Stage 6:
Years 11 and 12
2017 - 2018

Revised June 2016
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INTRODUCTION

Included is material from the Board of Studies and Teacher Education Standards BOSTES. The information is subject to change by BOSTES but is correct at the time of publishing.

Year 11 subjects are called Preliminary Courses and Year 12 subjects are called Higher School Certificate Courses.

Students must satisfy the requirements of the Preliminary Course before proceeding to the Higher School Certificate Course. At the conclusion of the Preliminary Courses, grades are submitted to BOSTES. These grades are based entirely on school-based assessment and make up the RoSA – Record of School Achievement.

Information on assessment policies, expected outcomes and the assessment tasks for each of the Preliminary Courses is available for students at the beginning of Year 11.

Entering into Year 11 can be as daunting as travelling to another planet. However, knowledge, good planning and organisation will enable both students and parents to step confidently into this final stage of school education. It is essential for parents/carers to assist in making choices appropriate to their child’s interests and ability.

Important things to know about Year 11 and 12:

- English is the only compulsory subject.
- A great amount of effort and time is required to achieve success in each course.
- Students have the choice of Industry and/or academic pathways.
- All courses are academically rigorous.
- The HSC prepares students very well for tertiary education.

At Lindisfarne we have high expectations for the students and staff are here to help them strive for excellence within a caring and supportive environment.
BOSTES


**ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE**

Below is a brief summary of the rules pertaining to the successful award of the Higher School Certificate.

1. English is the only compulsory Higher School Certificate subject.
2. Satisfactory completion of at least 12 units of Preliminary courses.
3. Satisfactory completion of at least 10 units of HSC courses.

For both Preliminary and the HSC, study patterns must include:

- At least six units of Board Developed Courses
  - At least two units of a Board Developed Course in English
  - At least three courses of 2 unit value or greater
  - At least four subjects.

Other Requirements are:

- The Preliminary component of a course must be completed before commencing the HSC component.
- A maximum of six Preliminary units and six HSC units from courses in science.
- In the Preliminary study pattern, Senior Science may not be studied in combination with Biology, Chemistry or Physics.

You will be considered to have satisfactorily completed a course if, in your school principal’s view, there is sufficient evidence that you have:

1. Followed the course developed by the Board;
2. Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. Achieved some or all of the course outcomes. Receiving a mark for a course on your Record of Achievement issued by the Board of Studies is an indication that you have satisfactorily completed that course.
UNIVERSITY REQUIREMENTS FOR 2019

The NSW University Admissions Centre Produces an information booklet for Year 10 students and other related publications. These can be downloaded from the UAC web site: http://www.uac.edu.au/schoollink/year-10.shtml

Information on Queensland Tertiary Admissions Centre can be found at the QTAC web Site: http://www.qtac.edu.au/for-schools

THE ATAR

The Australian Tertiary Admission Rank (ATAR) is a rank between 0.00 and 99.95 with increments of 0.05. It provides a measure of overall academic achievement in the HSC that assists Australian Institutions to rank applicants for tertiary course selection. The ATAR is calculated by the institutions and released by UAC.

It is important to note that the ATAR is a rank, not a mark, and it is designed only to be used for tertiary selection.

Admission to most tertiary courses is based on performance in the Higher School Certificate with applicants ranked on the basis of their ATAR.

Other criteria such as a portfolio, interview, audition, or questionnaire may also be taken into account in conjunction with the ATAR for certain courses.

ATAR RULES

Rule 1: Eligibility
To be eligible for an ATAR you must satisfactorily complete at least 10 units (including at least two units of English) of courses completed must include at least three Board Developed courses of two units or greater, and at least four subjects.

Rule 2: Calculation of the ATAR
Your ATAR will be based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- Your best two units of English; and
- Your best eight units from the remaining units, subject to the provision that no more than two units of Category B Courses be included (VET Courses are Category B Courses)

The calculation of the ATAR is subject to the following restrictions and conditions:

- You must satisfactorily complete English.
- You may accumulate courses over a period of no more than five years.
- If you repeat a course, only the last satisfactory attempt will be used in the calculation of your ATAR.
- If you enrol in a repeat course and subsequently withdraw, either officially by advising your principal or the Board of Studies or unofficially by non-attendance at the appropriate examination, you will be considered as not having completed the course and it will be regarded as a non-satisfactory attempt – in this case, the mark from your previous satisfactory attempt in the course will be available for inclusion in your ATAR.
## COMPARISON OF THE ATAR WITH QLD OP

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STUDYING FOR THE HIGHER SCHOOL CERTIFICATE

Below are some helpful organisational hints to assist in successfully completing the HSC.

