

ERINA HIGH SCHOOL



A caring community committed to excellence in education

ELECTIVE COURSE HANDBOOK 2018/19

YEAR 10 INTO YEAR 11

YEAR 10 2018 into YEAR 11 2019 - COURSE SELECTION SCHEDULE

6th August

(Weeks 3, Term 3)

Career Information distributed in Year 10 Careers lessons with Mrs Pursehouse
EHS website and Parent Portal: Careers/Yr10-11 Subject Selection Booklet

16th August 2018

(Week 4, Term 3)

Parent Information Evening **7:15 PM**
Web subject selections open. Students will be emailed a log on address and Webcode to access the subject selection choices on line.

24th August 2018

(Week 5 Term 3)

Subject choices are to be printed off and signed by parent and returned to Mr Mallon by Friday **24th August 2017**

Student interviews and confirmation of subject choice. Weeks 6 & 7

COURSE SELECTION INFORMATION

Instructions: You must choose a minimum of 7 courses (3 reserves). *Each course listed (excluding extension courses) is worth 2 units.* If you wish to choose the English and/or Mathematics Extension courses you **MUST** negotiate with the Head Teacher and choose them in addition to your other 8 courses.

Not all subjects are guaranteed; they will only run if sufficient students choose them. For this reason, you have been asked to select 8 courses in priority order, the 6 courses that best fit your pattern of study and course availability will be allocated. Students who are having trouble getting their desired courses will be interviewed by Mr Mallon.

The HSC – an introduction

Welcome to the important and challenging task of choosing your Higher School Certificate (HSC) pattern of study.

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. These courses will usually be linked to further education and training. Extension courses will enable suitable students to undertake more in-depth study in areas of special interest. Vocational Education and Training courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.

It is important to choose carefully, as your choice of courses will help determine your future options.

This handbook has been developed to tell you about the organization of the Higher School Certificate. It gives you information on the courses available at Erina High School and where they would lead you. A copy is available on the school website, and in the Parent and Student Portal.

The detail provided for each course ensures that you understand the commitment that is required to complete each course successfully.

When you are selecting your pattern of courses there are several factors to be considered:

- You should have a realistic appreciation of your own abilities, talents and interests.
- Your performance in Year 10 should be used as a guide to the academic and practical skills you possess.
- Your future aims and career interests will have considerable influence on the choice you will make. A broad education is an asset to any person and you should feel encouraged to undertake courses, which you find enjoyable and stimulating. Choose a pathway, which you can successfully complete for entry to TAFE, or University, or a career, which involves a combination of work and further learning such as Apprenticeships or Traineeships.

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

More information is contained in the following NESA publications or NESA website:

[Studying for the New South Wales Higher School Certificate](#)

Mrs K Nicol
Principal

What Types of Course can I select?

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

NESA Developed Courses (BEC)

These courses are developed by the NESA. There is a syllabus for each course which contains the course objectives, structure, content, course requirements, outcomes and assessment

These courses are examined externally at the end of the HSC course and can count towards the calculation of the ATAR.

Content Endorsed Courses (CEC)

These have syllabuses endorsed by the NESA to cater for areas of special interest not covered in the NESA Developed Courses.

There is no external examination for Content Endorsed Courses but they do count towards the Higher School Certificate and appear on your Record of Achievement. Content Endorsed Courses do not count in the calculation of the ATAR.

Vocational Education and Training Courses (VET)

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). 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.** 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. Two units of VET courses can be used to count towards an ATAR but these students must sit the final external exam

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.

2 UNIT COURSE

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

2 units = 4 hours per week (120 hours per year) = 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.

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 NESA 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 tasks for each course.
- You must have sat for and made a serious attempt at the Higher School Certificate examinations.
- You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - at least 6 units from NESA 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.

Requirements for access to an ATAR

To be eligible for ATAR a student must complete at least ten units of NESA Developed Courses including at least two units of English. The NESA Developed Courses must include at least three courses of two units or greater, and at least four subjects.

The ATAR will be based on an aggregate of scaled marks in ten units of NESA Developed Courses comprising:

- the best two units of English; and
- the best eight units from the remaining units, subject to the provision that no more than two units of VET courses be included.

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

Maintaining eligibility for both the award of HSC and the ATAR is the students' responsibility.

The school will provide a checklist for this process

Requirements for the award of the HSC (continued)

To achieve your HSC you must study:

- At least 6 NESA developed units
- **English** is compulsory for all students
- To obtain an ATAR you must study at least 12 NESA Developed Units
- (only 2 units of VET and you must do the HSC exam in your VET subject)

NESA Developed Units - select 8 courses

- English Advanced
- English Standard
- English Studies (can be ATAR eligible)

**** ONLY 1 ENGLISH COURSE TO BE SELECTED ****

- Ancient History
- Biology
- Business Studies
- Chemistry
- Community & Family Studies
- Drama
- Earth & Environmental Science
- Engineering Studies
- Food Technology
- Geography
- Industrial Technology – Multimedia (exclusion Industrial Technology Timber)
- Industrial Technology – Timber (exclusion Industrial Technology MultiMedia)
- Information Processes and Technology
- Investigating Science
- Japanese
- Legal Studies
- Mathematics (Advanced)
- Mathematics (General)
- Mathematics Extension
- Modern History
- Music Course 1
- PDHPE
- Physics
- Society & Culture
- Sport Leisure and Recreation
- Textiles and Design
- Visual Arts
- Work Studies
- Construction (VET) Category B -2 unit
- Hospitality (VET) Category B
- Retail (VET) Category B – 2 unit

Understanding HSC options – The HSC in plain English

General education HSC	HSC courses are school based and without Specific vocational (work related) content.
VET HSC (Vocational Education & Framework)	HSC courses that are skills based and relevant to future study and employment. They allow students to gain both HSC qualification and Aust. Qualifications
Preliminary course	An introductory 12 Units of study usually completed in Year 11.
HSC course	10 Units of study (generally undertaken in Year 12) which must be completed (after finishing appropriate preliminary units) to be eligible for the HSC award.
Distance Education	Study undertaken at home by multimedia mode.
Accumulate	HSC courses can be built over a maximum 5-year period to meet HSC pattern-of-study requirements.
Accelerate	Talented students can complete one or more HSC courses in advance of their Year group.
ATAR/Non ATAR options	HSC candidates can choose from a range of courses. Some Contribute towards the calculation of An Australian Tertiary Admission Rank (used by Universities to select prospective students), others are not recognised for this purpose and so do not count towards an ATAR.
In School Part-Time provider (TAFE or private) Traineeships	Vocational courses for senior students offered by a which count towards an HSC award & a traineeship
Dual accredited vocational courses	Vocational (work related) HSC courses offered in schools and accredited by the Board of Studies, Industry and employers
TAFE Delivered Courses	Vocational (work related) courses for senior school students offered by TAFE NSW which counts towards an HSC award.
Recognition of Prior Learning	Credit towards an exemption from a related subject/course maybe awarded by an educational institution or training provider to eligible students. E.g. TAFE

