
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<td>Investigation and research</td>
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<td>One short-answer question</td>
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<tr>
<td><strong>Section II – Religious Tradition Depth Study</strong></td>
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<td>Communication of information, ideas and issues in appropriate forms</td>
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<tr>
<td>Candidates answer one structured response question</td>
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<tr>
<td><strong>Section III – Religious Tradition Depth Study</strong></td>
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<tr>
<td>Candidates answer one extended response question</td>
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**Exclusions:** Studies of Religion II
# STUDIES OF RELIGION – 2 Unit

**Course Status:**
- Board Developed
- Year 11 & 12
- 2 Unit
- Exclusion

*Counts as 2 Units towards the ATAR*

## Course Description:

The Studies of Religion 2 unit course promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society. The course is studied in Year 11 and 12 by students who are pursuing an ATAR and have a strong interest in learning about the origins and development of various religious traditions, both ancient and modern.

## Main Topics Covered:

### Preliminary Course:
- Nature of Religion and Beliefs
- Religious Tradition Study 1 – Christianity
- Religious Tradition Study 2 – Buddhism
- Religious Tradition Study 3 – Islam or Judaism
- Religions of Ancient Origin
- Religion in Australia pre-1945

### HSC Course:
- Religion and Belief Systems in Australia post-1945
- Religious Tradition Depth Study 1 – Christianity
- Religious Tradition Depth Study 2 – Buddhism
- Religious Tradition Depth Study 3 – Islam or Judaism
- Religion and Peace
- Religion and Non-Religion

## Frequently Asked Questions:

**Who should consider taking this course?**

Students who:
- have achieved a grade A in Year 10 Religious Education, or an average of 85% across assessments;
- have developed high levels of critical thinking;
- have developed superior writing skills (usually students of English Advanced or Extension);
- enjoy learning about the origins and history of religious traditions;
- enjoy Religious Education and wish to study this area in greater detail;
- are keen to deepen their understanding of religion as a distinctive answer to the human need for meaning in life;
- require an ATAR to continue their academic studies at University level.

**The most challenging thing about this course is:**

Being able to examine a wide-range of reading material in a critical way and using time to constantly revise and refine your writing style. Furthermore, the course will require students to do some independent and project-based learning which will require excellent time management skills. Students will also be required to attend classes before and/or after school.
The most rewarding thing about this course is:
Being able to develop an awareness, understanding and critical appreciation of the nature of religion and the influences of religious traditions, beliefs and practices in societies and on the individual, with an emphasis on the Australian context.

Other information and requirements:
In Year 12, students can choose to continue with Studies of Religion 2 unit or enter into Studies of Religion 1 unit. Continuation into Year 12 requires outstanding results in the Year 11 course. It is important to remember that the study of Religious Education is compulsory.

External and Internal Assessment: HSC Course only

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<thead>
<tr>
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<td><strong>Section I – Religion and Belief systems in Australia post-1945</strong></td>
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<tr>
<td><strong>Religion and Non-Religion</strong></td>
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<td><strong>Section II – Religious Tradition Depth Study</strong></td>
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<td>Candidates answer one extended response question</td>
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<td>Communication of information, ideas and issues in appropriate forms</td>
<td>20</td>
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<tr>
<td><strong>Section IV – Religion and Peace</strong></td>
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<tr>
<td>Candidates answer one extended response question</td>
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Exclusions: Studies of Religion I
VISUAL ARTS

Course Status: ● Board Developed ● Year 11 & 12 ● 2 Unit ● Exclusion

Counts as 2 Units towards the ATAR

Course Description:

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a body of work in the HSC course that reflects students’ knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent 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 artwork, the world and audiences in the artworld
- The frames 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 own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the artworld
- How students may further develop meaning and focus in their work.