- Evaluate your week including study time; free time, sporting commitments and casual employment then make informed decisions as to what things need to be cut if necessary.
- Senior students should set aside at least 3 to 4 hours each day for 6 days a week in order to complete homework, assignments, study and revision.
- Plan ahead. A wall chart/calendar may help
- Set aside time for recreation.
- Implement a home and study timetable as soon as possible.
- Your work area should be in a quiet area of the house well away from distractions.
- Your workspace should be kept tidy and organised.
- Turn distractions into rewards when homework/study/assignments are completed.
- Seek help from teachers and family in order to achieve the above goals.

ASSESSMENT

At the beginning of year 11 and again at the beginning of year 12, students will be given a formal assessment booklet which contains detailed information regarding the school’s assessment policies and procedures. The assessment booklet will also detail the assessment tasks for each subject, including outcomes assessed in each task and dates due.

In Year 12 internal assessment accounts for 50% of the HSC mark.

It is in the student’s best interests to complete all assessments to a high standard.

Below is a brief summary of the school’s Assessment policies and procedures for Year 11 and Year 12 students.

eSubmission of assignments

Students must submit all written assignments online via myLindisfarne.

Assessment Marks

Students will be notified of their mark and rank for each assessment task at the time the marked task is returned to the student. Students will receive clear advice and feedback from the course teacher, which indicates:

- The student’s attainment in the task relative to the outcomes.
- The student’s relative position within the group.

Deadlines for Assignments and Presentations

- eSubmission of assignments will be no later than 9:00pm on the date due.
- Students will not be advantaged by submitting (written) or completing (oral) assignments before the due date.
- Marks will be deducted for late assignments.

Failure to hand in an assessment task will result in a mark of zero. However, in order for the student to satisfy the course requirements, the student must submit the task at a later date.
otherwise the student places themselves at risk of being allocated an 'N' (non-completion of course) determination for the course.

**Late Extensions for Assignments**

Applications must be in writing to the Dean of Studies well before the due date. Extensions will only be granted if exceptional circumstances prevail. Reasons may include:

- Illness prior to the week in which the assignment is due;
- School representative commitments, for the week prior to the assignment being due;
- Verifiable family disruption of an extreme nature, etc.

Students must have documentary evidence to support their claim for an extension, such as Medical Certificates.

All cases for extensions will be considered on their merit.

**Using Computers to Produce Assignments**

Students are required to make regular backups their work.

We recommend that students keep a working copy on the school’s network drive as well as a working copy on their computer. The USB drive and or iCloud should be regarded as a transfer device between school and home.

Students are also required to show a hard copy or email a copy of their work under progress, at the request of the course teacher.

**Plagiarism**

Plagiarism is the practice of copying another person’s work without acknowledgement or permission. The plagiarist claims this as their own work.

The School regards any act plagiarism as a serious breach of school rules and may result in an ‘N’ determination for the course concerned.

There are no excuses for copying other person’s work. Students should also be aware that copying and pasting from the Internet into one’s assignment is considered as plagiarism, unless the copied work is cited and referenced in a bibliography.

Note the eSubmission of assignments automatically checks for originality and makes reports available for students to peruse.

An assignment that is made up of a majority of referenced material will be given a very low mark.

Assignments must indicate to a large degree that the majority of the work is the student’s own original work.

Referenced work should be used wisely. Students should consult with the course teacher if they are unsure of the expectations of quoting another person’s work.
Students Falling Behind In Their Work

If a student falls behind in their work, then it is up to them to make up the work lost. Suggestions include:

- Meeting with the course teacher outside of class.
- Obtaining copies of notes from another student who is up to date with their work.

If the School determines that any senior student is not making the appropriate effort within a Preliminary or HSC Course, then warning letters will be sent home warning that the student may be given an “N” determination.

EXAMINATIONS

Examination Malpractice

If a student is proven to have been involved in malpractice (cheating) during an examination, the student will be awarded a zero mark for that examination and the matter will be referred to the Dean of Studies.