AQF	A framework defining all qualifications recognised in post-compulsory education in Australia.
Extension Courses	Build on the content of the corresponding 2 unit course. An extension course builds on the content of the 2 unit course and requires students to work beyond the standard of the 2 unit course. Where there is a second HSC extension course, the extension 2 course requires students to work beyond the standard of the extension 1 course
Industry Curriculum groups Framework	An industry curriculum framework describes the range and of units of competency that have been endorsed by the Board for inclusion in the Higher School Certificate as specific VET subjects and/or courses.
Subject	A subject is the general name given to an area of study that may have several different courses (e.g. within the subject English the courses will include English Standard, English Advanced, English Life Skills, etc.).
Course	A course is a branch of study within a subject; there can be more than one level of study within a course
Unit	A unit denotes the indicative time allocated to a course; One unit = 60 hours. Most courses are 2 units = 120 hours.
Pattern of Study	Pattern of Study refers to the arrangement of courses and their unit value, which must be successfully completed for the award of the Higher School Certificate.
Syllabus	A syllabus is the document for each course, which describes what students are expected to learn in terms of aims, objectives, outcomes, content and assessment requirements.
NESA	New South Wales Education Standards Authority. Replaced the Board of Studies

Course

Descriptions

NESA Developed Courses

You must study a minimum of 6 units from this section including at least 2 units of either:

English Advanced

English Standard,

or

English Studies

- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology, Dance, Agriculture, Software Design and Development and Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
- There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course but not both.
- You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Physics and Senior Science in meeting the 12 Preliminary or 10 HSC units. The course Investigating Science may not be taken as a Preliminary course with any of the above Science courses.

SUBJECTS AT EHS WITH COURSE FEES – 2019

YEAR	7	8	9	10	11	12
General School Contribution	\$65	\$65	\$65	\$65	\$80	\$80
Agriculture	-	-	\$20	\$20	-	-
Biology	-	-	-	-	\$30	\$30
Chemistry	-	-	-	-	\$30	\$30
Child Studies	-	-	\$30	\$30	-	-
Community and Family Studies	-	-	-	-	\$15	\$15
Construction VET – 2 Unit	-	-	-	-	\$80	\$50
Dance	-	-	\$40	\$40	-	-
Earth & Environmental Science	-	-	-	-	\$30	\$30
Engineering Studies	-	-	-	-	\$30	\$30
Food Technology	-	-	\$80	\$80	\$50	\$50
Hospitality	-	-	-	-	\$100	\$100
Hospitality Kit (mandatory fee for use of kit)	-	-	-	-	-	\$20
Hospitality Extension	-	-	-	-	-	\$70
Industrial Technology/Engineering	-	-	\$30	\$40	-	-
Industrial Technology/Metal	-	-	\$50	\$50	-	-
Industrial Technology/Multimedia	-	-	\$30	\$30	\$35	\$35
Industrial Technology/Timber	-	-	\$80	\$90	\$70	\$65
Information Processing and Technology	-	-	-	-	\$15	\$15
Information Software and Technology	-	-	\$30	\$30	-	-
Japanese Beginners	-	-	-	-	\$45	\$45
Marine and Aquaculture Technology	-	-	\$20	\$20	-	-
Music	-	-	\$30	\$30	\$40	\$40
PASS	-	-	\$20	\$20	-	-
Photography	-	-	-	-	\$30	\$30
Physics 2 Unit	-	-	-	-	\$30	\$30
Investigating Science	-	-	-	-	\$30	\$30
Technology – Home Economics	\$40	\$40	-	-	-	-
Technology – Industrial Arts	\$40	\$40	-	-	-	-
Textiles & Design	-	-	-	-	\$40	\$40
Textiles Technology	-	-	\$40	\$40	-	-
Visual Arts	\$20	\$20	\$30	\$35	\$35	**\$35
<ul style="list-style-type: none"> • Visual Arts – Year 12 - cost of major work is additional to the \$35 fee • IT Multimedia Years 9 – 12 students are required to supply an 8GB or more USB memory stick • P&C Levy of \$40 per family (eldest child invoiced) • Marine Studies – students purchase their own fish, fees cover food, test kits etc. 						

Course: Biology

2 units each for Year 11 and Year 12

NESA Developed Course

Course Description:

Biology is the study of life. The *Biology Stage 6 Syllabus* explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Topics Covered:

Year 11 Course 120 hours Module 1&2 (60 hours) Module 3&4 (60 hours)

Depth study – 15 hours in-built into the course time

- Module 1 – Cells as a basis of life
- Module 2 – Organisation of living Things
- Module 3 – Biological Diversity
- Module 4 – Ecosystem Dynamics

Year 12 Course 120 hours Module 5&6 (60 hours) Module 7&8 (60 hours)

Depth Study – 15 hours in-built into the course time

- Module 5 - Heredity
- Module 6 - Genetic Change
- Module – 7 Infectious Disease
- Module 8 - Non-Infectious Disease and Disorders

Course requirements:

The Year 11 course is made of 120 indicative hours including a 15 hours depth studies from one or more of the modules. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies fieldwork. Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information using and re-organising secondary data and/or information.

One fieldwork exercise must be completed in Year 11

Assessment

Internal Assessment	Weighting
Knowledge and understanding	40
First-hand investigations	30
Scientific thinking, problem-solving and communication	30
	100

Course: Business Studies

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Course Description:

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

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

Main topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements:

In the Preliminary course there is a research project, investigating the operation of a small business or planning the establishment of a small business.