Particular Course Requirements:

Preliminary Course

- artworks in at least 2 forms and use of a process diary
- a broad investigation of ideas in art criticism and art history

HSC Course

- development of a body of work and use of a process diary
- a minimum of 5 Case Studies (410 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

Frequently Asked Questions:

Students who should consider taking this course:

Students who enjoy expressing themselves ‘visually’ e.g. graphics, drawing, painting; Students who appreciate a balance between the different demands of practical work and critical / historical exploration of artworks; Students who can work independently and enjoyed Visual Arts in Stage 4 or 5 and who wish to consolidate and develop their skills; Students with a particular ‘talent’/skill in art / artistic endeavours and the desire to take it further and interested in pursuing a career in ‘arts’ related field e.g. media, advertising, fashion design, theatre set design, architecture.
Students who should not consider taking this course:
Students who cannot work independently and do not wish to pursue a particular talent, interest or enjoyment related to either ‘doing’ artwork or ‘appreciating’ artworks.

The most challenging aspect students find about this course:
Meeting the demanding time-schedule in order to complete the HSC Body of Work; Sustained application in a range of practical, critical, and historical aspects of Visual Arts.

The most rewarding aspect students find about this course:
Undertaking the journey towards completion of the Body of Work; Acquiring experience and insight into the world of ‘art’; Classes and learning experiences conducted through a workshop environment; The opportunity to pursue artistic talent with like-minded people.

Other information and requirements:
Whilst it is not a pre-requisite, study in Stage 5 Visual Arts elective would be an advantage. Photography may complement the study of this subject.

What does this course cost?
The annual fee in 2016 was $84 in Year 11 and $88 in Year 12. Course fees for 2017 have not yet been determined.

Assessment: HSC course only

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<tr>
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<tr>
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<td>Development of a body of work</td>
<td>50</td>
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<tr>
<td>Submission of a body of work</td>
<td>50</td>
<td>Art Criticism and Art History</td>
<td>50</td>
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Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course: Ceramics - Visual Arts HSC Ceramics Body of Work; Furnishing - the Furnishing Integrated project(s) cannot be used as a Body of Work; Photography - Visual Arts HSC Photography Body of Work; Visual Design - Products developed cannot be used as a Body of Work in Visual Arts.
“Category B” Board Developed Courses

(only 1 may count towards ATAR)
**BUSINESS SERVICES**

| Course Status: | ●Board Developed | ●Year 11 & 12 | ●2 Unit/2 Year |

**ONLY 1 Category B subject may count towards the ATAR**

**Course Description:**

This course is best suited to students who wish to work in any form of business industry. It provides students with the opportunity to develop skills to run or manage a small business.

This course is based on Units of Competency which have been drawn up by industry to describe the competencies, skills and knowledge needed by workers in this industry.

**Main Topics Covered:**

- In the Core, students study workplace communications, effective business environments, OHS, environmentally sustainable work practices, working with others, business technology and delivering service to customers.

- The elective strand builds on these skills. Students will also be able to develop further competencies in processing payroll, maintaining ledgers, organizing schedules, utilizing management systems, developing keyboard skills, communicating electronically, using spreadsheets, word processed documents and databases, process customer complaints and design business documents.

**Particular Course Requirements:**

- **Work Placement** – Students need to complete a minimum of 70 hours work placement in the business workplace.

**Assessment:**

**Competency Assessment**

This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as being either competent or not yet competent. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log Book.

Competency bases assessment determines the vocational qualification that a student will receive.

**External Assessment – HSC Examination**

The HSC examination for Business Services (240 indicative hours) will involve a written examination made up of multiple choice items, short answers and extended response items. The questions will be drawn from Units of Competency and HSC Requirements and Advice shown in the syllabus.

The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.
Frequently Asked Questions:

Who should consider taking this course?
Students interested in pursuing a career in any business based industry. Students who want to complete the initial stages of a TAFE course which would lead into Retail, Business, Tourism and Events Management.

Who should not consider taking this course?
Students who want to pursue an academic pathway and do not require industry based skills at this present time.

The most challenging thing students find about this course is:
Completing 70 hours of work placement and having to catch up on work missed at school in other subjects.

The most rewarding thing students find about this course is:
Students are rewarded with an AQF qualification and an outstanding work placement report.

What does this course cost?
The annual fee in 2016 was $82 in Year 11 and $60 in Year 12. Course fees for 2017 have not yet been determined.

Other information and requirements
There is no pre requisite for this subject. If class sizes are too large, the VET Coordinator will screen students’ for suitability.