Each case will be dealt with in accordance with its seriousness and by the application the school’s discipline policy.

NON-COMPLETION OF ASSESSMENT TASKS

Where there is no valid reason for not completing an assessment task, a zero mark must be recorded for that task and a warning letter must be sent.

If a student’s attempt at a particular task is a non genuine one, a warning letter will also be sent and the student will be required to resubmit the assignment.

Warning letters

The warning letter is designed for the following purposes:

- Advise the student of the problem to be corrected.
- Generally the student will be given a two-week period to correct the problem.
- Alert the student to the possible consequences of an ‘N’ determination.
- Advise the parent or guardian in writing if the student is less than 18 years of age.
- Request from the student/parent a written acknowledgement of the warning.

If the student fails to correct the problem within the allocated time frame, follow up letters will be issued.
CHOOSING SUBJECTS

When making decisions about which subjects to select, parents and students need to keep the following in mind:

- Does the student have an idea of the career path he or she would like to follow? In many cases this will determine the type of subjects selected.
- Does the student wish to proceed to tertiary education? The course the student wishes to take at university, for example, may have a prerequisite that must be achieved before enrolment is permitted.
- Tertiary institutions will continue to base their selection procedures very closely on the HSC results. It is therefore important for students to select subjects that will allow them to maximise their marks. The best advice is that to maximise marks (remembering prerequisites), students should select those subjects they like the most.
- “Easy” subjects. Some subjects have an undeserved reputation as being “easy”. THIS IS NOT SO. Obviously some students will find some subjects easier than others because of their particular interests or abilities but there is no such thing as an ‘easy’ subject.
- Different subjects require different skills. For example, Physics requires skill in Mathematics, while Legal Studies or Modern History etc. require essay writing abilities. Other subjects may require both of the above. It is therefore important that each student considers selecting subjects that require the skills and abilities they possess.

CAREERS

It would seem sensible for a student to gain some feel for a career area by taking particular subjects. Legal Studies would seem a good option for a student who wants a career in Law. However, Legal Studies is not a prerequisite for studying Law at University.

If a student wishes to pursue a career in some form of business, then a working knowledge of Mathematics, Computing or Business Studies may be of interest. Again, they are not prerequisites.

Careers in Medicine do require students to have studied at least one of the Sciences. Again, different institutions require different prerequisites for Medicine. If you are considering a career in Medicine please make an appointment with the careers advisor as soon as possible.

Students considering a career as a pilot must have a very good understanding of Mathematics.

If a student does not know what he or she wants to do (which is the case for a large number of students) then he or she should try to keep all options open. If a student has an interest in the Sciences, then look at Chemistry, Physics, Biology or Senior Science. If a student is an ‘all-rounder’ then a balance between technology and humanities is recommended.

In order to obtain the best possible results, select those subjects, which most interest the student and which cater best to his or her strengths. During Year 11 and Year 12 your career goals may change. Don't panic, this happens to a lot of students.

If you wish to find out more about university prerequisites, then book an appointment to see Mr Woods.
GLOSSARY

Before you choose your subjects you should know the following terms:

Course prerequisite:

A subject you must pass (open at a specific level) in your HSC in order to gain admission to a particular university course. Your ATAR may be above the entry level for a course but if you haven’t got the marks in the prerequisite subject(s) you will not be offered a place.

Subject prerequisite:

To gain entry to some subjects at some universities you must have completed a particular HSC subject at a required level. For example, you may not be allowed to enrol in Chemistry unless you’ve done 2U Chemistry in the HSC. Some universities offer bridging courses to bring you up to the required standard before classes commence.

Assumed knowledge subjects:

Universities often assume that you have studied certain subjects at HSC level. For example, if Extension Mathematics is assumed knowledge for a particular course and you have only done Mathematics then you may have problems passing that subject in your first year. Many universities are now also nominating recommended subjects.

Undergraduate:

A student who is currently studying for their first degree. Eg. Bachelor of Music.

Postgraduate:

A student who has completed a higher degree. Eg. Graduate Diploma; Masters; PhD.
SUBJECTION SELECTION PROCESS

The following pages contain the BOSTES course descriptions of the courses that students can select from at Lindisfarne Anglican Grammar School.

More detailed information can be obtained from the course teacher or Director of Faculty.

