THE HIGHER SCHOOL CERTIFICATE

An Information Package
For Students

PRELIMINARY COURSE 2012

HSC COURSE 2013
CONTENTS

- What type of courses can I select?
- What are units?
- Requirements for the award of the HSC
- HSC courses/subjects
- Assessment and Reporting
WHAT TYPES OF COURSES CAN I SELECT?

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

- **Board Developed Courses**
  
  These courses are developed by the Board of Studies. For each course, the following information is available:

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

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

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

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

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

  Some Board Endorsed Courses are one-year only courses.

  There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR.
Vocational Education and Training (VET) Courses – either Board Developed or Board Endorsed:

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

Further information about VET courses appears in the section listing the HSC Courses available.
WHAT ARE UNITS?

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

2 units = 4 hours per week (approximately 120 hours per year) = 100 marks

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

2 UNIT COURSE

- This is the basic structure for all courses.

EXTENSION COURSE

- Extension study is available in a number of subjects.
  
  Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.

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

- HSC Extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.
WHAT IS THE ATAR?

The Australian Tertiary Admission Rank (ATAR) provides a measure of overall academic achievement in the HSC that assists universities in ranking applicants for university selection.

ATAR RULES

Rule 1 – Eligibility for an ATAR

To be eligible for an ATAR, a student must satisfactorily complete at least ten units of Board Developed courses including at least two units of English.

The Board Developed courses must include at least three courses of two units or greater, and at least four subjects (see table 1 for subject areas).

Rule 2 – Calculation of the ATAR

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

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

COMPLETION OF ELECTIVE CHOICES

1. Each subject description has a heading which includes information about:
   - The type of course
   - The ATAR category
   - Exclusions

<table>
<thead>
<tr>
<th>Course Category – ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions</td>
</tr>
</tbody>
</table>

2. Complete the Year 11 Subject Choice Sheet and return the sheet to your Year Adviser.

3. It should be remembered that the staffing and organisation of the school may make it difficult for all elective choices to be accepted. Some subjects will not run because of insufficient numbers. Where problems in fitting a program of study occur, these problems will be discussed with the student.
REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

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

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

- You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.

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

Attendance:
The minimum attendance required at Mulwaree High School is 85% in all courses. Should it fall below this level, a student is not eligible for that course or the Higher School Certificate.

Additional information:

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

- If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course.

- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.
HSC Course Notes
These notes and footnotes (1 – 5) refer to the list of courses

You may select one course only from each of these subject groups.

- Fundamentals of English is a Preliminary course and must be studied in conjunction with either English Standard or English as a Second Language.
- A number of subjects include a requirement for the development of project work for either internal or external assessment – for example, Visual Arts, Drama, Design and Technology and others. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
- Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit.

1. Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History.

2. Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate, no more than 6 Preliminary units and 6 HSC units of Science can be included. The course Senior Science may not be taken as a Preliminary course with any of the following Science courses: Biology, Chemistry, Earth & Environmental Science and Physics. If at the end of the Preliminary course students discontinue one of the other 2 unit Science courses, they can choose to take HSC Senior Science in its place.

3. You must study Music Course 2 if you wish to study HSC Music Extension.

4. You may present for only one of the following languages: Croatian, Macedonian, Serbian, Slovenian.

5. You may not study both Indonesian and Malay.

Additional information about courses and the new HSC is available on the Board of Studies Website: [http://www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
VOCATIONAL EDUCATION AND TRAINING (VET)

VET Curriculum Frameworks

The Board has developed curriculum frameworks for seven industry areas. Within each framework, there are a number of courses. You must undertake a work placement to complete these courses successfully.

The seven frameworks are:

- Business Services (Administration)
- Construction
- Information Technology
- Metal and Engineering
- Primary Industries
- Retail
- Tourism and Hospitality

Courses in the VET Curriculum Frameworks can be studied as Preliminary and/or HSC courses. At least one 240-hour course in each framework will have a written examination which students can choose to undertake so that the result can be included in the calculation of the ATAR.

Note:

- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
- Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit.
ASSESSMENT AND REPORTING

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

- Teachers are being provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

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

- The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year’s School Certificate for the tests in English-literacy, Mathematics, Science and Civics.

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

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

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

- On satisfactory completion of your HSC, you will receive a portfolio containing:
  
  - The HSC Testamur

  *(The official certificate confirming your achievement of all requirements for the award.)*

  - The Record of Achievement

  *(This document lists the courses you have studied and reports the marks and bands you have achieved.)*

  - Course Reports

  *For every HSC Board Developed Course (except VET courses), you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.*)
CHOOSING YOUR PROGRAM OF STUDY

Students should elect their program of study by first ensuring that they have all the information. Information can be obtained from:

1. Reading the Prospectus carefully.
2. Discussing the content and nature of your courses with teachers.
3. Talking to the present Year 11 students.
4. Checking with the Careers teacher that you have the correct subjects for entrance to specific courses at Tertiary study.

And importantly

5. Discussing the options with your parents/caregivers. Use the Prospectus as the basis of your discussions.

As a general rule, a student should make choices based on the following considerations:

- interest
- ability
- vocational requirements

The range of courses in the Senior School will cater for a variety of students and aims to:

- Provide opportunities for vocational competence.
- Provide skills in interest areas which can give balance to a strong academic program.
- Provide entrance to a variety of pathways in further education and employment - check with your Careers Adviser.
- Provide a more relevant senior curriculum targeted and focusing on the needs of our students.
## COURSES FOR 2012

### 1. BOARD DEVELOPED COURSES (ATAR)

<table>
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<th>Course</th>
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<td>ANCIENT HISTORY</td>
<td>2</td>
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<td>BIOLOGY</td>
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<td>BUSINESS STUDIES</td>
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<td>CHINESE BEGINNERS</td>
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<td>CHINESE CONTINUERS</td>
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<td>COMMUNITY &amp; FAMILY STUDIES</td>
<td>9-10</td>
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<tr>
<td>DANCE</td>
<td>11</td>
</tr>
<tr>
<td>DRAMA</td>
<td>12</td>
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<tr>
<td>EARTH &amp; ENVIRONMENTAL SCIENCE</td>
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</tr>
<tr>
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<td>ENGLISH STANDARD</td>
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<td>18</td>
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<td>PRELIMINARY ENGLISH EXTENSION</td>
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<tr>
<td>GEOGRAPHY</td>
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</tr>
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<td>INDONESIAN BEGINNERS</td>
<td>21</td>
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<td>INDUSTRIAL TECHNOLOGY</td>
<td>22</td>
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<tr>
<td>INFORMATION PROCESSES &amp; TECHNOLOGY</td>
<td>23</td>
</tr>
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<td>LEGAL STUDIES</td>
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<td>MATHEMATICS GENERAL</td>
<td>25</td>
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<tr>
<td>MATHEMATICS</td>
<td>26</td>
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<tr>
<td>MATHEMATICS EXTENSION 1</td>
<td>27</td>
</tr>
<tr>
<td>MODERN HISTORY</td>
<td>28-29</td>
</tr>
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<td>MUSIC 1</td>
<td>30</td>
</tr>
<tr>
<td>PERSONAL DEVELOPMENT, HEALTH &amp; PHYSICAL EDUCATION</td>
<td>31-32</td>
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<td>SENIOR SCIENCE</td>
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<td>STUDIES OF RELIGION II</td>
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   HUMAN SERVICES ............................................................ 55
**Course:** Agriculture  
**Category A - ATAR**

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

<table>
<thead>
<tr>
<th>Board Developed Course</th>
<th>Exclusions: Nil</th>
</tr>
</thead>
</table>

**Course Description:**  
The Preliminary course shows the relationship between agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

**Main Topics Covered:**

**Preliminary Course**
- Overview of Australian Agriculture (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

**HSC Course**

**Core Topics (80%)**
- Plant/Animal Production (50%)
- Farm/Product Study (30%)
- Elective (20%)

*Choose one of the following electives to study:*

- Agri-food, Fibre and Fuel Technologies
- Climate Change
- Farming for the 21st Century

**Particular Course Requirements:**
Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>100</td>
<td>Farm/Product Study</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plant/Animal Production Enterprise</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
<td>20</td>
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<tr>
<td></td>
<td>100</td>
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<td>100</td>
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</tbody>
</table>
Course: Ancient History  
Category A - ATAR

2 units for each of Preliminary and HSC Board Developed Course  
Exclusions: Nil

Course Description:
Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Preliminary and HSC courses.
The Preliminary course is structured for students to investigate:
- People, groups, events, institutions, societies and historical sites from the ancient world
- Archaeological and written evidence and the methods used by historians and archaeologists.
- An historical investigation.
In the HSC course, students use archaeological and written evidence to investigate a core study: Cities of Vesuvius – Pompeii and Herculaneum, a personality from the ancient world, an ancient society and a historical period.

Main Topics Covered

Preliminary Course
- **Part I: Introduction**
  - a) Investigating the Past: History, Archaeology and Science
  - b) Case Studies
- **Part II: Studies of Ancient Societies, Sites and Sources**
  - At least **ONE** study of ancient societies, sites and sources should be undertaken.
- **Part III: Historical Investigation**

HSC Course
The course comprises a study of:
- **Part I:** Core: Cities of Vesuvius – Pompeii and Herculaneum (25%)
- **Part II:** ONE Ancient Society (25%)
- **Part III:** ONE Personality in Their Time (25%)
- **Part IV:** ONE Historical Period 25%
The course requires study from at least TWO of the following areas:
1. Egypt
2. Near East
3. Greece
4. Rome

Summary of external and internal HSC assessment

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Marks</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I – Cities of Vesuvius – Pompeii and Herculaneum</strong></td>
<td></td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Part A Source-based objective response and short-answer questions</td>
<td>15</td>
<td>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</td>
<td>20</td>
</tr>
<tr>
<td>Part B One source-based question</td>
<td>10</td>
<td>Historical inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td><strong>Section II – Ancient Societies</strong></td>
<td></td>
<td>Communication of historical understanding in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td>One question in parts</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section III – Personalities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One question in parts</td>
<td>25</td>
<td></td>
<td></td>
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<tr>
<td><strong>Section IV – Historical Periods</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Candidates answer one of two extended response alternatives</td>
<td>25</td>
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<tr>
<td></td>
<td>100</td>
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<td>100</td>
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</tbody>
</table>
### Course: Biology

**Category A - ATAR**

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Science (Preliminary)

#### Course Description:

Biology is the study of life. The Preliminary course incorporates:

- the study of the mechanisms and systems that living things use to obtain, transport and use 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 environment and the way in which the inheritance of characteristics are transmitted from generation to generation. The options cover a wide variety of interest topics and draw on the development in technology to examine areas of current research.