Assessment: HSC course only

External Assessment

A three-hour written examination, including:

Section 1 Objective response questions	20
Section 2 Short-answer questions	40
Section 3 Extended response in the form Of a Business Report	20
Section 4 Extended response question	20

Internal Assessment

Knowledge and understanding of course content	40
Stimulus based skills Inquiry and research	20
Communication of business information, ideas and issues in appropriate forms	20

Weighting

40

20

20

20

100

100

Course: Chemistry

2 units each for Year 11 and Year 12

NESA Developed Course

Course Description:

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Topics Covered:

Year 11 Course 120 hours Module 1&2 (60 hours) Module 3&4 (60 hours)

Depth study – 15 hours in-built into the course time

- Module 1 – Properties and structure of Matter
- Module 2 – Introduction to Quantitative chemistry
- Module 3 – Reactive Chemistry
- Module 4 – Drivers of Reactions

Year 12 Course 120 hours Module 5&6 (60 hours) Module 7&8 (60 hours)

Depth Study – 15 hours in-built into the course time

- Module 5 – Equilibrium and Acid Reaction
- Module 6 – Acid Base Reactions
- Module – 7 Organic Chemistry
- Module 8 – Applying Chemical ideas

Particular Course Requirements:

The Year 11 course is made of 120 indicative hours including a 15 hours depth studies from one or more of the modules. Scientific investigations include both practical investigations and

secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies fieldwork. Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information using and re-organising secondary data and/or information.

A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.

At least one depth study must be included in both Year 11 and Year 12.

Assessment:

Internal Assessment	Weighting
Knowledge and understanding	40
First-hand investigations	30
Scientific thinking, problem-solving and communication	30
	100

Course: Community and Family Studies

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Course Description:

Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Main Topics Covered:

Preliminary Course

Resource Management (approximately 20% of course time)

Individuals and Groups (approximately 40% of course time)

Families and Communities (approximately 40% of course time)

HSC Course

Research Methodology (approximately 25% of course time)

Groups in Context (approximately 25% of course time).

Parenting and Caring (approximately 25% of course time).

HSC Option Modules (Schools select one of the following, approximately 25% of course time).

Family and Societal Interactions

Social Impact of Technology

Individuals and Work

Course Requirements:

As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management and should reflect a student's own interest within the above content areas.

Assessment: HSC course only

External Examination

A three hour written examination:

Section I

Part A - multiple choice

Part B – short answer questions

Section II - Options

Candidates will be required to

answer one of three

multi-part questions, in the form

of short answer combined

with extended response

(choosing only the option they

have studied):

- Families and Societal Interactions
- Social Impact of Technology
- Individuals and Work

Weighting

20

55

25

100

Internal Assessment

Core

Research Methodology Groups in Context

Parenting and Caring **Options**

Families and Societal Interactions

Social Impact of Technology

Individuals and Work

Weighting

75

25

100

Course: Drama

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

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 of between 3 and 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
- Studies in Drama and Theatre
- Group Performance
- 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, a published topic list 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 should base their work on one of the texts listed in the published text list. This list changes

every three to six 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.

Assessment HSC course only:

External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation	30	Australian Drama and Theatre Studies in Drama and Theatre Development of Group Performance	
Individual Project	30	Development of Individual Project	
A one and a half hour Written Examination comprising two compulsory sections:	40		
<ul style="list-style-type: none">• Australian Drama and Theatre• Studies in Drama and Theatre			
	100		100

Course: Earth and Environmental Science

2 units each for Year 11 and Year 12

NESA Developed Course

Course Description:

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

Topics Covered:

Year 11 Course 120 hours Module 1&2 (60 hours) Module 3&4 (60 hours)

Depth study – 15 hours in-built into the course time

- Module 1 – Earth's Resources
- Module 2 – Plate Tectonics
- Module 3 – Energy Transformation
- Module 4 – Human Impacts

Year 12 Course 120 hours Module 5&6 (60 hours) Module 7&8 (60 hours)

Depth Study – 15 hours in-built into the course time

- Module 5 – Earth's Processes
- Module 6 – Hazards
- Module 7 – Climate Science
- Module 8 – Resource Management

Particular Course Requirements:

The Year 11 course is made of 120 indicative hours including a 15 hours depth studies from one or more of the modules. Scientific investigations include both practical investigations and secondary-sourced investigations.

Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies fieldwork. Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information using and re-organising secondary data and/or information.

- A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.
- At least one depth study must be included in both Year 11 and Year 12.

Assessment:

Internal Assessment	Weighting
Knowledge and understanding	40
First-hand investigations	30
Scientific thinking, problem-solving and communication	30
	100

Course: Engineering Studies

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Course Description:

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

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

Main Topics Covered:

Preliminary Course

Students undertake the study of each of 4 modules:

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

HSC Course

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

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

Particular Course Requirements:

Students develop an engineering report for each module studied.

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

Assessment: HSC course only

External examination	Mark	Internal assessment	Weighting
<i>Section I</i>		Knowledge and understanding of engineering principles and developments in technology	50
20 Objective response questions	20		
<i>Section II</i>		Skills in research, problem solving and communication related to engineering	30
<ul style="list-style-type: none">• There will be approximately seven short-answer questions.• Questions will contain parts.• There will be approximately 25 items in total.• At least two items will be worth from 6 to 8 marks.	80	Understanding of the scope and role of engineering including management and problem solving	20
	100		100

Course: English Advanced

2 units for each of Preliminary and HSC
NESA Developed Course

Exclusions: English Standard; English Studies

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 Reading to Write. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake the intensive and close reading of quality texts from a variety of modes and media.
- 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 80% of the Content.

HSC Course: The course has two sections:

- The HSC Common Content consists of one common module to the HSC Standard, English Studies and the Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three modules A, B or C.

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 digital 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 four types of prescribed text, one drawn from **each** of the following categories: Shakespearian drama; prose fiction; poetry OR drama. The remaining text maybe film, media or nonfiction text OR maybe selected from one of the categories above
- A wide range of additional related texts and textual forms.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of Paper 1 (2 hours) Areas of Study (Common course content)	40	Area of Study (Common course content)	40
		Module A	20
		Module B	20
		Module C	20
			100
Paper 2 (2 Hours) Module A Module B Module C	60	Assessment across the language modes:	15
		Listening	25
		Speaking Reading Writing	30
		Viewing & representing	15
			100

Course: English Standard

2 units for each of Preliminary and HSC

Exclusions: English (Advanced); English (Extension)

Course Description:

In the Preliminary English (Standard) course students explore 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 Reading to Write: Transition to Senior English. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake at least one Area of Study.
- Electives in which students explore and examine texts and analyse aspects of meaning. Students are required to study ONE complex multimodal or digital text in Module A and ONE substantial literary print in Module B. The Electives comprise 80 % of the Content.