Please note that the courses that actually run from year to year depend upon student interest. Some of the subjects may be withdrawn if there are not sufficient student numbers.

We at Lindisfarne endeavours to provide as many courses as possible that match the interests and abilities of the student cohort. We try to give students their first choices. However, this is impossible to guarantee. Therefore, students are advised to make at least eight choices on the Subject Survey Form.

The process of finalising subject choices will be as follows:

- From 15 June to 22 July, each student will be invited to attend a one on one subject interview.
- Subject selections will open on 15 June at 4.00pm and will close at 5.00pm on 25 July https://web.edval.com.au
- If a subject is not available affected students will be allocated their backup choices.
- Subject lines will be constructed. Students with clashes will be given the opportunity to adjust their choices.
- All students will be notified of their subjects for 2017.
BOARD DEVELOPED COURSES

ENGLISH COURSES

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

Course Description

- In the Preliminary English (Standard) course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts.
- In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least four types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts.

Main Topics Covered

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

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

Particular Course Requirements

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

HSC English (Standard) Course requires the close study of:
- at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts
- a wide range of additional related texts and textual forms.
**English (Advanced)**
2 units for each of Preliminary and HSC  
Board Developed Course  
**Exclusions:** English (Standard); Fundamentals of English; English (ESL)

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

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

**Main Topics Covered**

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

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

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

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

HSC English Extension 1

1 unit of study for each of Preliminary and HSC

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

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

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

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

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

Main Topics Covered

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

HSC English Extension Course 1
The course has one section. Students must complete one elective chosen from one of the three modules offered for study:
Module A: Genre
Module B: Texts and Ways of Thinking
Module C: Language and Values.

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

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

HSC English Extension Course 2 – Year 12 only
The course requires students to complete a Major Work.
MATHEMATICS COURSES

Preliminary Mathematics General/ HSC Mathematics General 2
2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites: The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus 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, particularly the Patterns and Algebra topics and Trigonometry, if not all of the content.

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

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

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

Main Topics Covered

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

HSC Course 2
- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Health
- Focus Study: Mathematics and Resources
Mathematics
2 units for each of Preliminary and HSC
Board Developed Course

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

Exclusions: Mathematics General

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

Main Topics Covered

Preliminary Course

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

HSC Course

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications
Mathematics Extension 1
1 unit in each of Preliminary (Preliminary Mathematics Extension) and HSC Board Developed Course

Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry of Mathematics Years 7–10 Syllabus.

Exclusions: General Mathematics

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

Main Topics Covered

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

HSC Course
- Methods of integration
- Primitive of sin^2x and cos^2x
- Equation: \( \frac{dN}{dt} = k(N−P) \)
- Velocity and acceleration as a function of \( x \)
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics HSC course topics
Mathematics Extension 2 Year 12 only
1 unit for the HSC
Board Developed Course

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

Exclusions: General Mathematics

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

Main Topics Covered

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 topics
SCIENCE COURSES

Biology
2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Senior Science (Preliminary only)

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

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

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

Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
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<tbody>
<tr>
<td>Core Modules</td>
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<tr>
<td>A Local Ecosystem</td>
<td>Maintaining a Balance</td>
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<tr>
<td>Patterns in Nature</td>
<td>Blueprint of Life</td>
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<tr>
<td>Life on Earth</td>
<td>The Search for Better Health</td>
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<tr>
<td>Evolution of Australian Biota</td>
<td>One Option from the following modules:</td>
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<td></td>
<td>Communication</td>
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<td>Biotechnology</td>
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<td>Genetics: The Code Broken?</td>
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<td>The Human Story</td>
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<td></td>
<td>Biochemistry</td>
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</tbody>
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Particular Course Requirements
Each module specifies content which provides opportunities for students to achieve the Biology skill outcomes. Biology modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Biology skills modules 8.1 and 9.1.