Business Services is a Category B subject and can be undertaken by ATAR students, however, preference is given to non-ATAR students.
Course Description:

Construction is a practically based course specializing in planning, organizing, communicating and working effectively and sustainably in the Building Construction Industry. This course is designed for students who have an interest or wish to gain employment or undertake further training in any of the following trades:

- Builder
- Carpenter
- Roof Tiler
- Painter
- Electrician
- Plasterer
- Joiner
- Brick Layer
- Plumber
- Landscaper

The course is based on Units of Competency developed by the construction industry to describe the competencies and skills and knowledge needed by workers in this industry.

Main Topics Covered:

This course incorporates nine core units plus a range of elective units from the General Construction sector.

Mandatory Units include:

- Working effectively and sustainably in the construction industry
- Plan and organise work
- Conduct workplace communication
- Carry out measurements and calculations
- Use construction tools and equipment
- Work safely in the construction industry

Particular Course Requirements:

- Work Placement: Students must complete a minimum of 70 hours work placement in a construction industry workplace.

Assessment:

Competency Assessment

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

External Assessment  HSC Examination

● The Higher School Certificate Examination for Construction (240 indicative hours) will involve a written examination made up of multiple choice items, short answers and extended response items.
● The questions will be drawn from the Core Units of Competency.
● The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

Qualifications:

● Students who are assessed as competent (through integrated competency assessment) in all of the prescribed Units of Competency in Construction (240 hours) will be eligible for the AQF Certificate I in Construction and a Statement of Attainment toward the AQF Certificate II in Construction.
● Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II

Frequently Asked Questions:

Who should consider taking this course?
Students who are considering a traineeship or TAFE and those who want to develop their building, teamwork, problem solving and communication skills. This course is suited to any student looking at gaining excellent employability skills which are also transferrable to other industry areas.

Who should consider not taking this course?
Students who struggle with following strict and precise routines and schedules, and who are unable to work independently and safely in a workshop environment. Students who are only interested in practical work will struggle in this course.

The most challenging thing students find about this course is:
Adapting theory lessons to practical situations such as reading plans and building a structure.

The most rewarding thing students find about this course is:
Students are introduced to the building trade through work placement and achieving a Level II Certificate. Students will also complete “real world” practical projects that appeal to student interests.

Other information and requirements:
Only one Category B subject can go towards an ATAR. This is one.

What does this course cost?
The annual fee in 2016 was $114 in Year 11 and $70 in Year 12. Course fees for 2017 have not yet been determined.
Course Status:

- Vocational Education and Training
- Year 11 & 12
- 2 Unit/2 year

**ONLY 1 Category B subject may count towards the ATAR**

Course Description:

Hospitality is a practically based course specializing in the preparation, cooking, presentation and service of foods to customers in the Food Service Industry. This course provides students with the foundation knowledge and skills required in the specialist area of Kitchen Operations (Commercial Cookery). It is designed to provide students with the opportunities to develop skills that are required to perform entry level functions within this area.

Students completing Hospitality will acquire a range of employability skills that are highly valued both within and beyond the workplace.

Main Topics Covered:

- In the Core Units students concentrate on developing the skills to work effectively in a hospitality environment including Hospitality industry awareness, communicating with customers and staff, working safely and hygienically and operating equipment.
- The elective strand builds on these skills. Students will be able to develop further competencies in a variety of functional areas, including food preparation, presentation and service.

Particular Course Requirements:

- Work placement: Students must complete a minimum of 70 hours work placement in a hospitality workplace. Functions undertaken at school can be considered as part of the 70 hours.
- Completion of 12 service periods. This involves students participating in food service events reflective of the food industry. Examples include an Asian Banquet; Modern salad box lunch, sandwich bar; Expo (Exhibition) Event and Formal lunch/dinner.

Assessment:

Competency Assessment

This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either competent or not yet competent. 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 in a Student Log Book.

Competency based assessment determines the vocational qualification that a student will receive.

External Assessment - HSC Examination

The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from Units of Competency and HSC Requirements and Advice shown in the syllabus.