HSC Course: The course has two sections:

- The HSC Common Content consists of one common module to the HSC Standard, English Studies and the Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three modules A, B or C

Particular Course Requirements:

In the Preliminary English (Standard) course students are required to:

- study Australian and other texts
- explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital 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 three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry OR drama, nonfiction OR film, OR media
- a wide range of additional related texts and textual forms.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper		Area of Study	40
Paper 1 (1.5 hours)		(Common course content)	
(Common course content)	40	Module A	20
		Module B	20
		Module C	20
Paper 2 (2 Hours)			100
Module A	60	language modes: Listening	
Module B		Speaking	15
Module C		Reading	15
		Writing	25
		Viewing & representing	30
			15
	100		100

Course: English Studies

2 units for each of Preliminary and HSC
Content Developed Course

Exclusions: English (Advanced, Standard, Extension)

Course Description:

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course.

Particular Course Requirements:

The course contributes to the required Preliminary pattern of study of 12 units and HSC pattern of study of at least 10 units. It contributes to each of the specific pattern requirements including:

- at least six units from NESA Developed Courses
- at least two units of a NESA Developed Course in English
- at least three courses of two units value or greater (either NESA Developed or NESA Endorsed Courses)
- at least four subjects.

Students who wish to obtain an **ATAR**:

- English Studies is a Category B subject.
- For students who wish to obtain an ATAR, only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation.
- Therefore, English Studies students who wish to gain ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

Assessment:

External Assessment Weighting – Due to recent changes to the course, further guidelines and advice on assessment will be update on NESA's advice.

A written examination paper consisting of:

- One 2.5 hour paper: Common course content- Section I and II
- Elective Content: Section III and IV
- Selected Modules

Courses: Preliminary English Extension / HSC English Extension 1 / HSC English Extension 2

NOTE: Extension English (1 and 2) is an invitation course. Students will be invited by the English Faculty to attempt this course. Students not invited but wanting to attempt this course will have an interview with the Head Teacher and will be required to submit an essay on an unknown topic to demonstrate the ability to complete this difficult and demanding course. Demonstrated ability through interview and completion of the essay will lead to inclusion.

1 unit of study for each of Preliminary and HSC

Prerequisites:

- English (Advanced) course
- Preliminary English Extension Course is prerequisite for Extension Course 1.
- 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

The course has One mandatory section, Module: Texts, Culture and Value. This incorporates a related independent research project.

HSC Extension Course 1

The course has one section. Students must complete one elective chosen from one of the three modules offered for study: Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values. **HSC Extension Course 2**

The course requires students to complete a Major Work

Particular Course Requirements:

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

The HSC English (Extension) course 1 requires the study of prescribed texts (as outlined in the support document, HSC English 2001 and 2002 Electives and Prescribed Texts).

The HSC English (Extension) course 2 requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.

Assessment: HSC Extension Course 1

External Assessment	Weighting	Internal Assessment	Weighting
A written examination of 2 hours duration	50	Module A, B or C	50
	50	Assessment across the language modes:	50
		Speaking and listening	
		Reading and writing	10
		Viewing and representing	30
			50

Assessment: HSC Extension Course 2

External Assessment	Weighting	Internal Assessment	Weighting
Submission of Major work Including a 1000 – 1500 word (maximum) reflection statement	50	Proposal : Presentation of proposal for Major work Viva	10
		Voce : Interview and discussion/exploration of the work in progress	20
		Report : The impact of independent investigation on the development of the	20
	50		50

Course: Food Technology

2 units for each of Preliminary and HSC
NESA Developed Course

Exclusions: Nil

Course Description:

Across the two years, students will develop practical skills in food experimentation and preparation; the design, implementation and evaluation of solutions to food situations; and researching, analysing and communicating food issues.

In the preliminary course, the factors that influence food availability and selection are examined and current food consumption patterns in Australia investigated. Food handling is addressed with emphasis on ensuring safety and managing the sensory characteristics and functional properties of food to produce a quality product. The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is explored. In the HSC course, the structure of the Australian food industry is outlined and the operations of one organisation investigated via an industry case study. Food production and food processing practices are examined and their impact evaluated. The activities that support food product development are identified and the process applied in the design and development of a food product. Contemporary nutrition issues are raised, investigated and debated.

Main Topics Covered:

Preliminary Course

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

HSC Course

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

Particular Course Requirements:

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. It is a mandatory requirement that students undertake ***practical*** activities.

Assessment: HSC course only:

External Examination	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of Food Technology	20
		Skills in researching, analysing and communicating food issues	30
		Skills in experimenting with and preparing food by applying theoretical concepts	30
		Skills in designing, implementing and evaluating solutions to food situations	20
	100		100

Course: Geography

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

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 appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

Main Topics Covered:

Preliminary Course

Biophysical studies	45% of course time
Global Challenges	45% of course time
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 Activity	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 geographic reports.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination	100	Fieldwork	10
		Geographical research	20
Multiple-choice	20	Interpretation and synthesis of	30
Short answers		geographical stimulus	
Extended responses	40	Geographical writing	40
	40		
	100		100

Course: Industrial Technology

2 units for each of Preliminary and HSC
NESA Developed Course

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Course Description:

Industrial Technology Stage 6 consists of project work and Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

The Focus Areas offered at Erina High are:

Multimedia Industries

Timber Products

Furniture Industries

Main Topics Covered:

Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety.
- Design and Management – designing, drawing, computer applications, project management.
- Workplace Communication – literacy, calculations, graphics.
- Industry Specific Content and Production

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

Particular Course Requirements:

In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A one and a half hour written examination	40	Industry Study	20
		Designing, planning and management	20
Major Project and related management folio	60	Workplace communication	10
		Industry specific content	50
	100		100

- A fee of \$65 is required in the Preliminary year and \$50 is required in the HSC year
- This fee covers the cost of materials supplied
- The student is required to supply their own materials for their major HSC project