The Preliminary course includes a field study related to local terrestrial and aquatic environments. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.
Chemistry
2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Senior Science (Preliminary only)

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

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

The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the management and monitoring of chemicals that have been developed and/or released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
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<tbody>
<tr>
<td>Chemistry Skills Module 8.1</td>
<td>Chemistry Skills Module 9.1</td>
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<tr>
<td><strong>Core Modules</strong></td>
<td><strong>Core Modules</strong></td>
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<tr>
<td>• The Chemical Earth</td>
<td>• Production of Materials</td>
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<td>• Metals</td>
<td>• The Acidic Environment</td>
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<tr>
<td>• Water</td>
<td>• Chemical Monitoring and Management</td>
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<td>• Energy</td>
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</table>

One Option from the following modules:

• Industrial Chemistry
• Shipwrecks, Corrosion and Conservation
• The Biochemistry of Movement
• The Chemistry of Art
• Forensic Chemistry

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

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical
Physics
2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Senior Science (Preliminary only)

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

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

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

Topics Covered

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

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

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

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

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.
Senior Science
2 units for each of Preliminary and HSC
Board Developed Course

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

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

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

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

Topics Covered

Preliminary Course
Senior Science Skills Module 8.1
Core Modules
- Water for Living
- Plants
- Humans at Work
- The Local Environment

HSC Course
Senior Science Skills Module 9.1
Core Modules
- Lifestyle Chemistry
- Medical Technology – Bionics
- Information Systems
One Option Module:
- Pharmaceuticals

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

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

**Ancient History**
2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Nil

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

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

**Main Topics Covered**

**Preliminary Course**

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

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

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

**HSC Course**

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

**Part II:** ONE Ancient Society (25%)

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

**Part IV:** ONE Historical Period (25%)

**Particular Course Requirements**
In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.
**Business Studies**
2 units for each of Preliminary and HSC
Board Developed Course

**Exclusions:** Nil

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

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

**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
Dance
2 units for each of Preliminary and HSC
Board Developed Course

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

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

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

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

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

Particular Course Requirements
The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses. The published Course Prescriptions, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.
**Design and Technology**
2 units for each of Preliminary and HSC
Board Developed Course

**Exclusions:** Nil

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

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

**Main Topics Covered**

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

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

**Particular Course Requirements**
In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.
In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

Drama
2 units for each of Preliminary and HSC
Board Developed Course

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

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

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

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

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

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

Main Topics Covered

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

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

**Economics**
2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Nil

**Course Description**
Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students’ knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

**Main Topics Covered**

**Preliminary Course**
- Introduction to Economics – the nature of economics and the operation of an economy
- Consumers and Business – the role of consumers and business in the economy
- Markets – the role of markets, demand, supply and competition
- Labour Markets – the workforce and role of labour in the economy
- Financial Markets – the financial market in Australia including the share market

**HSC Course**
- The Global Economy – Features of the global economy and globalisation
- Australia’s Place in the Global Economy – Australia’s trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management – the range of policies to manage the economy.
Engineering Studies
2 units for each of Preliminary and HSC Board 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 4 compulsory modules:
- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
- one focus module relating to the field of Biomedical engineering.

HSC Course
Students undertake the study of 4 compulsory modules:
- two application modules relating to the fields of Civil structures and Personal and public transport
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements
Engineering Report

Preliminary Course
Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

HSC Course
Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules. One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.
French Beginners
2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: French Continuers; French Extension
Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.

Course Description
In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

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

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

Particular Course Requirements: Nil
**Geography**
2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Nil

**Course Description**
The Preliminary course investigates biophysical and human geography and develops students’ knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

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

**Preliminary Course**
- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of student’s own choosing.

**HSC Course**
- Ecosystems at Risk – the functioning of ecosystems, their management and protection.
- Urban Places – study of cities and urban dynamics.
- People and Economic Activity – geographic study of economic activity in a local and global context.

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

**Particular Course Requirements**
Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.
**HSC History Extension**  Year 12 only  
1 unit HSC Board Developed Course

**Exclusions:** Nil

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

**Main Topics Covered**

**Part I: What is History?** (60% of course time)  
Key questions:
- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded over time?
- Why have the approaches to history changed over time?

Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options.

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

**Particular Course Requirements**  
The Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.
INDUSTRIAL TECHNOLOGY: Multimedia Technologies

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

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

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

Main Topics Covered

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

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

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

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.
**Japanese Beginners**
2 units for each of Preliminary and HSC
Board Developed Course

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

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

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

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

**Particular Course Requirements:** Nil
Legal Studies
2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

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

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

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

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

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

Two options are chosen from:
• Consumers
• Global environment and protection
• Family
• Indigenous peoples
• Shelter
• Workplace
• World order.