The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.
Qualifications:

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Hospitality (240 hours) will be eligible for the AQF Statement of Attainment towards Certificate II in Hospitality.
- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in the Hospitality (120 hours) will be eligible for the AQF Certificate I in Hospitality.
- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.

Frequently Asked Questions:

Who should consider taking this course?
Students interested in pursuing a career or undertaking part time employment in the food industry. It is also suitable for those wishing to gain experience in preparing food, serving and dealing with customers, and achieving employability skills.

Who should consider not taking this course?
Students who are only interested in the practical cooking component of the course, and students who find it difficult to work in a practical environment, under challenging time constraints.

The most challenging thing students find about this course is:
Completing 70 hours of work placement during Years 11 and 12.

The most rewarding thing students find about this course is:
- Developing and extending their practical skills in a commercial kitchen environment
- Completing a variety of service periods, preparing, cooking and serving food to customers
- Achieving an AQF qualification, along with a Hospitality work placement report

Other information and requirements:
Whilst there is no pre-requisite for the subject, some basic cooking skills would be an advantage. If class sizes are too large, the VET Coordinator will screen students’ suitability with preferences given to students wishing to pursue a career in the Hospitality Industry.

Only one category B subject can go towards an ATAR. This is one.

What does this course cost?
The annual fee in 2016 was $184 in Year 11 (cost of the Hospitality Uniform is billed separately), and $158 in Year 12. Course fees for 2017 have not yet been determined
Board Endorsed Courses

(do not count towards ATAR)
CATHOLIC STUDIES

Course Status:
- Board Endorsed
- Year 11 & 12
- 1 Unit/1 or 2 years

*Does NOT count towards the ATAR

Course Description:
The course is designed for a wide range of students. It is compulsory for students to study one Unit of Religion in Years 11 and 12.

Course Outline

This is a 1 Unit Board Endorsed Course.

PRELIMINARY COURSE

The Catholic Studies Course modules are:
- Nature of Religion
- Christology
- Being Catholic
- Justice and Compassion

HSC COURSE

The HSC course will be based on modules selected from the following list:
- New Testament Studies
- Mary and Women in the Scriptures
- Mission, Leadership and Ministry
- Church in Australian Society
- Living with Good and Evil
- World Religions
- Christian Prayer
- Praying through the Liturgy
- Sacraments at the Service of Communion
- Moral Issues
- Catholic Moral Teaching and Conscience

Assessment: School Based Assessment submitted to Board of Studies for Record of Student Achievement. No external exam.
ENGLISH STUDIES

Course Status: ● Board Endorsed ● Year 11 & 12 ● 2 Unit/1 or 2 years

**Does NOT count towards the 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 TAFE. Placement in this course is at the Coordinator’s discretion.

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.

Course Outline

PRELIMINARY COURSE

- Students will study the mandatory module ‘Achieving through English – English and the Worlds of Education, Careers and Community’.
- Students will study 2 elective modules.

HSC COURSE

- Students will study the mandatory module ‘We are Australians – English in Citizenship, Community and Cultural identity’.
- Students will study 3 elective modules.

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.
Frequently Asked Questions:

Who should take this subject?
Students not seeking an ATAR.

Who should not take this subject?
Students seeking an ATAR.

How is this course assessed?
There is no HSC exam for this course. Assessment is school based.

What does this course cost?
A small fee applies in Year 11 and Year 12 as the College purchases texts and materials.

Assessment components and weightings:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
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<tr>
<td>Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.</td>
<td>30</td>
</tr>
<tr>
<td>Students will develop skills in reading, listening and viewing and in writing, speaking and representing.</td>
<td>30</td>
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<tr>
<td>Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.</td>
<td>25</td>
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<tr>
<td>Students will develop skills in planning and working individually and collaboratively.</td>
<td>15</td>
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<td>100</td>
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Exclusions:   English (Standard); English (Advanced); English (ESL); English (Extension)

Assessment:   School Based Assessment submitted to Board of Studies for Record of Student Achievement. No external exam.
EXPLORING EARLY CHILDHOOD

Course Status: ● Content Endorsed ● Year 11 & 12 ● 2 Unit

*Does NOT count towards the ATAR

Course Description:

Our society acknowledges childhood as a unique and intense period for growth, development and learning. When members of society are provided with knowledge about childhood development they will then be able to support and encourage this development when interacting with children.