Course: Information Processes and Technology

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Course Description:

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

Main topics covered:

Preliminary Course: Introduction to information skills and Systems (20%)

- Information Systems in Context
- Information Processes
- Digital Representation of Data
- Classification of Information Systems
- Social and Ethical Issues

Tools for Information processes (40%)

- Collecting
- Organising
- Analysing
- Storing and Retrieving
- Processing
- Transmitting and Receiving
- Displaying

Planning, Design & Implementation (20%)

- Understanding the Problem to be solved
- Making Decisions
- Designing Solutions
- Implementing
- Testing, Evaluating and Maintaining
- Social and Ethical Issues

Personal and Groups Systems and Projects (20%)

- Personal Information Systems
- Group Information Systems

HSC Course

Project(s) (20%)

- Understanding the Problem
- Making Decisions
- Designing Solutions
- Project Management
- Social and Ethical Design
- Implementing
- Testing, Evaluating and Maintaining

Information Systems and Databases (20%)

- Information systems
- Examples of Database Information Systems
- Organisation Methods
- Storage and Retrieval
- Other Information Processes
- Issues related to Information Systems

Communication Systems (20%)

- Characteristics of Communication Systems
- Examples of Communication Systems
- Transmitting and Receiving in Communication Systems
- Other Information Processes in Communication Systems
- Issues Related to Communication Systems

Option Strands (40%)

Students will select two of the following options:

- Transaction Processing Systems
- Decision Support Systems
- Automated Manufacturing Systems
- Multimedia Systems

Particular Course Requirements:

There is no prerequisite study for the 2 Unit Preliminary course. Completion of the 2 Unit Preliminary course is a prerequisite to the study of the 2 Unit HSC course.

Assessment : HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	<ul style="list-style-type: none">• Project(s)• Information Systems• Communication Systems• Option Strand (two of the following)<ul style="list-style-type: none">- Transaction processing- Decision support systems- Automated manufacturing Systems- Multimedia systems	100

Course: Investigating Science

2 units for each of Year 11 and Year 12

NESA Developed Course

Course Description:

The *Investigating Science Stage 6 Syllabus* is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

Main Topics Covered:

Year 11 Course 120 hours Module 1&2 (60 hours) Module 3&4 (60 hours)

Depth study – 15 hours in-built into the course time

- Module 1 – Cause and Effect - Observing
- Module 2 – Cause and Effect – Inferences and Generalisations
- Module 3 – Scientific Models
- Module 4 – Theories and Laws

Year 12 Course 120 hours Module 5&6 (60 hours) Module 7&8 (60 hours)

Depth Study – 15 hours in-built into the course time

- Module 5 – Scientific investigations
- Module 6 – Technologies
- Module 7 – Fact of Fallacy?
- Module 8 – Science and Society

Particular Course Requirements:

The Year 11 course is made of 120 indicative hours including a 15 hours depth studies from one or more of the modules. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies fieldwork. Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information using and re-organising secondary data and/or information.

A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.

At least one depth study must be included in both Year 11 and Year 12.

Assessment:

Internal Assessment

	Weighting
Knowledge and understanding	40
First-hand investigations	30
Scientific thinking, problem-solving and communication	30

100

Course: Japanese Beginners

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Japanese Continuers; Japanese Background Speakers.
Other eligibility rules apply to the study of this subject. Check with your teacher or the NESA's ACE Manual.

Course Description:

In the Preliminary course, students will develop their knowledge and understanding of Japanese. During this course, students must acquire some knowledge of the Japanese language as a system through the seven themes suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Japanese through the four skills: listening, speaking, reading and writing. All themes listed in the syllabus must be studied for the HSC. Themes previously studied in the Preliminary course will be studied in greater depth.

Main Topics Covered:

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

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Oral Examination	20	Speaking Objective 1: Interacting Objective 3: Producing Texts	20
Written examination Section I – Listening Short-answer and objective response questions	30	Listening Objective 1: Interacting Objective 2: Understanding Texts	30
Section II – Reading Questions containing short-answer and/or objective response parts	30	Reading Objective 1: Interacting Objective 2: Understanding Texts	30
Section III – Writing in Japanese Part A Two short-answer questions Part B Candidates answer one extended response question	10 10	Writing Objective 1: Interacting Objective 3: Producing Texts	20
	100		100

Course: Legal Studies

2 units for each of Preliminary and HSC
NESA Developed Course

Course Description:

The Preliminary course develops student's 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, the interrelationship between law, justice and society and the changing nature of law, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

Main topics covered:

Preliminary Course

- The legal System 40% of course time
- The Individual and the Law 30% of course time
- The Law in Practice 30% of course time
 - Groups or individuals suffering disadvantage
 - Individuals or groups in conflict with the state
 - Events that highlight legal issues
 - Criminal or civil cases that raise issues of interest to the student

HSC Course

- Crime 30% of course time
- Human Rights 20% of course time
- Additional Focus Studies 50% of course time

Two Focus Studies are chosen from: Consumers, Family, Global Environment Protection, Indigenous Peoples, Shelter, Workplace, and World Order.

Key themes incorporated across all topics: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

Particular Course Requirements:

Assessment : HSC course only

External Assessment	Weighting	Internal Assessment
A three hour written examination: Core (Crime and Human Rights) Focus Studies (Options)	50 50 100	Core and focus studies assessed through tests, Investigation and research, Oral and written communication
		100

Course: Mathematics (Advanced)

2 Units for each of Preliminary and HSC NESA Developed Course

Prerequisites: This course assumes that students have satisfactorily completed the outcomes for Mathematics at Stage 5.3 (the Advanced course). Students should have demonstrated high academic achievement and possess significant knowledge and skills in Algebraic Techniques and Co-ordinate Geometry.


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 is an academic course and is useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial Mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1

Main Topics Covered:

Preliminary Course

- Basic arithmetic and algebra
- 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

External Assessment

A single written examination paper of three hours duration, consisting of ten multiple choice (10 marks) questions and 6 questions (15 marks each).

Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course.

That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course.

Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

Internal Assessment

The objectives of the course are grouped into two components.

Concepts, skills and techniques –

50%. This is recalling mathematical terminology and concepts, identifying the nature of mathematical problems from theoretical and practical contexts, and appropriate techniques for solution and applying appropriate techniques to solve routine problems.