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

Particular Course Requirements No special requirements
Modern History
2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

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

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

Main Topics Covered

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

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

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

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

Part II: ONE National Study (25%)

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

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

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

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

The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.
**Music 1**  
2 units for each of Preliminary and HSC  
Board 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 covers a range of styles, periods and genres.  

**Particular Course Requirements**  

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

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

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

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

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

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

Optional Component (40%)
Students 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 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.
Software Design and Development
2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Computing Applications CEC

Course Description
The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The HSC course builds on the Preliminary course and asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems.

Preliminary Course
Concepts and Issues in the Design and Development of Software (30%)
- Social and ethical issues
- Hardware and software
- Software development approaches

Introduction to Software Development (50%)
- Defining and understanding the problem
- Planning and designing software solutions
- Implementing software solutions
- Testing and evaluating software solutions
- Maintaining software solutions

Developing software solutions (20%)

HSC Course
Development and Impact of Software Solutions (15%)
- Social and ethical issues
- Application of software development approaches

Software Development Cycle (40%)
- Defining and understanding the problem
- Planning and design of software solutions
- Implementing software solutions
- Testing and evaluating software solutions
- Maintaining software solutions

Developing a Solution Package (25%)
Options (20%)

Study one of the following options:
- Programming paradigms or
- The interrelationship between software and hardware

Particular Course Requirements
There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course. It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.
**Studies of Religion I**
1 unit for each of Preliminary and HSC
Board Developed Course

**Exclusions:** Studies of Religion II

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

**Preliminary Course**

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

**HSC Course**

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

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

**Course Description**  
The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the course areas and includes the completion of two preliminary textile projects. These projects develop each student’s creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

**Preliminary Course**  
Design (40%)  
Properties and Performance of Textiles (50%)  
The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

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

**Particular Course Requirements**  
In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.
Visual Arts
2 units for each of Preliminary and HSC
Board Developed Course

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

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

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

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

HSC Course learning opportunities focus on:
- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

Particular Course Requirements

Preliminary Course:
- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

HSC Course:
- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.
### Entertainment Industry Curriculum Framework

<table>
<thead>
<tr>
<th>Board Developed Course</th>
<th>A total of 2, 4 or 5 units of credit – Preliminary and/or HSC</th>
<th>Minimum mandatory work placement – 70 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category B status for the Australian Tertiary Admission Rank (ATAR) Exclusions with other Board Developed Courses – nil</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Course Description

This qualification reflects the role of individuals who apply a broad range of competencies in providing services for the entertainment industry. Job Roles: Students completing this qualification may provide assistance with technical support to a team. Possible job titles may include: • Audio Visual Technician • Lighting and/or Sound Technician • Technical Operator (Staging).

### AQF VET Qualification(s)

NSW BOSTES Board Developed VET Curriculum Framework, Category B. 240-hour course possible qualification outcome is a Statement of Attainment towards CUA30415 Certificate III in Live Production and Services. To complete the full CUA30415 Certificate III in Live Production and Services, a 60 hours Specialisation Studies needs to be studied. Summaries of the employability skills developed through these qualifications can be downloaded from: [http://www.training.gov.au](http://www.training.gov.au)

<table>
<thead>
<tr>
<th>The Entertainment Industry Curriculum Framework mandatory focus areas are:</th>
<th>HSC elective units of competency to a minimum of 75 HSC indicative hours from the elective pool</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Audio</td>
<td>A minimum of 70 hours work placement</td>
</tr>
<tr>
<td>• Customer service</td>
<td>STUDENT WILL NEED TO COMPLETE 5 UNITS TO GET THE FULL CERTIFICATE III</td>
</tr>
<tr>
<td>• Lighting</td>
<td></td>
</tr>
<tr>
<td>• Safety</td>
<td></td>
</tr>
<tr>
<td>• Staging</td>
<td></td>
</tr>
<tr>
<td>• Vision</td>
<td></td>
</tr>
<tr>
<td>• Working in the entertainment industry and workplace.</td>
<td></td>
</tr>
</tbody>
</table>

### Recognition of Prior Learning

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

### Students with Special Education Needs

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

### Assessment and Course Completion

#### Competency-based Assessment

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

#### HSC examination

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

#### N Determinations

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

#### Appeals

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

### School-based Traineeship

- A school-based traineeship is available. For more information: [www.sbatinnsw.info](http://www.sbatinnsw.info)

### More Information

Hospitality (240 indicative hours) Kitchen Operations

**Board Developed Course**
A total of 4 units of credit – Preliminary and/or HSC

**Minimum mandatory work placement – 70 hours**
Category B status for the Australian Tertiary Admission Rank (ATAR)
Exclusions with other Board Developed Courses – nil

**Course Description**
This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in commercial cookery or food and beverage service.