The Exploring Early Childhood course aims to achieve this by giving students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

Children and childhood are examined from a multidisciplinary perspective and students have opportunities to link theory and practice. The approach taken in this syllabus views childhood learning as experiential, that is, children are active learners and learn and make sense of the world around them through their experiences and through their interactions with others.

Students will develop:
- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact upon young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction
- skills in research and analysis
- skills in decision making and evaluation
- respect for the individuality and uniqueness of young children and their families
- an appreciation of the value and importance of supportive and responsible relationships with young children.

Main Topics Covered:

Preliminary and HSC Course: 240hrs
45 hours core and 195 hours options (7-13 options)

Core topics include:

Part A: Pregnancy and Childbirth (15 hrs)
Part B: Child Growth and Development (20 hrs)
Part C: Promoting Positive Behaviour (10 hrs)
Options:

1. Learning Experiences for Young Children
2. Play and the Developing Child
3. Starting School
4. Gender and Young Children
5. Children and Change
6. Children of Aboriginal and Torres Strait Islander Communities
7. Historical and Cultural Contexts of Childhood
8. The Children’s Services Industry
9. Young Children and Media
10. Young Children and the Law
11. Children’s Literature
12. Food and Nutrition
13. Child Health and Safety
14. Young Children with Special Needs

Frequently Asked Questions:

Who should consider taking this course?
Students who enjoy spending time with and teaching children. Those with a passion to continue into child care for employment would be well suited.

The most challenging thing about this course is:
Being organised and self-motivated.

The most rewarding thing about this course is:
It will provide students with skills that will equip them to both work in the child care industry and be responsible parents to their own kids in the future.

Other information and requirements:
As this course has a practical as well as a theoretical base, it is considered important and highly desirable that students have the opportunity to interact with young children on a regular basis. The purpose of this interaction is to observe children, and to gain experience in understanding and relating to individual children. This is best achieved in informal settings, such as the home, with friends or relatives. This interaction would occur outside of school hours.

What does this course cost?
This is a new course, and course cost has not yet been determined.
MARINE STUDIES

**Course Status:**
- Content Endorsed
- Year 11 & 12
- 2 Unit

**Does NOT count towards the ATAR**

**Course Description:**

The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Of the thirty-three animal phyla, twenty-eight are found in the sea and thirteen are exclusively marine.

Marine Studies provides an opportunity for the students the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instill in students an acceptable ethical code towards use of the marine environment, increasingly demanded by the community and their governments. While this course is focused on oceans, it provides scope for the study of the full range of waterways.

This course brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students' acquire skills to solve real life problems.

Through Marine Studies students will develop:

- knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- knowledge, understanding and skills in safe practices in the marine context.

**Main Topics Covered:**

**Preliminary Course: 120hrs**
30 hours core and 90 hours options

Core topics include:
- Marine Safety and First Aid (6 hours)
- The Marine Environment (6 hours)
- Life in the Sea (6 hours)
- Humans in Water (6 hours)
- Marine and Maritime Employment (6 hours)

Options:
- Resuscitation Certificate (15 hours)
- First Aid Certificate (15 hours)
- Dangerous Marine Creatures (30 hours)
- Estuarine Studies (30 hours)
- Coastal Studies (30 hours)
HSC Course:
120 hours from the Options section below:

- Local Area Study (15 hours)
- Sea Birds of Our Coast (15 hours)
- Commercial and Recreational Fishing (30 hours)
- Aquaculture (15 hours)
- Marine Aquarium (15 hours)
- Anatomy and Physiology of Marine Organisms (15 hours)
- Boating and Seamanship (30 hours)
- Seafood Handling and Processing (30 hours)
- Pilotage and Navigation (15/30 hours)
- Marine Communication (30 hours)
- Wind Powered Craft (30 hours)
- Personal Interest project (30 hours)

Particular Course Requirements:
This course requires participants to easily swim 200m within a given time frame.

Frequently Asked Questions:

Who should consider taking this course?
Students who enjoy learning about the various waterways they regularly encounter and who enjoy water activities.