Reasoning and communication – 50%. This is interpreting information from theoretical and practical contexts, explaining terminology, concepts, techniques for solutions, interpreting and using mathematical models, and constructing mathematical arguments and proofs to solve familiar and unfamiliar problems, evaluating methods of solution and recognising limitations to the validity of solutions.

A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment of both components.

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

Course: Preliminary Mathematics General 1 HSC Mathematics General 1

2 units Preliminary (NESA Developed Course)

2 units HSC (Content Endorsed Course)

Prerequisites:

The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7 – 10 Syllabus* (2002) up to, and including, the content and outcomes of Stage 5.1.

Exclusions:

Students may **not** study any other Stage 6 Preliminary Mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC Mathematics course in conjunction with the HSC Mathematics General 1 course

Course Description:

The Preliminary Mathematics General course and the HSC Mathematics General 1 (Content Endorsed) course (CEC) are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC mathematics General 1 course content is written in the same five Strands and includes a further four Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC mathematics General 2 pathway. The Preliminary Mathematics General/HSC Mathematics General 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.

Main Topics Covered:

Preliminary Course	HSC Course
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Strand Financial Mathematics	Strand Financial Mathematics
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Strand Data and Statistics	Strand Data and Statistics
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Strand Measurement	Strand Measurement
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Strand Probability	Strand Probability
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Strand Algebraic and Modelling	Strand Algebra and Modelling
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Focus Study Mathematics and Communication	Focus Study Mathematics and Design
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Focus Study Mathematics and Driving	Focus Study Mathematics and Household Finance
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Focus Study Mathematics and the Human Body	
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Focus Study Mathematics and Personal Resource Usage	
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External Assessment

No External HSC Examination

Internal Assessment

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.

Course: Preliminary Mathematics General 1

Course: HSC Mathematics General 2

2 units Preliminary (NESA Developed Course)

2 units HSC (NESA Developed Course)

Prerequisites:

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

Exclusions:

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

Course Description:

The Preliminary Mathematics General course and the HSC Mathematics General 1 (Content Endorsed) course (CEC) are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC mathematics General 2 course content is written in the same five Strands and includes a further two Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC mathematics General 1 pathway. The Preliminary Mathematics General/HSC Mathematics General 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.

Main Topics Covered:

Preliminary Course

HSC Course

Strand Financial Mathematics

Strand Data and Statistics

Strand Measurement

Strand Probability

Strand Algebraic and Modelling

Focus Study Mathematics and Communication

Focus Study Mathematics and Driving

Strand Financial Mathematics

Strand Data and Statistics

Strand Measurement

Strand Probability

Strand Algebra and Modelling

Focus Study Mathematics and Health

Focus Study Mathematics and Resources

External Assessment

The examination will consist of a written examination paper of two and a half hours duration containing two sections with a total value of 100 marks (Section I – 25 marks - objective response questions & Section II – 75 marks of short response questions). The examination will be based mainly on the HSC Mathematics General 2 course and will focus on the course objectives and HSC outcomes.

The Preliminary Mathematics General course (including the Focus Studies) will be assumed knowledge for this examination.

Internal Assessment

The objectives of the course are grouped into two components. Component A – 50% - **Concepts, skills & techniques** – this is recalling mathematical terminology and concepts, identifying the nature & solving maths problems from practical contexts and applying appropriate techniques to solve routine problems. Component B – 50% -

Reasoning and Communication

– this is interpreting information from practical contexts, explaining terminology, concepts, techniques for solution, interpreting and using mathematical models, and constructing mathematical arguments to solve familiar and unfamiliar problems. A number of tasks will be used to make up the overall assessment.

Course: Mathematics Extension 1

1 additional unit to the Mathematics course
NESA Developed Course

Prerequisites: The course is constructed on the assumption that students have achieved all the outcomes for Mathematics at Stage 5.3 (the Advanced course) and completed some of the recommended option topics. (Circle Geometry, Curve Sketching and Polynomials, Functions and Logarithms) at 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.

Main Topics Covered:

Preliminary Course

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

HSC Course

- Methods of integration
- Primitive of $\sin^2 x$ and $\cos^2 x$

$$\text{Equation } \frac{dN}{dt} = k(N - P)$$

- Velocity and acceleration as a function of x
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of HSC Mathematics topics

External Assessment

Two written examination papers. One paper is identical to the paper of three hours duration for the Mathematical course. The other paper, of two hours duration, is based on the Mathematics Extension 1 course and consists of ten multiple choice questions and 4 questions of 15 marks each.

No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

Internal Assessment

The objectives of the course are grouped into two components. Component A – 50% - Concepts, skills & techniques – this is recalling mathematical terminology and concepts, identifying the nature & solving maths problems from practical contexts and applying appropriate techniques to solve routine problems. Component B – 50% - Reasoning and Communication – this is interpreting information from practical contexts, explaining terminology, concepts, techniques for solution, interpreting and using mathematical models, and constructing mathematical arguments to solve familiar and unfamiliar problems. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment of both components. School assessment for the Mathematics Extension 1 course can be based on the whole of the course (Preliminary and HSC courses). Assessment for this course should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).

Course: Mathematics Extension 2

1 unit additional to the Mathematics Extension 1 course, for the HSC NESA Developed Course studied in (Year 12).

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

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

Main Topics Covered:

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

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

External Assessment

Two written examination papers. One paper is identical to the paper of two hours duration for the Mathematics Extension 1 course. The other paper is based on the Mathematics Extension 2 course and is of three hours duration.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

Internal Assessment

The objectives of the course are grouped into two components. Component A – 50% - **Concepts, skills & techniques** – this is recalling mathematical terminology and concepts, identifying the nature & solving maths problems from practical contexts and applying appropriate techniques to solve routine problems. Component B – 50% - **Reasoning and Communication** – this is interpreting information from practical contexts, explaining terminology, concepts, techniques for solution, interpreting and using mathematical models, and constructing mathematical arguments to solve familiar and unfamiliar problems. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment of both components.