#### Main Topics Covered:

**Preliminary Course**

- A local Ecosystem
- Patterns in Nature
- Life on Earth
- Evolution of Australian Biota

**HSC Course**

**Core Topics**

- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health

**One Option from the following:**

- Communication
- Biotechnology
- Genetics: The Code Broken?
- The Human Story
- Biochemistry

#### Particular Course Requirements:

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

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Marks</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>A 3 hour written examination</td>
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<tr>
<td><strong>Section/Part</strong></td>
<td></td>
<td><strong>Component</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Section I Part A</strong></td>
<td>20</td>
<td>Knowledge and understanding of:</td>
<td>40</td>
</tr>
<tr>
<td>- Objective response question</td>
<td></td>
<td>- the history, nature, and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and developments in biology</td>
<td></td>
</tr>
<tr>
<td><strong>Section II Part B</strong></td>
<td>55</td>
<td>- cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution</td>
<td></td>
</tr>
<tr>
<td>- Short-answer questions</td>
<td></td>
<td>Skills in planning and conducting first-hand investigations, gathering and processing first-hand data, gathering and processing relevant information from secondary sources</td>
<td>30</td>
</tr>
<tr>
<td><strong>Section II (Options)</strong></td>
<td>25</td>
<td>Skills in:</td>
<td></td>
</tr>
<tr>
<td>- There is one question on each Option. Each question will consist of short-answer parts</td>
<td></td>
<td>- communicating information and understanding</td>
<td>30</td>
</tr>
<tr>
<td>Students answer the question on the Option they have studied</td>
<td></td>
<td>- developing scientific thinking and problem-solving techniques</td>
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<td></td>
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<td>- working individually and in teams</td>
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<td></td>
<td>100</td>
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</tbody>
</table>
Course: Business Studies

Category A - ATAR

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

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

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

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

Note: This is a revised course for implementation with Year 11 from 2011.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>A three hour written examination, including multiple-choice, short answer and extended response questions</td>
<td>100</td>
<td>Tests and internal exams</td>
<td>50</td>
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<tr>
<td></td>
<td></td>
<td>Research and analysis of case studies</td>
<td>30</td>
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<tr>
<td></td>
<td></td>
<td>Stimulus based skills</td>
<td>20</td>
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<td></td>
<td>100</td>
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<td>100</td>
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</table>
**Course:** Chemistry  
**Category A - ATAR**

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

**Course Description:**
Chemistry is the study 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 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 type and effect of chemicals that have been released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a wide variety of interest topics and draw on the increased information and understandings provided by improved technology to examine areas of current research.

**Main Topics Covered:**

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

**HSC Course**

**Core Topics**
- Resources and Materials
- The Acidic Environment
- Chemical Monitoring and Management

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

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

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination</td>
<td></td>
<td>Component</td>
<td>40</td>
</tr>
<tr>
<td><strong>Section/Part</strong></td>
<td></td>
<td>Knowledge and understanding of:</td>
<td></td>
</tr>
<tr>
<td><strong>Section I Part A</strong></td>
<td>20</td>
<td>- the history, nature, and practice of chemistry,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>applications and uses of chemistry and their</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>implications for society and the environment, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>current issues, research and developments in</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- atomic structure and periodic table, energy,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>chemical reactions, carbon</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>chemistry and stoichiometry</td>
<td></td>
</tr>
<tr>
<td><strong>Section I Part B</strong></td>
<td>55</td>
<td>Skills in planning and conducting first-hand investigations, gathering and processing first-hand data, gathering and processing relevant information from secondary sources.</td>
<td>30</td>
</tr>
<tr>
<td><strong>Section II (Options)</strong></td>
<td>25</td>
<td>Skills in:</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- communicating information and understanding</td>
<td></td>
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<td></td>
<td></td>
<td>- developing scientific thinking and problem-solving</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- working individually and in teams</td>
<td></td>
</tr>
</tbody>
</table>

| 100                                                      | 100       |                                                          |           |
Course: Chinese Beginners  
Category A - ATAR

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Chinese Continuers.
Other eligibility rules apply to the study of this subject.
Check with your teacher or the Board’s ACE Manual.

Course Description:
The essential content consists of 120 indicative hours of study in the Preliminary Course, followed by 120 indicative hours of study in the HSC Course.

The prescribed topics should be studied from two interdependent perspectives:
The personal world and the Chinese-speaking communities.

The two perspectives will enable students to develop knowledge and understanding of and skills in the Chinese language, linked to cultural values, attitudes and practices.

The perspective, the personal world, will enable students to use Chinese to express and share ideas about experiences and activities relating to daily life and transactions in their own world.

The perspective, the Chinese-speaking communities, will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where Chinese is spoken.

The prescribed topics provide an organisational focus so that tasks can be presented as a series of related learning experiences in cohesive contexts.

Main Topics Covered:
- family life, home and neighbourhood
- people, places and communities
- education and work
- friends, recreation and pastimes
- holidays, travel and tourism
- future plans and aspirations

Particular Course Requirements: Nil

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral examination:</td>
<td>20</td>
<td>Speaking skills</td>
<td>20</td>
</tr>
<tr>
<td>Written examination:</td>
<td></td>
<td>Listening skills</td>
<td>30</td>
</tr>
<tr>
<td>Listening</td>
<td>30</td>
<td>Reading skills</td>
<td>30</td>
</tr>
<tr>
<td>Reading skills</td>
<td>30</td>
<td>Writing skills</td>
<td>20</td>
</tr>
<tr>
<td>Writing skills</td>
<td>20</td>
<td></td>
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</tr>
</tbody>
</table>

100

100
Course: Chinese Continuers  
Category A - ATAR

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC

Board Developed Course

Prerequisites: School Certificate Chinese or equivalent knowledge is assumed.
Exclusions: Chinese Beginners; Chinese Background Speakers.

Other eligibility rules apply to the study of this subject.
Check with your teacher or the Board’s ACE Manual.

Course Description:
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, Chinese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts.

Main Topics Covered:

Themes:
• the individual
• the Chinese-speaking communities
• the changing world.

Students’ language skills are developed through tasks such as:
• conversation
• responding to an aural stimulus
• responding to a variety of written material
• writing for a variety of purposes
• studying Chinese culture through texts.

Particular Course Requirements: Nil

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 10 minute oral examination:</td>
<td></td>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>Conversation</td>
<td>20</td>
<td>Listening and responding</td>
<td>25</td>
</tr>
<tr>
<td>A three hour written examination:</td>
<td></td>
<td>Reading and responding</td>
<td>40</td>
</tr>
<tr>
<td>Listening and responding</td>
<td>25</td>
<td>Writing in Chinese</td>
<td>15</td>
</tr>
<tr>
<td>Reading and responding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Part A</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Part B</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing in Chinese</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

100 100
<table>
<thead>
<tr>
<th>Course: Community and Family Studies</th>
<th>Category A - ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

**Course Description:**
Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.

**Main Topics Covered:**
**Preliminary Course**
- Resource Management
  - Basic concepts of the resource management process (approximately 20% of course time).
- Individuals and Groups
  - The individual’s roles, relationships and tasks within groups (Approximately 40% of course time).

**Families and Communities**
- Family structures and functions and the interaction between family and community (approximately 40% of course time).

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

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

**Particular Course Requirements:**
As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.
<table>
<thead>
<tr>
<th>Summary of External and Internal HSC Assessment</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1 – Core</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td>20</td>
<td>Knowledge and understanding of how the following impacts on wellbeing:</td>
<td>40</td>
</tr>
<tr>
<td>Objective response questions</td>
<td></td>
<td>• resource management</td>
<td></td>
</tr>
<tr>
<td>Part B</td>
<td>55</td>
<td>• positive relationships</td>
<td></td>
</tr>
<tr>
<td>Short-answer questions</td>
<td></td>
<td>• range of societal factors</td>
<td></td>
</tr>
<tr>
<td><strong>Section II – Options</strong></td>
<td></td>
<td>• nature of groups, families and communities</td>
<td></td>
</tr>
<tr>
<td>Candidates answer the question on the option they have studied. Each question contains:</td>
<td>25</td>
<td>Skills in:</td>
<td>25</td>
</tr>
<tr>
<td>• short-answer parts worth 10 marks</td>
<td></td>
<td>• applying management processes to meet the needs of individuals, groups, families and communities</td>
<td></td>
</tr>
<tr>
<td>• an extended response part worth 15 marks</td>
<td></td>
<td>• planning to take responsible action to promote wellbeing</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating</strong></td>
<td></td>
<td></td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Dance

Category A - ATAR

2 units for each of Preliminary and HSC
Board Developed Course

Course Description:
In both the Preliminary and HSC courses, the core content consists of a broad study of Dance as an art form organised around interrelated components of Performance, Composition and Appreciation. In the components of Performance and Composition, there is an emphasis on the acquisition of physical skills as well as knowledge and understanding.

The Dance Stage 6 Syllabus employs Dance technique, based on a range of dance styles, safe dance practice and anatomical principles of movement. Students learn to develop their own works of art and critique professional dance works of art.

Required Knowledge – An interest in Dance and a willingness to perform. Students need to be aware that after/before school commitment may be needed for this subject.