Who should not consider taking this course?
Students that do not enjoy the water or unable to swim competently.

The most challenging thing about this course is:
Being organised and self-motivated.

The most rewarding thing about this course is:
It will provide students with skills that will equip them in the wider community. The certificates achieved will be credentials that students will be able to carry through to their area of employment.

Other information and requirements:
Students will need to be able to travel independently to and from venues if required. They will also need their own snorkel, face mask and flippers.

What does this course cost?
The course requires CPR & EAR training, boating license costs, travel two and from venues. The annual fee in 2016 was $138. Course fees for 2017 have not yet been determined.
MATHEMATICS GENERAL 1

Course Status: ●Content Endorsed ●Year 11 & 12 ●2 Unit ●Exclusion

**Does NOT count towards the ATAR

Prerequisites:

The course has been constructed on the assumption that students have studied the content and achieved the outcomes of the 5.1 Mathematics Pathway.

Course Description:

The Preliminary Mathematics General course and the HSC Mathematics General 1 (Content Endorsed) course (CEC) are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The course will allow students who have encountered difficulty with their study of mathematics to access knowledge and skills that will provide insight to the relevance of mathematics in their world.

The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 1 course content is written in the same five Strands and includes a further four Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

The Preliminary Mathematics General/HSC Mathematics General 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.

Main Topics Covered:

Preliminary Course
- Financial mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modelling
- Mathematics & Communication
- Mathematics & Driving

HSC Course
- Financial mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modelling
- Mathematics & Design
- Mathematics & Personal Resource Use
- Mathematics & Household Finance
- Mathematics & the Human Body
Assessment
A variety of Assessment tasks across all of the content of the course, including research/spreadsheet tasks focusing on areas such as Buying a Car, Moving Out of Home, Phone and Internet Plans etc. Note that any exam/test style task is ‘open book’.

Note: As for other Content Endorsed Courses, the HSC Mathematics General 1 course will be subject to internal assessment only, and not formal examination at the HSC. Also, the two units of study for the HSC Mathematics General 1 course cannot be counted in the 10 units required for the calculation of an ATAR.

There is no external assessment, and the course is not eligible for inclusion in the ATAR.

Exclusions:
Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics General 1.
PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Course Status: ● Board Endorsed ● Year 11 & 12 ● 2 Unit ● Exclusion

**Does NOT count towards the ATAR**

Course Description:

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate with students’ experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Central to this is the development of creative action, reflection and the exercise of judgment. Photography, Video and Digital Imaging also offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved over the twentieth century and into the twenty-first century.

Photography, Video and Digital Imaging in Stage 6 is designed to enable student to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography, video and digital imaging.

Student will develop knowledge, skills and understanding, through the making of photographs, videos and digital images, which lead to and demonstrate conceptual and technical accomplishment.

Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography, video and digital imaging.

Component Weighting (%)

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<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Making</td>
<td>70%</td>
</tr>
<tr>
<td>Critical and historical studies</td>
<td>30%</td>
</tr>
</tbody>
</table>

Frequently Asked Questions:

Students who should consider taking this course:
Students who enjoy expressing themselves ‘visually’ via photography and computer generated art forms; Students who can working independently and are interested in developing their own photographs; Students interested in pursuing a career in media e.g. photojournalism.

Students who should not consider taking this course:
As Photography is a non-ATAR course, students need to be aware that time will be directed towards a course that will not be included in their ATAR score.
The most challenging aspect students find about this course:
Devising original creative projects in photography and documenting all aspects of the process in the process diary.

The most rewarding aspect students find about this course:
The course is 70% practical therefore students find it motivating and interesting to undertake; Working towards producing a photographic major work.

Other information and requirements:
Note that this course is offered in Year 11 and 12 as a 2 unit, 2 year course. It has HSC status, but does not contribute to an ATAR.

What does this course cost?
The annual fee in 2016 was $114. Course fees for 2017 have not yet been determined.

Exclusions: Visual Arts - Photography HSC submitted work
SPORT, LIFESTYLE AND RECREATION STUDIES

Course Status:
- Board Endorsed
- Year 11 & 12
- 2 Unit
- Exclusion

**Does NOT count towards the ATAR**

Course Description:

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

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

The course aims to:

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

Frequently Asked Questions:

Who should consider taking this course?
Students who are interested in playing a variety of individual and team sports. Those sports minded students who foresee a need for stress relief from more arduous courses.