Course: Modern History

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Course Description:

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments. The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

Course Structure:

Preliminary Course

	Modern History	Indicative hours
Year 11 course (120 hours)	Investigating Modern History The Nature of Modern History Case Studies <i>Each case study should be a minimum of 10 indicative hours.</i>	60
	Historical Investigation	20
	The Shaping of the Modern World	40

HSC Course

	Modern History	Indicative hours
Year 12 course (120 hours)	Core Study: Power and Authority in the Modern World 1919–1946	30
	National Studies	30
	Peace and Conflict	30
	Change in the Modern World	30

Particular Course Requirements:

The Preliminary course is a prerequisite for the HSC course.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written exam	100	Range of tasks	100
	100		100

Course: Music

2 units for each of Preliminary and HSC NESA Developed Course

Prerequisites: Music mandatory course (or equivalent)

Exclusions: Music 2

Course Description:

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

Main Topics Covered:

Students study three topics in each year of the course. Topics are chosen from a list of 21 which 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.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece)	10	Core Performance Core	10
A 45 minute – one-hour aural exam	30	Composition Core Musicology	10
		Core Aural	10
Electives:			25
Three electives from any combination of:			
Performance (one piece)			
Composition (one submitted composition)			
Musicology (one <i>viva voce</i>)			
• Elective 1		• Elective 1	
• Elective 2		• Elective 2	15
• Elective 3	20	• Elective 3	15
	20		15
	100		100

Course: Personal Development, Health and Physical Education

2 units for each of Preliminary and HSC NESAs Developed Course

Course Description:

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

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

Main Topics

Covered: Preliminary Course Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Components (40%) -20% of course time each option

Students (with class negotiation) 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 Component (40%)

Students (with class negotiation) 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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written paper	100	Core	60
		Options	40
	100		100

Course: Physics

2 units each for Year 11 and Year 12

NESA Developed Course

Course Description:

The *Physics Stage 6 Syllabus* involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

Main Topics Covered:

Year 11 Course 120 hours Module 1&2 (60 hours) Module 3&4 (60 hours)

Depth study – 15 hours in-built into the course time

- Module 1 – Kinematics
- Module 2 – Dynamics
- Module 3 – Waves and Thermodynamics
- Module 4 – Electricity and Magnetism

Year 12 Course 120 hours Module 5&6 (60 hours) Module 7&8 (60 hours)

Depth Study – 15 hours in-built into the course time

- Module 5 – Advanced Mechanics
- Module 6 – Electromagnetism
- Module 7 – The Nature of Light
- Module 8 – From the Universe to the Atom

Particular Course Requirements:

The Year 11 course is made of 120 indicative hours including a 15 hours depth studies from one or more of the modules. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies fieldwork. Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information using and re-organising secondary data and/or information.

- A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.
- At least one depth study must be included in both Year 11 and Year 12.

Assessment:

Internal Assessment	Weighting
Knowledge and understanding	40
First-hand investigations	30
Scientific thinking, problem-solving and communication	30
	100

Course: Society and Culture

2 units for each of Preliminary and HSC
NESA Developed Course

Exclusions: Nil

Course Description:

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project
The course deals with areas of study of interest and relevance to students.

Main topics Covered:

Preliminary Course

- The Social and Cultural World: 20%
- Personal and Social Identity: 40%
- Intercultural Communication: 40%

HSC Course

:

- Social and Cultural Continuity and Change: 30%
- The Personal Interest Project: 30%

Depth Studies: 40% Two to be chosen from:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Non-Conformity

Particular course Requirements: Nil

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A two hour written examination	60	Oral	20
		Application of methodological skills	20
Personal Interest Project	40	Secondary research	20
		Tests/exams	40
	100		100

Course: Sport, Lifestyle and Recreation

2 Units for each of Preliminary and HSC
NESA Content Endorsed Course (NON-ATAR)

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

Course Description

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

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

Through the course students will develop:

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

Main Topics Covered

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

Year 11:

- Aquatics
- Fitness
- Games and Sports Applications
- Coaching

Year 12:

- Resistance Training
- Games and Sports Applications
- First Aid
- Healthy Lifestyle
-

Assessment: School Based only

Preliminary Course

Knowledge & Understanding	50%
Practical Investigation	50%

HSC Course

Knowledge and Understanding	50%
Practical Investigation	50%

Course: Textiles & Design

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Course Description:

The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.

The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project which is specific to a selected focus area and which includes supporting documentation and textile item/s.

Main Topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements:

In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study as either experimental work and/or project work. In the HSC course, the major textile project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination of one and a half hours	50	Textile, Clothing, Footwear and Allied Industries	10
Major Textile Project	50	Properties and Performance	20
		Design	20
		Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using	50
	100		100

Course: Visual Arts

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions between Content Endorsed Courses and the NESA 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 Body of Work containing photography

Visual Design – Products developed cannot be used as a Body of Work in Visual Arts

Course Description:

Visual Arts involves students in the practices of art making, 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.

To attempt this course it would be an advantage and recommended by staff to have studied Visual Arts or Visual Design at the Stage 5 ROSA level.

Main Topics Covered:

Preliminary Course learning opportunities focus on:

- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists' artwork, the world and audiences in the art world
- 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 art making, 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 art world.
- 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 (4–10 hours each)
- Deeper and more complex investigations of ideas in art criticism and art history.

Please note: Fees apply to this course. At present Yr11 are \$30.00 and Yr12 are \$15.00 plus the cost to supply materials for their compulsory body of work.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A 1 ½ hour written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

Section II

Vocational Education and Training Courses (VET)

**Entry to all VET Courses may include a Head Teacher interview
as places in these courses are limited.**

Only 2 units of these courses may be counted towards an ATAR

QUALIFICATION: Certificate II in Construction Pathways (CPC20211)

- Board Developed Course - **BOSTES No: 26201**
- Minimum mandatory work placement – 70 hours
- Exclusions with other Board Developed Courses – nil

- A total of 4 units of credit – 2 units x 2 years (Preliminary and HSC)
- ☐ Category B status for the Australian Tertiary Admission Rank (ATAR)
- ☐ **Consumables:** Course Cost: \$80 -2Unit Or \$120 4Unit

Course Description:

This course provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, concreter and painter and decorator. As part of the course, all students must have a WorkCover 'white card' before they can enter a worksite.

HSC Course Structure:

This course consists of six core units of competency and nine elective units.