**AQF VET Qualification(s)**
Depending on the selection and achievement of units of competency the possible qualification outcomes are:
- Statement of Attainment towards Certificate II in Kitchen Operations (SIT202013)
- Certificate II in Kitchen Operations (SIT20213)

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

**Content**
Hospitality is organised around core units and a selection of elective units e.g.
- Participate in safe work practices
- Use hygienic practices for food safety
- Work effectively with others
- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Clean kitchen premises and equipment
- Use cookery skills effectively
- Maintain the quality of perishable supplies.

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

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

**Assessment and Course Completion**

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

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

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

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

**More Information**
For more information on this course: www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html
Information and Digital Technology (240 indicative hours)

<table>
<thead>
<tr>
<th>Board Developed Course (Category B)</th>
<th>A total of 4 or 6 units of credit – Preliminary and/or HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum mandatory work placement – 70 hours</td>
<td>Specialisation 60, 120 or 180 hours</td>
</tr>
<tr>
<td>Exclusions with other Board Developed Courses – nil</td>
<td>(Exclusion with Computing Applications CEC.)</td>
</tr>
</tbody>
</table>

**Course Description**

Students will develop skills that can lead to working in support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

Follow link for qualifications pathway information within the Training Package.


**AQF VET Qualification(s)**

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

- Statement of Attainment towards Certificate III in Information Technology (ICT30115)
- Certificate III in Information Technology (ICT30115)

Summaries of the employability skills developed through these qualifications can be downloaded from:


**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 there is no need for further training for that unit.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>HSC Course</th>
<th>Unit Code</th>
<th>Specialisation Study - 180 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWH304A</td>
<td>Participate effectively in WHS communication &amp; consultation processes</td>
<td>BSBEBU401</td>
<td>Review and maintain a website</td>
</tr>
<tr>
<td>ICAICT202</td>
<td>Work and communicate effectively in an IT environment</td>
<td>ICAWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
</tr>
<tr>
<td>ICAICT302</td>
<td>Install and optimise operating system software</td>
<td>CUAANM301</td>
<td>Create 2D digital animations</td>
</tr>
<tr>
<td>ICASAS301</td>
<td>Run standard diagnostic tests</td>
<td>ICTGAM303</td>
<td>Review and apply the principles of animation</td>
</tr>
<tr>
<td>ICAWEB302</td>
<td>Build simple websites using commercial programs</td>
<td>ICTSAS305</td>
<td>Provide IT advice to clients</td>
</tr>
<tr>
<td>ICAICT203</td>
<td>Operate application software packages</td>
<td>ICAICT307</td>
<td>Customise packaged software applications for clients</td>
</tr>
<tr>
<td>ICAICT308</td>
<td>Use advanced features of computer applications</td>
<td>ICTICT301</td>
<td>Create user documentation</td>
</tr>
<tr>
<td>BSBSUS401</td>
<td>Implement and monitor environmentally sustainable work practices</td>
<td>ICTWEB303</td>
<td>Produce digital images for the web</td>
</tr>
<tr>
<td>ICTWEB301</td>
<td>Create a simple mark-up language document</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Upon Completion of all modules Students may achieve a ICA30115 Certificate III in Information, Digital Media and Technology–Applications

**Students with Special Education Needs**

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

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

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

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

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

### School-based Traineeship
A school-based traineeship is available. For more information: [www.sbatinnsw.info](http://www.sbatinnsw.info)

### More Information
Computing Applications 1 Unit
Content Endorsed Course

Exclusions: Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework.

Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.

Computing and related information is a 'hands-on' skills based course aimed at developing the student's abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks and enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.

It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.
**Sport, Lifestyle And Recreation Studies - 1 Unit**
Content Endorsed Course

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

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

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

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

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:
- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.