Who should not consider taking this course?
Students interested in a wide range of sports and participating in physical diversity.

The most challenging thing about this course is:
Maintaining motivation throughout the performance of a wide variety of sports.

The most rewarding thing about this course is:
The extensive opportunities afforded to students in such a diverse range of sports.

Other information and requirements:
This course is offered in Year 11 and Year 12 as a 2 Unit course. This course does not contribute to the ATAR.

What does this course cost?
The annual fee in 2016 was $138 in Year 11 and $140 in Year 12. Course fees for 2017 have not yet been determined.

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.
Externally delivered VET Courses - EVET
EVET courses are 2 Unit courses that are drawn from the industry specific subject areas, normally a trade or certificate course. Students gain dual accreditation - advanced standing in the relevant qualification and the subject appears on their Higher School Certificate. These courses are designed for students who:

- are intending to continue at TAFE or other external providers after completing the Higher School Certificate
- have an interest in a particular field
- wish to enter the workforce and will require extra skills

N.B.: Most EVET course DO NOT contribute to an ATAR (unless indicated below)

Course Information

Subject to student interest and the ability of the external provider to offer the courses it is anticipated that St. John Bosco College will have access to the following 2 Unit courses:

2 Unit TAFE courses:
- Accountancy (ATAR)
- Animal Care
- Beauty Therapy
- Children’s Services
- Community Services Work
- Design Foundations (Graphic, Fashion, Interior, Digital)
- Hairdressing
- Information Technology (ATAR)
- Multimedia (Screen and Media)
- Music Industry – (Foundation)
- Plumbing *
- Retail (ATAR)
- Tourism (ATAR)
- Tourism and Events (Event Coordinator) (ATAR)

2 Unit Trade courses:
(St Yon Trade Training Centre - Bankstown)
- Automotive (ATAR)
- Electrotechnology (ATAR)
- Fitness (Sport & Recreation)
- Metals Engineering

2 Unit Miscellaneous Courses
- Animal Care (Taronga Zoo)
- 3D Animation/Media (Academy of Interactive Entertainment)

*NB: Access to the course indicated (*) is very limited due to high TAFE course fees.

Cost

In 2017 students participating in EVET course are required to pay an administration fee of $285, payable with their school fees. (Note – refunds of this fee is not applicable if a student pulls out of a course after commencing)

Please note that EVET places are not guaranteed.
Workload

EVET courses are not easy options; TAFE colleges apply a strict 100% attendance rule. For the motivated student, completion of an EVET course broadens future study and work options.

2 Unit EVET courses require attendance at the external provider one (1) afternoon per week and/or a possible commitment to one (1) week work placement per year. The 2 Unit courses are the equivalent of a 2 Unit Board Course. Students who successfully complete a 2 Unit EVET course will have completed stage one of the relevant Certificate Course. This means that they have only two more years of TAFE attendance to complete their apprenticeship, and because of their work experience, they can apply for a three (3) month reduction in their apprenticeship. Entry to these courses is competitive and students must undertake a selection test. Many of these 2 Unit courses also have an ATAR status attached, but not all do.

Timetabling

At the date of publication of this handbook, the location and timing of courses had not been finalised but it is anticipated that courses will be conducted after school starting at 1.30 pm. (Many of these courses run on a Tuesday afternoon) TAFE Courses will be conducted at Gymea and Loftus Colleges of TAFE in most cases. Other possible TAFE Colleges include Enmore and Ultimo.

Students are expected to pick-up on work missed at school due to EVET attendance at all times. The onus is on the student to see the teacher for work/notes or to buddy-up with another student to get missed work.

Restriction

- EVET places are very limited due to the high cost of EVET courses
- Students at St. John Bosco College are permitted to study only ONE (1) EVET course.
- Students are only placed into EVET courses if it compliments their pattern of HSC study as well as possible career pathway.

Further Information

Students will gain further information regarding these EVET courses as it is provided to the school by TAFE.