Main Topics Covered:

PERFORMANCE
- Dance Technique
- Safe Technique applied to Dance Performance
- Core Dance Performance

COMPOSITION
- Elements of Dance
- Organisation of movement

APPRECIATION
- Skills of analysis
- Writing and criticism
- Prescribed choreographers and works

Particular Course Requirements: Nil

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination (1 Hour)</td>
<td>20</td>
<td>Core Performance</td>
<td>20</td>
</tr>
<tr>
<td>Solo Performance</td>
<td>20</td>
<td>Core Composition</td>
<td>20</td>
</tr>
<tr>
<td>Presentation of composed dance</td>
<td>20</td>
<td>Core Appreciation</td>
<td>20</td>
</tr>
<tr>
<td>Major study</td>
<td>40</td>
<td>Development of major study</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Drama  
Category A - ATAR

2 units for each of Preliminary and HSC Board Developed Course  
Exclusions: Nil

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

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

HSC Course content
Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The Group Performance of between three and six students involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

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

Main Topics Covered:

Preliminary Course
Improvisation, Play building, Acting
Elements of Production in Performance
Theatrical Traditions and Performance Styles (Theoretical Study)

HSC Course
Australian Drama and Theatre (Core content – Theoretical Study)
Studies in Drama and Theatre (Theoretical Study)
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, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes periodically. Students must ensure that they do not choose a text or topic they are studying in Drama or in any other HSC course when choosing Individual Projects.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation (Core)</td>
<td>30</td>
<td>Making</td>
<td>40</td>
</tr>
<tr>
<td>Individual Project</td>
<td>30</td>
<td>Performing</td>
<td>30</td>
</tr>
<tr>
<td>A one and a half hour written Examination comprising two compulsory sections: Australian Drama and Theatre (Core)</td>
<td>40</td>
<td>Critically Studying</td>
<td>30</td>
</tr>
<tr>
<td>Studies in Drama and Theatre</td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Earth and Environmental Science

Category A - ATAR

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Science (Preliminary)

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

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

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

Main Topics Covered:

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

HSC Course
Core Topics
- Tectonic impacts
- Environments through time
- Caring for the country

One Option from the following:
- Organic Geology – a non-renewable resource
- Mining and the Australian environment
- Introduced Species and the Australian environment
- Oceanography

Particular Course Requirements:
The Preliminary course includes field experience in the identification of landforms, rocks and soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.
## Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Mark</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I – Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective response questions</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Part B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short-answer questions</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td><strong>Section II – Options</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates answer one question on the option they have</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td>studied</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Knowledge and understanding of:
- the history, nature, and practice of Earth and Environmental Science, applications and uses of Earth and Environmental Science and their implications for society and the environment, and Environmental Science
- the resources of the Earth, the abiotic features of the environment, models to explain structures and processes of change, Australian resources and biotic impacts on the environment

Skills in:
- Planning and conducting first-hand investigations
  - planning and conducting first-hand investigations
  - gathering and processing first-hand data
  - gathering and processing relevant information from secondary sources
- Skills in:
  - communicating information and understanding
  - developing scientific thinking and problem-solving techniques
  - working individually and in teams

<table>
<thead>
<tr>
<th>Total</th>
<th></th>
<th>100</th>
</tr>
</thead>
</table>

Course: Economics
Category A - ATAR

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Preliminary Course

The Preliminary Course is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Much of this behaviour is influenced by the operation of markets. Two key markets, the labour market and the financial market, are examined in detail. The Preliminary course provides an essential foundation for the HSC course.

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>% of Course Time</th>
<th>Indicative Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to Economics</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>2. Consumers and Business</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>3. Markets</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>4. Labour Markets</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>5. Financial Markets</td>
<td>20</td>
<td>24</td>
</tr>
</tbody>
</table>

HSC Course

The HSC Course focuses on the management of an economy and is therefore essentially macroeconomic in nature. It examines the external framework in which the Australian economy operates. The course investigates the impact of the global economy on the Australian economy and the link between economic issues and the management of an economy, with specific reference to the Australian economy.

<table>
<thead>
<tr>
<th>Higher School Certificate Course</th>
<th>% of Course Time</th>
<th>Indicative Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Global Economy</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>2. Australia’s Place in the Global Economy</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>3. Economic Issues</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>4. Economic Policies and Management</td>
<td>25</td>
<td>30</td>
</tr>
</tbody>
</table>

The order of the topics in both the Preliminary and HSC courses is not prescriptive and may be influenced by economic events, the interests and needs of the students or the availability of resources.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination, including multiple-choice, short answer and extended response questions</td>
<td>100</td>
<td>Tests/Exams</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research, investigation and communication</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stimulus based skills</td>
<td>20</td>
</tr>
</tbody>
</table>

100 | 100
**Course:** Engineering Studies  
**Category A - ATAR**

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

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

**Particular Course Requirements:**  
Students develop an engineering report for each module studied. At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| A 3 hour written examination:  
**Section I** – Multiple choice  
- Application Modules  
**Section II** – Short structured responses  
- Historical and societal influence  
- Scope of the Profession  
- Application and Focus Modules  
**Section III** – short structured responses  
- all Modules  
- Engineering reports | 10 | Scope of the profession | 20 |
| 70 | Knowledge of engineering principals | 40 |
| 20 | Communications skills | 10 |
| | Understanding the impacts of engineering | 10 |
| | Management and problem solving | 10 |
| | The application of engineering methodology | 10 |
| 100 | 100 |
Course: English Standard

Category A - ATAR

2 units for each of Preliminary and HSC Developed Course

Exclusions: English (Advanced); English (ESL); English (Extension); Mass Media Studies

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

Main Topics Covered:

Preliminary Course
The course has two sections:
- Content common to the Standard and Advanced courses is undertaken through units of work called Areas 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 content.

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

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, non-fiction, film, media and/or multimedia texts
- undertake wide reading programs involving texts and textual forms composed in, and for, a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, viewing and representing, as appropriate
- engage in the integrated study of language and text

HSC English (Standard) course requires:
- the close study of at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; non-fiction, film, media or multimedia
- a wide range of additional related texts and textual forms
- Prescribed Stimulus Booklet.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of:</td>
<td></td>
<td>Area of Study (Common course content)</td>
<td>40</td>
</tr>
<tr>
<td>Paper 1 (2 hours)</td>
<td>40</td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td>Areas of Study (Common course content)</td>
<td></td>
<td>Module B</td>
<td>20</td>
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<td></td>
<td></td>
<td>Module C</td>
<td>20</td>
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<td>100</td>
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<tr>
<td>Paper 2 (2 Hours)</td>
<td>60</td>
<td>Assessment across the language modes:</td>
<td></td>
</tr>
<tr>
<td>Module A</td>
<td></td>
<td>Listening</td>
<td>15</td>
</tr>
<tr>
<td>Module B</td>
<td></td>
<td>Speaking</td>
<td>15</td>
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<tr>
<td>Module C</td>
<td></td>
<td>Reading</td>
<td>25</td>
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<td></td>
<td></td>
<td>Writing</td>
<td>30</td>
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<tr>
<td></td>
<td></td>
<td>Viewing &amp; representing</td>
<td>15</td>
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</tbody>
</table>
Course: English Advanced  
Category A - ATAR

2 units for each of Preliminary and HSC Board Developed Course  

Exclusions: English (Standard); Fundamentals of English; English (ESL); Mass Media Studies

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

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

Main Topics Covered:

Preliminary Course – The course has two sections:
- Content common to the Standard and Advanced courses is undertaken through units of work called Areas 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 texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape, and are shaped, by different attitudes and values. The Electives comprise 60% of the content

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

Particular Course Requirements:

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

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>A written examination paper consisting of:</td>
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<tr>
<td><strong>Paper 1 (2 hours)</strong></td>
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<tr>
<td>Areas of Study (Common course content)</td>
<td>40</td>
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<td>40</td>
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<tr>
<td>Module A</td>
<td>20</td>
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<tr>
<td>Module B</td>
<td>20</td>
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<tr>
<td>Module C</td>
<td>20</td>
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<td>100</td>
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<tr>
<td><strong>Paper 2 (2 Hours)</strong></td>
<td></td>
<td>Assessment across the language modes:</td>
<td></td>
</tr>
<tr>
<td>Module A</td>
<td>15</td>
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<tr>
<td>Module B</td>
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<tr>
<td>Module C</td>
<td>25</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Listening</td>
<td>15</td>
<td></td>
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<tr>
<td></td>
<td>Speaking</td>
<td>15</td>
<td></td>
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<tr>
<td></td>
<td>Reading</td>
<td>30</td>
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<td></td>
<td>Writing</td>
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<td></td>
<td>Viewing &amp; representing</td>
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</tbody>
</table>
Courses: Preliminary English Extension  
HSC English Extension 1  
HSC English Extension 2  

Category A - ATAR

1 unit of study for each of Preliminary and HSC

Prerequisites:  
(a) English (Advanced) course  
(b) Preliminary English Extension Course is prerequisite for Extension Course 1  
(c) Extension Course 1 is prerequisite for 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 the HSC English (Extension) Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

In the HSC English (Extension) Course 2, students develop a sustained composition using extensive independent investigation 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 Extension Course 1
The course has one section. Students must complete one elective chosen from one of the three modules offered for study: Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values.

HSC Extension Course 2
The course requires students to complete a Major Work which can be analytical or creative.

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

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

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

Assessment: HSC Extension Course 1

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

Assessment: HSC Extension Course 2

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Statement</td>
<td>10</td>
<td>Proposal: Presentation of proposal for Major Work</td>
<td>10</td>
</tr>
<tr>
<td>Major Work</td>
<td>40</td>
<td>Viva Voce: Interview and discussion/exploration of the work in progress</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report: The impact of independent investigation on the development of the Major Work</td>
<td>20</td>
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</tbody>
</table>

50 | 50 |
Course: Geography

Category A - ATAR

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description:
The Preliminary Geography course is an interesting study of physical and human geography. Students investigate the unique characteristics of our world through fieldwork, skills and contemporary issues.

The HSC Geography course builds upon the Preliminary course with 3 topics including Ecosystems at Risk, Urban Places and peoples Economic Activity. Writing, research and speaking skills are gradually developed as this stimulating course examines the natural and cultural environments of Australia and other locations in the world. It is a relevant and up to date examination of the world we live in.

Main Topics Covered:

Preliminary Course
- Biophysical Interactions (45% of course time)
- Global Challenges (45% of course time)
- Senior Geography Project (10% of course time)

HSC Course
- Ecosystems at Risk (33% of course time)
- Urban Places (33% of course time)
- People and Economic Activity (33% of course time)

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

Particular Course Requirements:
Students complete a Senior Geography Project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>15</td>
<td>Fieldwork</td>
<td>10</td>
</tr>
<tr>
<td>Multiple-choice</td>
<td></td>
<td>Geographical research</td>
<td>20</td>
</tr>
<tr>
<td>Short answers</td>
<td>25</td>
<td>Interpretation and synthesis of geographical stimulus</td>
<td>30</td>
</tr>
<tr>
<td>Extended responses</td>
<td>60</td>
<td>Geographical writing</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
**Course:** Indonesian Beginners

**Category A - ATAR**

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Indonesian Continuers; Indonesian for Background Speakers; Malay for Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.