UNITS OF COMPETENCY – Compulsory – Attempt ALL units

Core - Attempt all units

Unit code	Unit title	HSC indicative hours of credit
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	15
CPCCCM1012A	Work effectively and sustainably in the construction industry	25
CPCCCM1013A	Plan and organise work	10
CPCCCM1014A	Conduct workplace communication	10
CPCCCM1015A	Carry out measurements and calculations	20
CPCCCM2001A	Read and interpret plans and specifications	20

Electives - Attempt ALL units

CPCCCA2002B	Use carpentry tools and equipment	Group B elective	10
CPCCCA2011A	Handle carpentry materials	Group B elective	20
CPCCCM2006B	Apply basic levelling procedures	Group H elective	15
CPCCCO2013A	Carry out concreting to simple forms	Group H elective	20
CPCCJN2001A	Assemble components	Group F elective	15
CPCCJN2002B	Prepare for offsite manufacturing processes	Group F elective	10
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on the ground	Group B elective	25

Additional examinable units delivered to meet BOSTES requirements

CPCCCM2005B	Use construction tools and equipment	20
CPCCOHS1001A	Work safely in the construction industry	10

ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment:

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

Work placement:

Students **must** complete a minimum of 70 hours work placement in a Construction related industry workplace (35 hours in each of Years 11 and 12).

Optional HSC examination: Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the compulsory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

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

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

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

QUALIFICATION: : Certificate II Kitchen Operations (SIT20312)

- | | |
|--|--|
| <ul style="list-style-type: none"> Board Developed Course - BOSTES No: 26501 Minimum mandatory work placement – 70 hours Exclusions with other Board Developed Courses - nil | <ul style="list-style-type: none"> A total of 4 units of credit – 2 units x 2 years (Preliminary and HSC) Category B status for the Australian Tertiary Admission Rank (ATAR) Consumables: \$100 per year, \$20 toolkit hire, approx. \$65 uniform |
|--|--|

Course Description:

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

Course HSC Structure:

To meet HSC course requirements, students completing the Hospitality (240 indicative hours) course with a kitchen operations and cookery focus must undertake **four mandatory and four Kitchen Operations and Cookery stream associated units of competency** (six core and two listed electives for Certificate II in Kitchen Operations) plus a minimum of 95 HSC indicative hours of HSC elective units of competency.

UNITS OF COMPETENCY

Core - Attempt ALL units

Unit code	Unit title		HSC indicative hours of credit
SITXFSA101	Use hygienic practices for food safety	(HSC Mandatory)	10
SITXWHS101	Participate in safe work practices	(HSC Mandatory)	15
BSBWOR203B	Work effectively with others	(HSC Mandatory)	15
SITHCCC101	Use food preparation equipment	(KO & C Stream)	20
SITHCCC201	Produce dishes using basic methods of cookery	(KO & C Stream)	40
SITHKOP101	Clean kitchen premises and equipment	(KO & C Stream)	10
SITXINV202	Maintain the quality of perishable items	Elective	5
SITHCCC207	Use cookery skills effectively	Alternate Elective	20
	And / Or		
SITHCCC204	Produce vegetable, fruit, egg and farinaceous dishes	Alternate Elective	35

Electives – Attempt ALL units

SITHIND201	Source and use information on the hospitality industry	(HSC Mandatory)	20
SITXFSA201	Participate in safe food handling practices	(KO & C Stream)	15
SITHCCC102	Prepare simple dishes	Elective	20
SITHCCC202	Produce appetisers and salads	Elective	25
SITHCCC103	Prepare sandwiches	Elective	10

Additional Units of competency delivered to meet BOSTES requirements

BSBSUS201A	Participate in environmentally sustainable work practices	Elective	15
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ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment:

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

Work placement: Students **must** complete a minimum of 70 hours work placement in a Hospitality related industry workplace (35 hours in each of Years 11 and 12). For the 240-hour course only, it is permissible for up to 50% of work placement to include school and community functions where students cater for and/or service customers.

N Determinations:

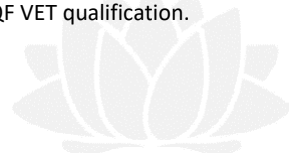
Where a student has not met BOSTES course completion criteria they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals:

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

Recognition of Prior Learning:

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



QUALIFICATION: Certificate II in Retail Services (SIR20212)

- | | |
|---|--|
| • Board Developed Course - BOSTES No: 26901 | ☐ A total of 4 units of credit – 2 units x 2 years (Preliminary and HSC) |
| • Minimum mandatory work placement – 70 hours | ☐ Category B status for the Australian Tertiary Admission Rank (ATAR) |
| • Exclusions with other Board Developed Courses - nil | ☐ Consumables: No fee required |

Course Description:

This course provides students with the opportunity to obtain national vocational qualifications for employment in the retail services industry. Students will be able to gain skills in communication, safe work practices, customer service, retail technology, stock control and routine work activities within the retail, wholesale or community pharmacy sectors. Occupations in the retail services industry include sales clerk/assistant, customer service representative, checkout operator, wholesale clerk, pharmacy assistant and retail executive.

HSC Course Structure:

This course consists of eight core units of competency, including two General Selling Stream and four elective units.

UNITS OF COMPETENCY

Core - Attempt ALL units

Unit code	Unit title	HSC indicative hours of credit
SIRXCCS201	Apply point-of-sale handling procedures	20
SIRXCCS202	Interact with customers	20
SIRXCOM101	Communicate in the workplace to support team and customer outcomes	15
SIRXIND101	Work effectively in a customer service environment	20
SIRXRSK201	Minimise loss	10
SIRXWHS101	Apply safe work practices	15
SIRXICT001A	Operate retail technology	20
SIRXCLM101	Organise and maintain work areas	10

Electives

SIRXSLS201	Sell products and services	15
SIRXMER201	STREAM - Merchandise products	20
SIRXSLS002A	STREAM - Advise on products and services	20
SIRXINV001A	Perform stock control procedures	20
SIRXFIN002A	Perform retail finance duties	20
SIRXMER202	Plan, create and maintain displays	15

ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment:

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

Work placement:

Students must complete a minimum of 70 hours work placement in a Retail related industry workplace (35 hours in each of Years 11 and 12). It is permissible for up to 50% to be undertaken in other retail environments intended for public performance, including school productions.

Optional HSC examination:

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N Determinations:

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

Appeals:

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

Recognition of Prior Learning:

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