**Course Description:**

In the Preliminary course, students will develop their knowledge and understanding of Indonesian across a range of topics. These will be explored through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Indonesian through the four skills: listening, speaking, reading and writing. Study may cover new topics or more detailed treatment of topics previously studied.

**Main Topics Covered:**

- making contact
- family and friends
- typical day
- shopping
- food
- leisure
- the aware traveller
- traditions and lifestyle.

**Particular Course Requirements:** Nil

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>An oral examination: Listening skills</td>
<td>30</td>
<td>Listening skills</td>
<td>30</td>
</tr>
<tr>
<td>Speaking skills</td>
<td>20</td>
<td>Speaking skills</td>
<td>20</td>
</tr>
<tr>
<td>A two hour written examination: Reading skills</td>
<td>30</td>
<td>Reading skills</td>
<td>30</td>
</tr>
<tr>
<td>Writing skills</td>
<td>20</td>
<td>Writing skills</td>
<td>20</td>
</tr>
</tbody>
</table>

100 100
**Course**: Industrial Technology (wood)  
**Category**: A - ATAR

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC</th>
<th>Board Developed Course</th>
</tr>
</thead>
</table>
**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 I 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.
Assessment: HSC course only

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

| Total Weighting                                           | 100       | Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project | 100       |
Course: Information Processes and Technology  
Category A - ATAR

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Computing Applications CEC

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

Main topics covered:

**Preliminary Course:**
- **Introduction to Information Skills and Systems (20%)**
  - Information Systems in Context
  - Information Processes
  - Digital Representation of Data
  - Classification of Information Systems
  - Social and Ethical Issues

**Tools for Information processes (50%)**
- Collecting
- Organising
- Analysing
- Storing and Retrieving
- Processing
- Transmitting and Receiving
- Displaying

**Developing Information Systems (30%)**
- Understanding the Problem to be Solved
- Making Decisions
- Designing Solutions
- Implementing
- Testing, Evaluating and Maintaining
- Social and Ethical Issues

**HSC Course**
- **Project Management (20%)**
  - Understanding the Problem
  - Making Decisions
  - Designing Solutions
  - Project Management
  - Social and Ethical Design
  - Implementing
  - Testing, Evaluating and Maintaining

**Information Systems and Databases (20%)**
- Information systems
- Examples of Database Information Systems
- Organisation Methods
- Storage and Retrieval
- Other Information Processes
- Issues related to Information Systems

**Communication Systems (20%)**
- Characteristics of Communication Systems
- Examples of Communication Systems
- Transmitting and Receiving in Communication Systems
- Other Information Processes in Communication Systems
- Issues Related to Communication Systems

**Option Strands (40%)**
- Students will select two of the following options:
  - Transaction Processing Systems
  - Decision Support Systems
  - Automated Manufacturing Systems
  - Multimedia Systems

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

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

Assessment: HSC course only

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

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

**Course Description:**
The course is designed to develop an understanding of law appropriate for all. The syllabus is not designed to prepare students for further study in law, but rather to prepare them to participate effectively in everyday life.

Many people see the law as being shrouded in mystery, jargon and ritual. Generally, knowledge of the law is hazy and is often obtained from media, friends or first hand experience.

This course attempts to develop a basic understanding of the law and its institutions by studying the following topics. Wherever possible, visits to Local Institutions such as Courts, Police Academy etc. will be included, as appropriate.

**Preliminary:** The Legal System, The Individual and the Law, Law in Practice  
**HSC:** The focus is on Criminal Law which is compulsory and topics such as Family Law, Consumers and Environment.

**Main Topics Covered:**

**Preliminary Course**
- The Legal System (40% of course time)
- The Individual and the Law (30% of course time)
- Law in Practice (30% of course time)

**HSC Course**
- Crime (30% of course time)
- Human Rights (20% of course time)
- Additional Options (50% of course time)

Two Focus Studies are from consumers, family, global environment, Indigenous people, shelter, technological change, workplace, world order.

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

**Particular Course Requirements:** No special requirements

**Assessment HSC course only:**

<table>
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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination: Core</td>
<td>25</td>
<td>Core and focus studies assessed through tests, investigation and research, oral and written communication</td>
<td>100</td>
</tr>
<tr>
<td>Crime</td>
<td>25</td>
<td></td>
<td></td>
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<tr>
<td>Focus Studies</td>
<td>50</td>
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100
**Course:** General Mathematics  
**Category A - ATAR**

2 units for each of Preliminary and HSC  
Board Developed Course

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.1 Mathematics course for the School Certificate, along with the recommended options: **Trigonometry** and **Further Algebra**.

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

**Course Description:**
General Mathematics focuses on mathematical skills and techniques, which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects. The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

**Main Topics Covered:**

**Preliminary Course**
- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling

**HSC Course**
- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling

**Assessment:** Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for General Mathematics. No more than 30% of the assessment is to be based on the Preliminary course.

<table>
<thead>
<tr>
<th><strong>External Assessment</strong></th>
<th><strong>Internal Assessment</strong></th>
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</thead>
<tbody>
<tr>
<td>A single HSC examination of two and one half hours duration, consisting of:</td>
<td>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student’s concepts, skills and techniques developed in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment of both components. Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Preliminary course.</td>
</tr>
<tr>
<td>Section 1 – Objective response questions and</td>
<td></td>
</tr>
<tr>
<td>Section 2 – five questions of equal value</td>
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</tbody>
</table>

The examination will be based mainly on the HSC General Mathematics course and will focus on the course objectives and HSC outcomes. The Preliminary General Mathematics course will be assumed knowledge for this examination. Questions focusing on HSC General Mathematics outcomes may also relate knowledge, skills and understanding from the Preliminary General Mathematics course.
**Course: Mathematics**

2 units for each of Preliminary and HSC Board Developed Course

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.2 Mathematics course for the School Certificate, along with the recommended options.

**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 Mathematics Extension 2 course.

### Main Topics Covered:

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic arithmetic and algebra</td>
<td>Coordinate methods in geometry</td>
</tr>
<tr>
<td>Real functions</td>
<td>Applications of geometrical properties</td>
</tr>
<tr>
<td>Trigonometric ratios</td>
<td>Geometrical applications of differentiation</td>
</tr>
<tr>
<td>Linear functions</td>
<td>Integration</td>
</tr>
<tr>
<td>The quadratic polynomial and the parabola</td>
<td>Trigonometric functions</td>
</tr>
<tr>
<td>Plane geometry</td>
<td>Logarithmic and exponential functions</td>
</tr>
<tr>
<td>Tangent to a curve and derivative of a function</td>
<td>Applications of calculus to the physical world</td>
</tr>
<tr>
<td></td>
<td>Probability</td>
</tr>
<tr>
<td></td>
<td>Series and series applications</td>
</tr>
</tbody>
</table>

### External Assessment

- A single written examination paper of three hours duration, consisting of:
  - Section 1 – objective response questions and
  - Section 2 – 6 questions of equal value

The examination will be based mainly on the HSC Mathematics course and will focus on the course objectives and HSC outcomes. The Preliminary Mathematics course will be assumed knowledge for this examination. Questions focusing on HSC Mathematics outcomes may relate to knowledge, skills and understanding from the Preliminary Mathematics course.

### Internal Assessment

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student's concepts, skills and techniques developed in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment of both components.

Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Preliminary course.
Course: Mathematics Extension 1  
Category A - ATAR

3 units in each of Preliminary and HSC Board Developed Course

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.3 Mathematics course for the School Certificate, along with the recommended options.

Course Description: The content of this course, which includes the whole of the Mathematics course, and its depth of treatment, indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of Science, Industrial Arts and Commerce. The course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level and for the study of Mathematics in support of the Physical and Engineering Sciences.

Students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course, in Year 12, subject to the approval of the Head Teacher.

Main Topics Covered:

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Other inequalities</td>
<td>• Methods of integration</td>
</tr>
<tr>
<td>• Further geometry</td>
<td>• Primitive of $\sin^2 x$ and $\cos^2 x$</td>
</tr>
<tr>
<td>• Further trigonometry</td>
<td>• Equation $\frac{dN}{dt} = k(N - P)$</td>
</tr>
<tr>
<td>• Angles between two lines</td>
<td>• Velocity and acceleration as a function of $x$</td>
</tr>
<tr>
<td>• Internal and external division of lines into given ratios</td>
<td>• Projectile motion</td>
</tr>
<tr>
<td>• Parametric representation</td>
<td>• Simple harmonic motion</td>
</tr>
<tr>
<td>• Permutations and combinations</td>
<td>• Inverse functions and inverse trigonometric functions</td>
</tr>
<tr>
<td>• Polynomials</td>
<td>• Induction</td>
</tr>
<tr>
<td>• Harder applications of the Preliminary Mathematics course</td>
<td>• Further probability</td>
</tr>
<tr>
<td></td>
<td>• Iterative methods for numerical estimation of the roots of a polynomial equation</td>
</tr>
<tr>
<td></td>
<td>• Harder applications of HSC Mathematics topics</td>
</tr>
</tbody>
</table>

External Assessment

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

Section 1 – objective response questions  
Section 2 – 4 questions of equal value

The examination will be based mainly on the HSC Mathematics Extension 1 course and will focus on the course objectives and HSC outcomes. The Preliminary Mathematics Extension 1 and Mathematics courses will be assumed knowledge for this examination. Questions focusing on HSC Mathematics Extension 1 outcomes may relate to knowledge, skills and understanding from the Preliminary Mathematics Extension 1 and Mathematics courses.

Internal Assessment

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student’s concepts, skills and techniques developed in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment of both components.

School assessment for the Mathematics Extension 1 course can be based on the whole of the course (Preliminary and HSC courses). Assessment for this course should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).
<table>
<thead>
<tr>
<th>Course: Modern History</th>
<th>Category A - ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

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

The HSC course is designed for students to investigate national and international forces for change and continuity in the 20th century through three major studies.

**Main Topics Covered:**

**Preliminary Course**
- **Part I:** Two case studies, e.g. Romanov Dynasty and the mystery of Anastasia, 1916 Rebellion in Ireland, Bodyline Bowling controversy in 1932-33, Nuclear Testing in the Pacific in 1950-1960’s, Tiananmen Square or the making of modern South Africa (1890-1910). **AND** One Personal / individual investigation which may be taken from the Case Studies or some other aspect of Modern History.
- **Part II:** Core Study – The World at the Beginning of the 20th Century.

**HSC Course**
- **Part I:** Core Study – World War One 1914-1919.
- **Part II:** A National Study.
  Students are to choose ONE from the following:
  - USA 1919-1941
  - Japan 1904-1937
  - China 1927-1949
  - Russia/Soviet Union – 1917-1941
  - Germany – 1918-1939
  - India – 1919-1947
  - Indonesia – 1959-1998
  - Australia – 1945-1975
- **Part III:** Personalities in the Twentieth Century one to be chosen, e.g. Ho ChiMinh, Yasser Arafat, Nelson Mandela, Leon Trotski, Leni Riefenstahl.
- **Part IV:** International Studies in Peace and Conflict
  Students are to choose ONE from:
  - The Pacific War – 1937-1951
  - Cold War – 1945-1991
  - Conflict in Europe – 1935-1945
  - Arab-Israel Conflict – 1956-1996
  - Conflict in Indo China – 1956-1996
  - Anglo Irish Relations – 1968-1998

**Particular Course Requirements:**
The Preliminary course is a prerequisite for the HSC course.
<table>
<thead>
<tr>
<th>Assessment: HSC course only</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I – World War I 1914-1919</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td>15</td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Source-based objective response And short-answer questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B</td>
<td>10</td>
<td>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</td>
<td>20</td>
</tr>
<tr>
<td>One Source-based question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section II – National Studies</strong></td>
<td>25</td>
<td>Historical inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>One extended response question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section III – Personalities in the Twentieth Century</strong></td>
<td>25</td>
<td>Communication of historical understanding in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td>One question in two parts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section IV – International Studies in Peace and Conflict</strong></td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates answer one of two extended response alternatives</td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Total: 100
**Course:** Music 1  
**Category A - ATAR**

2 units for each of Preliminary and HSC
Board Developed Course

**Prerequisites:** Music for Years 7 and 8.

**Desirable:** Private lessons on instrument of choice (or voice).
Study of Elective Music in Years 9 and 10.

**Exclusions:** Music 2

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

**Main Topics Covered:**
Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres. eg. Australian music, Rock music, Music of the Renaissance, Music for Theatre, Music of the 20th and 21st Century.

**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 the three topics studied in the course.

Students selecting Performance electives will perform work that reflects their topics and also engage in performance-related activities such as critical appraisals of their performances, research or repertoire, etc.

Students selecting Musicology electives will develop portfolios to support their preparation for the viva voce examination.

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 will constitute the entire internal assessment for this elective. The final composition will be marked externally as part of the HSC examination.

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 45 minute – one hour aural exam</td>
<td>30</td>
<td>Core performance</td>
<td>10</td>
</tr>
<tr>
<td>Core Performance (one piece) Electives: Three electives from any combination of: Performance (one piece) Composition (one submitted composition) Musicology (one <em>viva voce</em>) - Elective 1 - Elective 2 - Elective 3</td>
<td>20</td>
<td>Core Performance and Electives are combined &amp; scaled to a mark of 70</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Core composition</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Core musicology</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Core aural</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 1</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 2</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 3</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 3</td>
<td>100</td>
</tr>
</tbody>
</table>
**Course:** Personal Development, Health and Physical Education  
**Category A - ATAR**

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.

**Required Knowledge** – An interest in PD/Health/PE. No specific academic requirements.

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

### Main Topics Covered:

#### Preliminary Course

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

**Optional Components (40%)**

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.

#### Preliminary Course

The suggested components and weightings for the Preliminary course are set out below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of:</td>
<td></td>
</tr>
<tr>
<td>• factors that affect health</td>
<td>40</td>
</tr>
<tr>
<td>• the way the body moves</td>
<td></td>
</tr>
<tr>
<td>Skills in:</td>
<td></td>
</tr>
<tr>
<td>• influencing personal and community health</td>
<td>30</td>
</tr>
<tr>
<td>• taking action to improve participation and performance in physical activity</td>
<td>30</td>
</tr>
<tr>
<td>Skills in critical thinking, research and analysis</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
**HSC Course**
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of:</td>
<td></td>
</tr>
<tr>
<td>• factors that affect health</td>
<td>40</td>
</tr>
<tr>
<td>• the way the body moves</td>
<td></td>
</tr>
<tr>
<td>Skills in:</td>
<td></td>
</tr>
<tr>
<td>• influencing personal and community health</td>
<td>30</td>
</tr>
<tr>
<td>• taking action to improve participation and performance in physical activity</td>
<td></td>
</tr>
<tr>
<td>Skills in critical thinking, research and analysis</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
**Course**: Physics  
**Category**: A - ATAR  

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC</th>
<th>Exclusions: Senior Science (Preliminary)</th>
</tr>
</thead>
</table>

**Course Description:**
Physics is the study of the material world. It focuses on investigating natural phenomena and identifying patterns, applying models, principles and laws to explain their behaviour.

The Preliminary course develops 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, by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics.

**Main Topics Covered:**

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

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

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

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

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Marks</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I Part A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective response questions</td>
<td>20</td>
<td>Knowledge of understanding of: the history, nature, and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and developments in physics</td>
<td>40</td>
</tr>
<tr>
<td><strong>Section I Part B</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short-answer questions</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section II (Options)</strong></td>
<td></td>
<td>Skills in planning and conduction first-hand investigations, gathering and processing first-hand data, gathering and processing relevant information from secondary sources</td>
<td></td>
</tr>
<tr>
<td>There is one question on each Option. Each question will consist of short-answer parts</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students answer the question on the Option they have studied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Skills in:
- communicating information and understanding
- developing scientific thinking and problem-solving techniques
- working individually and in teams
Course: Senior Science  
Category A - ATAR

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

The HSC course examines the range and importance of biological molecules found in humans and other organisms and the physical and chemical properties of chemicals used by people on and in their bodies.

The Senior Science course caters for students requiring a broad cover across all disciplines of science, 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.

Main Topics Covered:

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

HSC Course
Core Topics
- Lifestyle Chemistry
- Medical Technology – Bionics
- Information Systems

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

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td></td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>Core Option</td>
<td>75</td>
<td>Core Option</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
### Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Marks</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I – Core</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td>20</td>
<td>Knowledge and understanding of:</td>
<td></td>
</tr>
<tr>
<td>Objective response questions</td>
<td></td>
<td>• the history, nature, and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and developments in science</td>
<td></td>
</tr>
<tr>
<td>Part B</td>
<td>55</td>
<td>• the resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy</td>
<td></td>
</tr>
<tr>
<td>Short-answer one questions</td>
<td></td>
<td>Skills in:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>• planning and conducting first-hand investigations</td>
<td>40</td>
</tr>
<tr>
<td><strong>Section II – Options</strong></td>
<td></td>
<td>• gathering and processing first-hand data</td>
<td></td>
</tr>
<tr>
<td>Candidates answer one question on the option they have studied</td>
<td></td>
<td>• gathering and processing relevant information from secondary sources</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills in:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• communicating information and understanding</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• developing scientific thinking and problem-solving techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• working individually and in teams</td>
<td>30</td>
</tr>
</tbody>
</table>

|       | 100   | 100 |
Course: Studies of Religion II

Category A - ATAR

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Studies of Religion I

Course Description:
Studies of Religion II promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society. There is an emphasis on the Australian context. Potential students need to note carefully that this course is a study of various world religions and their impact on our society.

Main Topics Covered:

Preliminary Course
Two Foundation Studies:
- The nature of religion
- The influence of religion in Australian society from 1788-1900

Three Depth Study selected from:
Buddhism, Christianity, Hinduism, Islam, Judaism

HSC Course
Three Foundation Studies
Aboriginal belief systems and spirituality
The expression of religion in Australia from 1901 to the present
Religion and media and the expression of religious and other belief systems, with specific reference to Australian Society

Cross Religion Studies, students study three selected from:
- Religious Ritual, Religion and Ethics, Sacred Stories and Writings, Ways of Holiness, Teachers and Interpreters, Religion and Women

One Interest Study selected from:
- Religious Biography, Religion and Architecture, Religion and Visual Arts, Religion and Literature, Religion and Music, Religion and Ecology, Confucianism, Shinto, Sikhism, Taoism, Melanesian or Polynesian Religious tradition, an interest study reflecting the ethos of the school and its community.

Particular Course Requirements:
Completion of Interest Studies Project.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>30</td>
<td>Section I Foundation Studies</td>
<td>40</td>
</tr>
<tr>
<td>Section I Foundation Studies (Additional)</td>
<td>10</td>
<td>Section II Cross Religion Studies</td>
<td>50</td>
</tr>
<tr>
<td>Section II Cross Religion Studies</td>
<td>60</td>
<td>Interest Study Project</td>
<td>10</td>
</tr>
</tbody>
</table>

Total 100 | 100
Course: Textiles and Design

Category A - ATAR

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

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

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

Main Topics Covered:

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

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

Particular Course Requirements:
In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, as either experimental work and/or project work. In the HSC course, the major textiles project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course. Students will be required to pay a few for use of basic requirements for experimental and sample work.

Summary of External and Internal HSC Assessment:

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

100
Course: Visual Arts  
Category A - ATAR

2 units for each of Preliminary and HSC  
Board Developed Course

Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:
Ceramics – Visual Arts HSC Body of Work containing ceramics
Furnishing – the Furnishing Integrated project(s) cannot be used as all, or part of, a Body of Work
Photography – Visual Arts HSC Body of Work containing photography
Visual Design – Products developed cannot be used as all, or part of, a Body of Work in Visual Arts

Course Description:
Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the HSC course that reflects students’ knowledge and understanding about the practice. It demonstrates their ability to resolve a conceptually strong work. 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 broad, while the HSC course provides for deeper, increasingly more independent investigations.
While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Main Topics Covered:

Preliminary Course learning opportunities focus on:
The nature of practice in artmaking, art criticism and art history through different investigations
The role and function of artists, 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 own practice of artmaking, art criticism, and art history, applied to selected areas of interest
• 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
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 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 of ideas in art criticism and art history.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>Assessment</th>
<th>External Weighting</th>
<th>Internal Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1½ hour written paper</td>
<td>50</td>
<td>Development of the body of work</td>
</tr>
<tr>
<td>Submission of a body of work</td>
<td>50</td>
<td>Art criticism and art history</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
MULWAREE ALTERNATE PROGRAM (MAP)
**Course: Mulwaree Alternate Program**  

| Alternate HSC Course | **Exclusions:** Nil |

This course will enable students returning to complete their HSC, a chance to take a choice of subjects that cater to their particular learning needs. This particular HSC course will combine school and the workplace. Students will develop skills and learning experiences both at school and in the workplace.

The transition from Year 10 into Year 11 can cause problems for many students. After only a few weeks’ students seem to feel that their chosen subjects prove to be far too demanding and they often give up and ultimately leave school.

Increasing the leaving age to 17 years will have a dramatic effect on these students. Offering subjects that are tailored to their learning needs will enable them to achieve at school and at the end of the day be engaged.

The suggested group of subjects will be devised by the school in negotiation with students and parents.

Students will attend TAFE on a Tuesday afternoon. On Thursdays the students will either be participating in a School Based Apprentice, Traineeship (SBAT) or work experience. The work experience could change each term or be ongoing with the same employer.

During Term 3 students indicating an interest in this particular HSC Pathway will be asked to attend information sessions and then to complete an application. After this process individual interviews with parents will allow a complete understanding of what is expected.

Students participating in this course will not receive an ATAR but will achieve their HSC.
Subject Choices for MAP 2012

**Option 1**

- English CEC (2 unit)  
  Compulsory
- Applied Mathematics (2 unit)  
  Compulsory

Students must choose one subject from TAFE option.

- TAFE – Framework Courses
  - Building & Construction
  - Metals & Engineering
  - Automotive Studies

Choose **one or two** subjects from below

- Board Developed Courses
  - Hospitality
  - Retail
  - Business Services
  - Any ATAR Course

Choose **one or two** subjects from below

- Work Studies
  - Exploring Early Childhood
  - Sport Lifestyle & Recreation
    - OR
  - Sports Coaching

**Each student must choose a total of 6 subjects = 12 units**

**Option 2**

- English CEC (2 unit)  
  Compulsory
- Applied Mathematics (2 unit)  
  Compulsory

Students must choose one subject from TAFE option.

- TAFE – Non Framework Courses
  - Hair & Beauty
  - Animal Studies
  - Recreation Services
  - Child Studies

Choose **two** subjects from below

- Board Developed Courses
  - Hospitality
  - Retail
  - Business Services
  - Any ATAR Course

Choose **one** of the following

- Work Studies
  - Exploring Early Childhood
  - Sport Lifestyle & Recreation
    - OR
  - Sports Coaching
English Studies

English Studies is a Content Endorsed Course developed to allow students who do not want an ATAR to study English in an environment where the focus is on skills and not the final examination at the end of Year 12.

This course focuses on a language experience which is reflected in reading, writing, speaking, listening and viewing and representing. It provides students with the opportunity to become more effective, confident and competent communicators through the enjoyment of a broad variety of English texts.

English Studies fits in with the MAP course as it allows the students to explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts.

This course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding contributing to and appreciating the variety of cultural heritages and differences that make up Australian society and society more broadly. It also encourages the continued development of skills in individual, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The course encourages students to reflect on their own processes of responding, composing and learning.
Applied Mathematics

2 units for each of Preliminary and HSC

Board Approved Course

Prerequisites: This course is constructed on the assumption that students have experienced all of the Stage 5.1 content of the Mathematics Year 7 – 10 Syllabus.

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

Course Description:
This course is 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, including a range of post-school pathways requiring a variety of mathematical and statistical techniques.

Students will learn to use a range of techniques and tools, including relevant technologies, in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

This course provides an appropriate foundation for a range of vocational pathways, either in the workforce or further training.

Main Topics Covered:

Preliminary Course: HSC Course:
Financial Mathematics Financial Mathematics
Data and Statistics Data and Statistics
Measurement Measurement
Probability Probability
Algebra and Modelling Algebra and Modelling
Mathematics and Communication Mathematics and Design
Mathematics and Driving Mathematics and Household Finance
Mathematics and Driving Mathematics and the Human Body
Mathematics and Driving Mathematics and Personal Resource Usage

External Assessment:
No external assessment

Internal Assessment:
A variety of assessment tasks across all of the content of the course.
A final examination will take place in both the Preliminary and HSC years.
VOCATIONAL EDUCATION & TRAINING (VET) COURSES
BOARD DEVELOPED (VET) FRAMEWORK COURSES OFFERED AT MULWAREE HIGH SCHOOL (ATAR)

- BUSINESS SERVICES
- HOSPITALITY
- INFORMATION TECHNOLOGY
- RETAIL
### Certificate II in Business (BSB20107)

#### Course: Business Services (240 indicative hours)
Board Developed Course

<table>
<thead>
<tr>
<th>Units of Competencies Compulsory</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCCM201A Communicate in the workplace</td>
<td>BSBWOR203A Work effectively with others</td>
</tr>
<tr>
<td>BSBCUS201A Deliver a service to customers</td>
<td>BSBWOR204A Use business technology</td>
</tr>
<tr>
<td>BSBIND201A Work effectively in a business environment</td>
<td></td>
</tr>
<tr>
<td>BSBINM201A Process and maintain workplace information</td>
<td></td>
</tr>
<tr>
<td>BSOHS201A Participate in OHS processes</td>
<td></td>
</tr>
<tr>
<td>BBSUS201A Participate in environmentally sustainable work practices</td>
<td></td>
</tr>
<tr>
<td>BSBWOR202A Organise and complete daily work activities</td>
<td></td>
</tr>
</tbody>
</table>

**Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.**

#### Qualifications

Students who are assessed as competent in the above units will be eligible for **Certificate II in Business BSB20107**.

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

#### Pathways to Industry

Skills gained in this industry transfer to other occupations. Working in the business services industry involves:

- customer (client) service
- organising information and records in both paper and electronic forms
- teamwork
- using technologies
- creating documents

Examples of occupations in the business services industry:

- office manager
- personnel clerk
- project manager
- sales clerk/officer
- secretary
- manager/owner of a small business
- payroll clerk/officer personal assistant

#### Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies.

#### Competency-Based Assessment

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

#### Appeals

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

#### External Assessment (optional HSC examination)

The Higher School Certificate examination for Business Services (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of the ATAR.

#### Course Costs

Refund Arrangements on a pro-rata basis

<table>
<thead>
<tr>
<th>Exclusions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may not undertake the same or equivalent unit of competency in more than one VET course.</td>
<td></td>
</tr>
<tr>
<td>The Business Services Curriculum Framework contains some common units with the Construction, Entertainment and Tourism Curriculum Framework.</td>
<td></td>
</tr>
</tbody>
</table>

A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
Course: **Hospitality (240 indicative hours) Multi-skilling**

Board Developed Course  
Category B status for Australian Tertiary Admission Rank (ATAR)

4 Preliminary and/or HSC units in total

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

### Units of Competency

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Food and Beverage Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHIND001A</td>
<td>SITHACS006A Clean premises and equipment</td>
</tr>
<tr>
<td>SITXCOM001A</td>
<td>SITHFAB003A Serve food and beverage to customers</td>
</tr>
<tr>
<td>SITXCOM002A</td>
<td>SITHFAB010A Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITXENV001A</td>
<td>SITXFA091A Implement food safety procedures</td>
</tr>
<tr>
<td>SITXOHS001A</td>
<td>SITXCCC001A Organise and prepare food</td>
</tr>
<tr>
<td>SITXOHS002A</td>
<td>SITXFAB012A Prepare and serve espresso coffee</td>
</tr>
<tr>
<td>SITHIND002A</td>
<td>SITXCOM004A Apply point of sale procedures</td>
</tr>
</tbody>
</table>

**Elective**

| SITHCCC007A Prepare sandwiches |

**SITXCOM002A** Follow workplace hygiene procedures

| SITHCCC007A Prepare sandwiches |

**SITXCOM002A** Follow workplace hygiene procedures

| SITHCCC007A Prepare sandwiches |

**SITXCOM002A** Follow workplace hygiene procedures

| SITHCCC007A Prepare sandwiches |

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

### Qualifications

Students who undertake the multi-skilling focus and are assessed as competent in the above units of competency will be eligible for a Certificate II in Hospitality (SIT20207). Students who do not achieve SITHIND002A will be eligible for a Statement of Attainment towards Certificate II in Hospitality (SIT2027)

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

### Pathways to Industry

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

- undertaking mise en place prior to service
- providing assistance in a catering operation
- serving food and beverage to tables
- providing reception or front desk services

### Examples of occupations in the hospitality industry:

- wait person
- catering assistant
- food and beverage attendant

### Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies.

### Competency – Based Assessment

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

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

### Appeals

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

### External Assessment (optional HSC examination)

The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of the ATAR.

### Course costs

Refund Arrangements on a pro-rata basis

### Exclusions

- Students may not undertake the same or equivalent unit of competency in more than one VET course. The Hospitality Curriculum Framework contains some common units with the Tourism and Entertainment Curriculum Frameworks.

A school-based traineeship and apprenticeship are available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
Certificate III in Information Technology (ICA30105)
Illawarra and South East Region RTO 90347

Course: Information Technology (240 indicative hours)
Board Developed Course

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

Units of Competencies

<table>
<thead>
<tr>
<th>Units of Competencies</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAU1128B</td>
<td>Operate a personal computer</td>
</tr>
<tr>
<td>ICAU2231B</td>
<td>Use computer operating system</td>
</tr>
<tr>
<td>ICAW2001B</td>
<td>Work effectively in an IT environment</td>
</tr>
<tr>
<td>ICAD3218B</td>
<td>Create user documentation</td>
</tr>
<tr>
<td>ICAI3020B</td>
<td>Install and optimise operating system software</td>
</tr>
<tr>
<td>ICAS3031B</td>
<td>Provide advice to clients</td>
</tr>
<tr>
<td>ICAS3234B</td>
<td>Care for computer hardware</td>
</tr>
<tr>
<td>ICAT3025B</td>
<td>Run standard diagnosis tests</td>
</tr>
<tr>
<td>ICAU3004B</td>
<td>Apply occupational health &amp; safety procedures</td>
</tr>
</tbody>
</table>

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate III in Information Technology ICA30105.

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au

Pathways to Industry

Working in the information technology industry involves:
- designing web pages
- supporting computer users
- networking computers communicating with clients
- finding solutions to software problems

Examples of occupations in the information technology industry
- Service technician
- e-business development manager
- help desk office
- internet specialist
- IT consultant
- IT project manager
- Multimedia developer
- Network administrator
- On-line service support officer
- Programmer
- Software developer
- Systems engineer
- IT teacher / trainer
- Technical support officer
- Web designer

Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement.

Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies.

Competency-Based Assessment

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

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

External Assessment (optional HSC examination)

The Higher School Certificate examination for Information Technology (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of the ATAR.

Course costs

Refund Arrangements on a pro-rata basis

Exclusions
- Students may not undertake the same or equivalent unit of competency in more than one VET course.
- Computing Applications CEC.

A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/
Certificate II in Retail (SIR20207)
Illawarra and South East Region RTO 90347

Course: Retail Services (240 indicative hours)
Board Developed Course
4 Preliminary and/or HSC units in total
Category B status for Australian Tertiary Admission Rank (ATAR)

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

<table>
<thead>
<tr>
<th>Units of Competencies</th>
<th>General Selling Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td></td>
</tr>
<tr>
<td>SIRXCCS001A</td>
<td>SIRXMER001A</td>
</tr>
<tr>
<td>SIRXCCS002A</td>
<td>SIRXLS001A</td>
</tr>
<tr>
<td>SIRXCLM001A</td>
<td>SIRXLS002A</td>
</tr>
<tr>
<td>SIRXCOM001A</td>
<td></td>
</tr>
<tr>
<td>SIRXICT001A</td>
<td></td>
</tr>
<tr>
<td>SIRXIND001A</td>
<td></td>
</tr>
<tr>
<td>SIRXINV001A</td>
<td></td>
</tr>
<tr>
<td>SIRXOHS001A</td>
<td></td>
</tr>
<tr>
<td>SIRXRSK001A</td>
<td></td>
</tr>
</tbody>
</table>

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Qualifications
Student who are assessed as competent in the above units of competency will be eligible for a Certificate II in Retail (SIR20207)
There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au

Pathways to Industry
Working in the retail industry involves:
- customer service
- stock control
- teamwork
- designing and creating displays
- using cash registers, scanners, computers, telephones

Example of occupations in the retail industry:
- buyer
- customer service assistant
- stock controller
- department manager
- human resource manager
- marketing manager
- visual merchandise
- merchandise
- sales manager
- small business owner/manager
- manager/owner of a small business
- sales person

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

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

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

External Assessment (optional HSC examination)
The Higher School Certificate examination for Retail (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items.
The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of the ATAR.

Course costs
Refund Arrangements on a pro-rata basis

Exclusions
- Students may not undertake the same or equivalent unit of competency in more than one VET course.

A school-based traineeship is available on this course, for more information: http://www.sbatinnsw.info/
BOARD DEVELOPED TVET FRAMEWORK COURSES OFFERED AT TAFE (ATAR)

- CONSTRUCTION
- METALS & ENGINEERING
Mulwaree High School

Certificate II in Construction Pathways (CPC20208)

Course: Construction Pathways (240 indicative hours)
Board Developed Course

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

Units of Competencies

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Electives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCHS2001A Apply OHS requirements, policies and procedures</td>
<td>Copy and paste electives from part B of the syllabus</td>
</tr>
<tr>
<td>CPCCCM1002A Work effectively in the general construction industry</td>
<td></td>
</tr>
<tr>
<td>CPCCCM1003A Plan and organise work</td>
<td></td>
</tr>
<tr>
<td>CPCCCM1004A Conduct workplace communication</td>
<td></td>
</tr>
<tr>
<td>CPCCCM1005A Carry out measurements and calculations</td>
<td></td>
</tr>
<tr>
<td>CPCCCM2001A Read and interpret plans and specifications</td>
<td></td>
</tr>
<tr>
<td>CPCCCM2005A Use construction tools and equipment</td>
<td></td>
</tr>
<tr>
<td>CPCCCHS1001A Work safely in the construction industry</td>
<td></td>
</tr>
</tbody>
</table>

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Qualifications

Students who undertake the Construction Pathways course and are assessed as competent in the above units of competency will be eligible for a Certificate II in Construction Pathways (CPC20208). Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Construction Pathways (CPC20208).

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

Pathways to Industry

Skills gained in this industry transfer to other occupations. Working in the construction industry involves

- constructing buildings
- designing buildings
- modifying buildings
- measuring materials and sites
- communicating with clients
- managing personnel and sites

Examples of occupations in the construction industry:

- building
- bricklaying
- carpentry
- concrete
- consulting
- joinery
- contracting
- glazing
- engineering
- plastering
- shop fitting
- structural
- roofing
- sign writing
- steel reinforcing

Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies.

Students must gain the mandatory WorkCover Construction Induction Certificate, (the white card) as well as general OHS training and site-specific OHS induction before being allowed onto a work site.

Competency-Based Assessment

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

Appeals

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

External Assessment (optional HSC examination)

The Higher School Certificate examination for Construction (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on the compulsory units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of the ATAR.

Course Costs

Refund Arrangements on a pro-rata basis

Exclusions

- Students may not undertake the same or equivalent unit of competency in more than one VET course.
- The Construction Pathways Curriculum Framework contains some common units with the Business Services, Entertainment Industry and Primary Industries Curriculum Frameworks.
- Industrial Technology (Building and Construction Industries).

A school-based traineeship and apprenticeship are available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
**Certificate II in Engineering (MEM 20105)**
Illawarra and South East Region RTO 90347

Course: Metal and Engineering (240 indicative hours)
Board Developed Course  
Category B status for Australian Tertiary Admission Rank (ATAR)

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

<table>
<thead>
<tr>
<th>Units of Competencies</th>
<th>Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>MEM15002A</td>
</tr>
<tr>
<td>MEM18001A</td>
<td>MEM18002B</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>MEM16007A</td>
</tr>
</tbody>
</table>

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Qualifications
Students who are assessed as competent in the above units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate II in Engineering MEM 20105.

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au

Pathways to Industry
Working in the metal and engineering industry involves:

- constructing
- assembling
- installing
- modifying
- repairing and maintaining machines
- assembling
- making parts
- equipment
- machines
- instruments and tools
- designing machinery parts
- computer hardware and electronic circuits
- leading projects
- using 3D graphics and drafting skills
- managing clients and staff
- overseeing quotas and information

Examples of occupations in the metal and engineering industry.

- fitter
- engineer (automotive, fabrications, production, plastics, marine, mechanical)
- refrigeration and air conditioning mechanic
- structural steel and welding supervisor
- toolmaker
- maintenance fitter
- manager/owner of a small business
- locksmith
- machinist
- plumber

Mandatory Course Requirements
Students must complete a minimum of 70 hours work placement.

Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies.

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

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

External Assessment (optional HSC examination)
The Higher School Certificate examination for Metal and Engineering (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of the ATAR.

Course costs
Refund Arrangements on a pro-rata basis

Exclusions
Students may not undertake the same or equivalent unit of competency in more than one VET course.

Industrial Technology – Metals and Engineering Industries

Works developed for assessment are not to be used either in full or in part for assessment in any other subject.

A school-based traineeship and apprenticeship are available in this course, for more information: http://www.sbatinnews.info/
BOARD ENDORSED COURSES OFFERED AT MULWAREE HIGH SCHOOL (NON ATAR)

- EXPLORING EARLY CHILDHOOD
- SPORT, LIFESTYLE AND RECREATION STUDIES
- WORK STUDIES
- SPORTS COACHING

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

Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.

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

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

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

Content Endorsed Syllabuses state the unit value of the course. Some Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.
### Course: Exploring Early Childhood

<table>
<thead>
<tr>
<th>Board Endorsed Course 2 Unit</th>
<th>Exclusions: Nil</th>
</tr>
</thead>
</table>

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

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

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years;
- recognise the uniqueness of all children, including those who have special needs;
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play;
- identify the range of services developed and provided for young children and their families;
- consider the role of family and community in the growth, development and learning of young children;
- reflect upon potential implications for themselves as adults, in relation to young children;
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families.
<table>
<thead>
<tr>
<th>Course:</th>
<th>Sport, Lifestyle and Recreation Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Endorsed Course 2 Unit</td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions:</strong></td>
<td>Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.</td>
</tr>
</tbody>
</table>

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

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

The course has a large practical sporting component.

The course aims to:

- develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation;
- promote an understanding of the requirements for healthy living;
- develop a deeper understanding of the interaction between society, sport, recreation and fitness;
- identify how sport influences and affects various groups and sections of our society;
- provide students with a greater understanding of their physical and sporting potential,
- develop the skills needed to adopt active and health promoting lifestyles,
- develop high levels of performance skill in particular sports,
- develop the skills of coach, trainer, first aid officer, referee and fitness leader.

The course involves completing 8 of the 15 prepared modules.

Assessment:  
- 50% Knowledge and Understanding  
- 50% Skills
**Course: Work Studies**

<table>
<thead>
<tr>
<th>Board Endorsed Course</th>
<th>2 Unit</th>
<th><strong>Exclusions:</strong> Nil</th>
</tr>
</thead>
</table>

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

This course in Work Studies is a very practical course that will assist students:

- to prepare for job applications/interviews and presentation for employment;
- to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities;
- to undertake work placement to allow for the development of specific job-related skills; N.B. This will depend upon other work placements;
- to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas;
- to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace;
- to develop confidence, communication skills and literacy which will assist with future employment.
Certificate II in Sports Coaching (SRS20306)

Illawarra and South East Region RTO 90347

Course: Sport Coaching (240 indicative hours)
Board Developed Course

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

Units of Competency

List additional units of competency to be delivered at the school site

Compulsory

BSBCMN202A Organise and complete daily work activities
SRXGCSO02A Deal with client feedback
SRXFAD001A Provide first aid
SRXINU001A Develop knowledge of the sport and recreation industry
SRXOHS001B Follow defined Occupational Health and Safety policies and procedures
SRXAI003B Provide equipment for activities
SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities
SRXGPO002A Apply rules and regulations to conduct games and competitions
SRXAI001B Assist in preparing sport and recreation sessions for participants
SRXAI002B Assist in conducting sport and recreation sessions for participants

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted

Qualifications

Students who undertake all required competencies and assessed as competent will be eligible for a Certificate II in Sports Coaching (SRS20306).
Students who do not achieve competency in all units will receive a Statement of Attainment towards Certificate II in Sports Coaching (SRS20306).

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au

Pathways to Industry

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

- Dealing with athletes
- Maintaining sports equipment
- Developing and producing coaching strategies
- Knowledge of OHS best practice

Examples of occupations in the Sporting industry:

- Gym Instructor
- Personnel trainer
- Coach
- Health promotion
- PDHPE teacher
- Event Manager

Mandatory Course Requirements

Students must complete all tasks to a competent level. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies.

Competency – Based Assessment

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

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

Course costs

Refund Arrangements on a pro-rata basis
NON FRAMEWORK (VET) COURSES OFFERED AT TAFE (NON ATAR)

- ANIMAL STUDIES
- AUTOMOTIVE
- BEAUTY THERAPY
- COMMUNITY RECREATION
- HAIRDRESSING
- HORSE INDUSTRY
- HUMAN SERVICES
<table>
<thead>
<tr>
<th>ANIMAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course:</strong> Board Endorsed</td>
</tr>
<tr>
<td>2 Units TAFE non framework course</td>
</tr>
</tbody>
</table>

**Course Description:**
This course is for people who want to gain experience as an animal attendant or carer in kennels and catteries, pounds and welfare centres, quarantine establishments, zoological and fauna parks, wildlife refuges, research centres, pet shops and commercial animal production enterprises.

**This course will be delivered by TAFE NSW**

**Students will:**
- Develop basic skills, underpinning knowledge and behavioural attributes required for the care and maintenance of animals in a variety of environments and workplace situations.
- Learn about the animal care industry and its many sectors.
- Be able to carry out a range of basic animal care and husbandry duties under supervision, maintain animal facilities and apply workplace safety and ethical practices to your work.

<table>
<thead>
<tr>
<th>How will students be assessed?</th>
<th>Written tests, project work &amp; practical tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possible credentials</strong></td>
<td>Certificate I Animal Care and Management</td>
</tr>
<tr>
<td><strong>Pathways in TAFE NSW</strong></td>
<td>Advanced standing in Animal Studies Certificate II</td>
</tr>
<tr>
<td><strong>Unit value</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Eligible for ATAR?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Work placement</strong></td>
<td>Not mandatory</td>
</tr>
</tbody>
</table>

For information on where this course is available you can visit: [www.illawarra.tafensw.edu.au/tvet](http://www.illawarra.tafensw.edu.au/tvet)
AUTOMOTIVE – PANEL/PAINT

This course will be delivered by TAFE NSW

This course is for students seeking to gain knowledge and skills to gain employment as a panel beater / spray painter trainee or apprentice in the automotive service and repair industry.

Students will:

- Learn safe working practices in the Automotive Retail Service and Repair Industry
- Identify, select, use and maintain tools and equipment
- Acquire customer relations and communication skills
- Depending on modules chosen, gain skills and knowledge to:
  - Use gas and arc welding
  - Apply protector mouldings/strips, transfers and decals
  - Operate and maintain a suction feed spray gun
  - Use abrasive paper and masking techniques.

How will students be assessed?

<table>
<thead>
<tr>
<th>How will students be assessed?</th>
<th>Written tests, project work &amp; practical</th>
</tr>
</thead>
</table>

Possible credentials

<table>
<thead>
<tr>
<th>Possible credentials</th>
<th>Certificate I in Automotive</th>
</tr>
</thead>
</table>

Pathways in TAFE NSW

<table>
<thead>
<tr>
<th>Pathways in TAFE NSW</th>
<th>Advanced standing in other automotive, mechanical and vehicle trades, traineeships and apprenticeship courses at Certificate II and Certificate III levels</th>
</tr>
</thead>
</table>

Unit Value

<table>
<thead>
<tr>
<th>Unit Value</th>
<th>2 Units or 4 Units</th>
</tr>
</thead>
</table>

Eligible for ATAR?

<table>
<thead>
<tr>
<th>Eligible for ATAR?</th>
<th>No</th>
</tr>
</thead>
</table>

Work placement

<table>
<thead>
<tr>
<th>Work placement</th>
<th>Not mandatory</th>
</tr>
</thead>
</table>

For information on where this course is available you can visit:

http://www.illawarra.tafensw.edu.au/tvet

Students cannot study both this course and Industrial Technology – Automotive Industries.
### COMMUNITY RECREATION

<table>
<thead>
<tr>
<th>Course: Content Endorsed</th>
<th>Category: N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Unit TAFE non framework course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

#### Course Description:
This course will provide a pathway to further training that allows specialisation as a:
- Gym Instructor
- Aqua Instructor
- Group Exercise Instructor

#### This course will be delivered by TAFE NSW
Depending on the units chosen students will gain the skills and knowledge to:
- provide emergency care in the absence of and until the arrival of a health care professional or paramedic
- interact with colleagues and client groups
- OH&S legislation relevant to the sport and recreation industry
- Identify clients general fitness requirements
- Plan and implement exercise activities
- Describe the structural organisation and the structure and function of the human body, cardiovascular and respiratory systems

<table>
<thead>
<tr>
<th>How will students be assessed?</th>
<th>Written tests, project work &amp; practical tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible credentials</td>
<td></td>
</tr>
<tr>
<td>Pathways in TAFE NSW</td>
<td>Advanced standing in Certificate II Community Recreation</td>
</tr>
<tr>
<td>Unit Value</td>
<td>2</td>
</tr>
<tr>
<td>Eligible for ATAR?</td>
<td>No</td>
</tr>
<tr>
<td>Work placement</td>
<td>Visit/modules will be undertaken in real work settings</td>
</tr>
</tbody>
</table>

For information on where this course is available you can visit: [www.illawarra.tafensw.edu.au/vet](http://www.illawarra.tafensw.edu.au/vet)
HAIRDRESSING – SALON SKILLS

Course: Board Endorsed
Category: N/A
2 Units TAFE non framework course
Exclusions: Nil

Course Description:
The course provides a background for students who are interested in a career in hairdressing. It provides advanced standing in TAFE’s Certificate courses in hairdressing.

This course will be delivered by TAFE NSW

This course is for students who want to gain employment as a hairdressing salon assistant or hairdressing receptionist. It will also assist you in gaining employment as a hairdressing apprentice.

On completion of this course, students will have gained 25% of the TAFE component of a hairdressing apprenticeship.

Students will:

- Gain an overview of the hairdressing industry, industrial relations, safety precautions and basic first aid, government regulations and infection control.
- Gain basic knowledge and skills to perform application of some hair colouring products and general basin duties for clients under supervision.
- Understand how the elements and principles of design can be adapted to hair styling.
- Carry out a range of reception tasks and receive and refer client complaints.
- Promote and sell a range of salon services and products.

How will students be assessed?
Written tests, project work & practical tasks

Possible credentials
Certificate II in Hairdressing if work experience is completed

Pathways in TAFE NSW
Advanced standing in apprenticeship, Certificate III in Hairdressing

Unit value
2 Units or 4 Units

Eligible for ATAR?
No

Work placement
Not mandatory

For information on where this course is available you can visit:
www.illawarra.tafensw.edu.au/tvet
HORSE INDUSTRY SKILLS

Course type: Board Endorsed Category: N/A
2 Units TAFE non framework course Exclusions: Nil

Course Description:
This course is for people entering the horse industry with little or no experience.

This course will be delivered by TAFE NSW
The course enables beginner horse grooms working under direct supervision to develop skills in and around stables.

Students will:
- Apply safe handling and restraint techniques with quiet, docile horses
- Feeding according to individual dietary requirements
- Perform basic grooming procedures
- Cleaning stables
- Performing routine daily tasks
- Communicating with clients and staff
- Identifying basic behavioural characteristics
- Identifying signs of ill health
- Recognising situations requiring assistance
- Keeping records commonly used in a performance horse environment

How will students be assessed? Written tests, project work & practical tasks
Possible credentials Certificate I in Horse Industry Operations
Pathways in TAFE NSW Advanced standing in Certificate II in Horse Industry Operations
Unit value 2 Units or 4 Units
Eligible for ATAR? No
Work placement Not mandatory

For information on where this course is available you can visit: www.illawarra.tafensw.edu.au/tvet

Other courses may be offered at the beginning of 2012 including:
- Construction
- IT
- Construction
- Aged Care
- Engineering
SUBJECT SELECTION PAGE FOR YOUR RECORDS

- Each student must choose a total of 12 units
- Please highlight or circle the subjects of your choice
- 10 Board Developed Courses are used for the calculation of the ATAR
- Only ONE category B can be used in the calculation of the ATAR

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture ATAR</td>
<td>2</td>
</tr>
<tr>
<td>Ancient History ATAR</td>
<td>2</td>
</tr>
<tr>
<td>Biology ATAR</td>
<td>2</td>
</tr>
<tr>
<td>Business Studies ATAR</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry ATAR</td>
<td>2</td>
</tr>
<tr>
<td>Chinese Beginners ATAR</td>
<td>2</td>
</tr>
<tr>
<td>Community &amp; Family Studies ATAR</td>
<td>2</td>
</tr>
<tr>
<td>Construction (VET) B</td>
<td>2</td>
</tr>
<tr>
<td>Dance ATAR</td>
<td>2</td>
</tr>
<tr>
<td>Drama ATAR</td>
<td>2</td>
</tr>
<tr>
<td>Earth &amp; Environmental Science ATAR</td>
<td>2</td>
</tr>
<tr>
<td>Economics ATAR</td>
<td>2</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>2</td>
</tr>
<tr>
<td>Exploring Early Childhood Non ATAR</td>
<td>2</td>
</tr>
<tr>
<td>Geography ATAR</td>
<td>2</td>
</tr>
<tr>
<td>Hospitality (VET) B</td>
<td>2</td>
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<tr>
<td>Indonesian Beginners ATAR</td>
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<tr>
<td>Industrial Technology ATAR</td>
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<tr>
<td>Information Processes &amp; Tech. ATAR</td>
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<tr>
<td>Information Technology ATAR (VET) B</td>
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<tr>
<td>Legal Studies ATAR</td>
<td>2</td>
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<tr>
<td>Mathematics ATAR</td>
<td>2</td>
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<tr>
<td>Mathematics - General ATAR</td>
<td>2</td>
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<tr>
<td>Metals &amp; Engineering (VET) B</td>
<td>2</td>
</tr>
<tr>
<td>Sub Total</td>
<td>Sub Total</td>
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</tbody>
</table>

Total Number of units including English = Units: