Mount Carmel Catholic College

Stage 6
2017 – 2018

Subject Information Handbook
for the
Preliminary Course and
Higher School Certificate Course

Issued May 2015
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Dear Students,

This booklet is designed to help you make wise decisions about your pattern of study for Year 11 2017. Choosing how to continue with schooling past the compulsory years is a significant milestone in your life journey. It is important that you take the time to consider your options. Listen carefully to the advice you will be given and make realistic assessments of your abilities and interests. Senior study requires increased commitment and application. All senior courses are demanding, but by choosing courses that match your abilities and interests you will be able to minimise stress and to maximise your chances of an enjoyable, successful two years.

This booklet is divided into THREE sections. Part A contains general information that you are advised to read carefully. The information contained in Part B of the booklet is from the Board of Studies and it provides a guideline to assist you in your subject selection. Part C outlines the subject selection process. It is recommended that you read the UAC Guide if you are planning to attend University. Through the subject selection process, your teachers at Mount Carmel Catholic College will also be happy to discuss options with you.

The staff members at Mount Carmel are looking forward to continuing to work with you during the next two years. We hope to challenge you to strive for personal excellence and to become independent, self-motivated learners. The next two years will be a time for us to work together as we help and support one another to successfully complete Years 11 and 12. We are looking forward to having young women and men who can leave Mount Carmel Catholic College well qualified and prepared to live full Christian lives in which they continue to live out our school motto “Ite in Veritate”.

Yours faithfully,

Mr Wayne Marshall
Principal

Ms Judith Tolomeo
Curriculum Coordinator
Part A
MAKING SUBJECT CHOICES

This Handbook describes and explains the Stage 6 Curriculum and provides information about choosing subjects. Part A of this handbook will assist students and parents in understanding the general nature of the Higher School Certificate. Part B will guide students in subject selection and includes a description of the range of courses to be possibly offered at the College.

The choice of subjects for the Preliminary and Higher School Certificate year is a very important one. When making subject choices students should consider the following:

<table>
<thead>
<tr>
<th>What type of Higher School Certificate do you want?</th>
<th>What combinations of subjects do you need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- A Higher School Certificate that will enable you to enter University straight from school (ATAR)</td>
<td>- A combined ATAR and Vocational Higher School Certificate</td>
</tr>
<tr>
<td>You need to choose a pattern of study that will count towards an ATAR, and can include:</td>
<td>This Higher School Certificate is for students who want to enter University but want the additional workplace accreditation.</td>
</tr>
<tr>
<td>• Category A 2 Unit courses – 2 units must be either English Standard or Advanced</td>
<td>You will need to choose a pattern of study that includes:</td>
</tr>
<tr>
<td>- A combined ATAR and Vocational Higher School Certificate</td>
<td>• Category A 2 Unit Courses – 2 units must be either English Standard or Advanced</td>
</tr>
<tr>
<td>This Higher School Certificate is for students who want to enter University but want the additional workplace accreditation.</td>
<td>• ONE Category B / VET Course</td>
</tr>
<tr>
<td>How should you choose your subjects?</td>
<td></td>
</tr>
<tr>
<td>- Demonstrated ABILITY in the junior school</td>
<td></td>
</tr>
<tr>
<td>- INTEREST AND ENJOYMENT in a particular subject</td>
<td></td>
</tr>
<tr>
<td>- Subject linked to future CAREER options</td>
<td></td>
</tr>
<tr>
<td>- Following the advice of teachers</td>
<td></td>
</tr>
<tr>
<td>- Be realistic</td>
<td></td>
</tr>
</tbody>
</table>
GUIDELINES AND REGULATIONS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE

To be eligible for the Higher School Certificate students must:
- be enrolled in a NSW Government school, a registered and accredited non-government school or a TAFE institution.
- study a permitted combination of courses.
- complete the requirements for each course, including any necessary practical or project work.
- complete all tasks in the school’s internal assessment program.
- sit for and make a genuine attempt for the Higher School Certificate examinations.
- satisfactorily complete at least 12 units in the preliminary study pattern and at least 10 units in the Higher School Certificate study pattern.
- study at least six units of Board Developed Courses.
- study at least two units of a Board Developed Course or Board Endorsed Course in English.
- study at least three courses of 2 unit value or greater.
- study at least four subjects.

In addition to the above rules, students at Mount Carmel Catholic College must:
- take 12 units for the Preliminary Year, including at least one unit of Studies of Religion or Catholic Studies.
- study either one unit of Studies of Religion or Catholic Studies in their Higher School Certificate Program.
- display a positive attitude to the school, its ethos and school activities and regulations.
- show a serious attitude to study.
- have demonstrated that they would benefit from senior studies.

Students who choose to study for their Higher School Certificate must make a commitment to their studies. A commitment means that students will undertake to complete homework tasks when required and follow a daily program of study and revision. This should involve at least 3 hours of study time at home each day. Unless a student makes this effort they may not reach their full potential. If a student’s attendance is poor then the attainment of the outcomes of courses studied would be in question. If a student fails to meet the outcomes of a course then that course will not count towards study for the Higher School Certificate, thus placing the student’s Higher School Certificate in jeopardy.

The College recognises that some students may need to be engaged in part-time work. However if a student is engaged in working long hours, this can only be to the detriment of their study for the Higher School Certificate. For the benefit of the student’s education we strongly recommend that a student work at their part time job for no more than 10 hours per week.

The demands of both the Preliminary and Higher School Certificate courses are significantly greater than Year 10 courses. There will need to be increased commitment to homework, assignments, reading and examination preparation. Students will certainly find it easier to make this commitment if they have chosen subjects wisely.
INFORMATION TO HELP YOU WITH SENIOR SUBJECT SELECTION

BOARD OF STUDY REQUIREMENTS FOR THE Higher School Certificate

Courses studied by students for the Higher School Certificate are generally divided into two components

a) Preliminary Course (generally Year 11)

b) Higher School Certificate Course (generally Year 12)

Students must satisfactorily complete the Preliminary course before they can enter a Higher School Certificate course in a subject.

• The Preliminary course is to be regarded as "assumed knowledge" which has been covered by all candidates. Except for Maths and English, the Preliminary Course must be completed before the Extension component in any course can be commenced. All Preliminary course work in a subject is to be completed to gain a Year 11 Record of School Achievement (ROSA).

• All courses that are studied as Preliminary courses will contribute to the Preliminary units of study and will appear on the Preliminary Record of School Achievement. All courses studied as Higher School Certificate courses will contribute to the Higher School Certificate units of study and will appear on the Higher School Certificate Record of Achievement. The Higher School Certificate Record of Achievement will also have listed all the Preliminary courses previously completed.

PATTERN OF STUDY - Board of Studies Minimum Requirements.

You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the Higher School Certificate course. Both the Preliminary course and the Higher School Certificate course must include the following:

- at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
- at least three courses of 2 units value or greater
- at least four subjects

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

The Board of Studies publication, Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students 2016 contains all the Higher School Certificate rules and requirements you will need to know. The Board website also has detailed information on the Higher School Certificate, courses, syllabuses, and assessment and past examination papers.

Internet: www.boardofstudies.nsw.edu.au
COURSE UNIT VALUE

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 unit. The number of units indicates the length of time for which a course is taught each week, and the number of marks it counts for in the Higher School Certificate. Each unit of a course is equivalent to approximately 60 hours of study per year and marked out of 50. The following is a guideline to help you understand the pattern of courses.

2 UNIT COURSE

This is the basic structure for all courses. The course is studied for approximately 120 hours per year and marked out of 100 for the Higher School Certificate. Two unit Board Developed Courses offer suitable preparation for the study of that subject at tertiary level.

EXTENSION COURSE

Extension study is available in a number of subjects. Extension courses offer suitable preparation for the study of that subject at tertiary level and build on the content of the 2 unit course carrying an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET.

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

Higher School Certificate extension courses in subjects other than English and Mathematics are made available to students after completion of the Preliminary course if the student shows exceptional ability in the subject area.

1 UNIT COURSE

A 1 unit course is equivalent to approximately 60 hours of study per year and marked out of 50. Studies of Religion may be undertaken as either a 1 unit or 2 unit courses.
Preliminary and Higher School Certificate Courses

Types of Higher School Certificate Courses

Senior courses are divided into Preliminary and Higher School Certificate components. Preliminary courses begin Term 1, Year 11 and conclude at the end of Term 3, Year 11. Higher School Certificate courses begin when students have satisfactorily completed the requirements of the Preliminary course.

1. **Board Developed Courses (BDC)**

These courses are developed by the Board of Studies. There is a syllabus for each course, which contains:
- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale

All students entered for the Higher School Certificate who are studying these courses follow these syllabuses. These courses are examined externally at the end of the Higher School Certificate course and can count towards the calculation of the Australian Tertiary Admissions Rank (ATAR). Board developed courses are given a category for the purpose of calculating the Australian Tertiary Admission Rank. No more than 2 units of Category B Courses can be used in the calculation of the ATAR.

**Category A courses offered at Mount Carmel Catholic College are:**

- Ancient History
- Biology
- Business Studies
- Chemistry
- Community and Family Studies
- Design and Technology
- Drama
- Economics
- English Standard
- English Advanced
- Fundamentals of English (1 Unit)
- Food Technology
- Geography
- Information Processes & Technology
- Industrial Technology (Timber Products)
- Legal Studies
- Mathematics
- Modern History
- Music 1
- Personal Development, Health & Physical Education
- Physics
- Preliminary General Mathematics
- Preliminary Mathematics Extension
- Preliminary English Extension
- Senior Science
- Spanish Beginners
- Spanish Continuers
- Studies of Religion I
- Studies of Religion II
- Visual Arts

**Category B Board Developed Courses that may be offered at Mount Carmel Catholic College are:**

- Business Services *
- Construction Pathways*
- Hospitality Kitchen Operations *
- Hospitality Food and Beverage *

*These courses are also Vocational Education and Training (VET) Curriculum Framework Courses, which mean they have accreditation from industry. Details can be found later in the handbook.
2. Board Endorsed Courses. (BEC)

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

- Content Endorsed Courses (CEC) 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 special courses to meet student needs. The Board of Studies must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

There is no external examination for any Board Endorsed Courses, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement.

Board Endorsed Courses studied in Year 12 are recorded on the Higher School Certificate, with a single school assessment mark being given. There are examinations throughout the course, but students do not sit for the Higher School Certificate examination. Board Endorsed Courses do not count towards the calculation of the Australian Tertiary Admissions Rank (ATAR).

The following Board Endorsed offered at Mount Carmel College are:

Catholic Studies (1Unit)
English Studies (2 Unit)
Exploring Early Childhood (1 Unit)
Exploring Early Childhood (2Unit)
Photography, Video and Digital Imaging (1 Unit)
Photography, Video and Digital Imaging (2 Unit)
Sport, Lifestyle and Recreation Studies (1 Unit)
Sport, Lifestyle and Recreation Studies (2 Unit)
Visual Design (2 unit)
Work Studies (2 unit)
HSC Mathematics General 1 (2Unit)

3. Vocational Education Courses (VET)

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 Higher School Certificate qualifications, an ATAR 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 that students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained.

All Vocational Education is designed to lead to employment and further study, including university study. Courses are module based and each module contains a number of competencies to be achieved. Courses studied at school will lead to either a Statement of Attainment or Certificate II. Certificate IV leads on to a Diploma level from which students can access Degree qualifications at a University. If you require more information on these courses you will need to see the Vocational Education Coordinator, Mrs Sulentic.
There are two forms of Vocational Education possibly available at the College.

**School-based Curriculum Framework Vocational Courses:**
- Certificate II Business Services
- Certificate II Construction Pathways
- Certificate II Hospitality Kitchen Operations
- Certificate II Hospitality Food and Beverage

All these courses are Board Developed 2 unit, 2-year courses and can contribute to the ATAR if a student selects to sit for the Higher School Certificate in the course. In addition students completing modules in these courses receive a Statement of Competency. **Each course requires students to undergo 35 hours of work placement each year.**

Students undertaking these courses will leave school with additional industry accreditation, no matter what option they choose in relation to the Higher School Certificate examination. The Courses will provide a stronger foundation for further study either at TAFE or at University.

**TAFE-VET Courses**

These are selected Board Developed or Board Endorsed Vocational Education and Training courses delivered by TAFE at TAFE. They are one year, 2 unit courses designed to allow Year 11 and 12 students to participate in established TAFE courses. The courses count as 2 unit towards the Higher School Certificate when done in the Higher School Certificate year and are also given accreditation by TAFE. Students undertaking Board Endorsed Vocational Education and Training courses do not sit for the Higher School Certificate examination and they do not count towards the Australian Tertiary Admission rank (ATAR).

Currently these courses run on a number of afternoons at various TAFE colleges from 1:30 pm to 5:30 pm. The funding of places at TAFE is in excess of $1000 per student. However most of this fee is paid by the Catholic Education Office with students paying the difference. The Catholic Education Office through a school driven process, allocates TAFE positions.

**4. Saturday School of Community Languages**

The **Saturday School of Community Languages** is a Department of Education and Training secondary school that offers language courses to students wishing to study their background language. Students are eligible to enrol if the language requested is their **background community language** and the language is not available in their home school in the year requested.

More detailed information on locations of schools and languages available for study can be found on the Internet at the following address [www.curriculumsupport.nsw.edu.au](http://www.curriculumsupport.nsw.edu.au). Click on **Secondary languages** then **Saturday School**.

**5. Open High School**

Open High School is a New South Wales Department of Education and Communities (DEC) secondary distance education school offering courses in 12 languages to students in Years 9-12, and is located in the eastern Sydney suburb of Randwick. More detailed information can be found at [https://sites.google.com/site/theopenhssydney/home](https://sites.google.com/site/theopenhssydney/home)

Application forms for both Saturday School of Community Languages and Open High School will be available from Ms Tolomeo in late November and will need to be completed and submitted before the end of Term 4.
AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The Australian Tertiary Admissions Rank (ATAR) is a rank. It is used by the Universities to rank students for entry to a course. Students only need to opt for an ATAR if they are intending to go to University straight from school. The ATAR provides a measure of a student’s overall academic achievements in the Higher School Certificate in relation to that of other students. The ATAR is calculated solely for use by universities and is not used for any other purpose. Universities use the ATAR either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to university. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05.

Who calculates the ATAR?

The Technical Committee on Scaling – a committee set up by the NSW Vice Chancellor’s Conference, calculates the ATAR on behalf of the universities in NSW. The ATAR is confidential and released by the Universities Admissions Centre (UAC) to:

- Students who have requested an ATAR; and
- Universities to which the students have applied.

The ATAR is not provided to the Board of Studies or individual schools.

Why are marks scaled in determining the ATAR?

As the purpose of the ATAR is to provide a measure of overall academic achievement in the Higher School Certificate, it is based on marks gained in Higher School Certificate courses. The NSW Higher School Certificate offers students a wide choice of courses, taken by different groups of students. The ATAR needs to be determined in such a way as to enable the comparison of students who may have taken different combinations of Higher School Certificate courses.

It is not possible to use the marks reported by the Board to compute a measure of overall Higher School Certificate performance such as the ATAR, as the criteria used to define a student's achievement differs across courses. So, while it will be possible to compare achievement in a particular course from year to year, it will not be possible to compare achievement across courses.

For example, because the standards set for English, Mathematics, Geography, Latin and Visual Arts are different, the Higher School Certificate marks in these courses cannot be simply added together. The marks need to be adjusted before an overall measure can be calculated.

This process of adjustment is called scaling, and the adjusted marks are called scaled marks. Scaled marks are not reported to students. They are determined during an interim phase in the calculation of the ATAR.

Scaling adjusts the marks for different courses so that they are comparable and can then be added together. In the absence of scaling, students might be encouraged to take courses that were perceived as easier in order to gain higher marks at the Higher School Certificate and hence a better ATAR.

The scaling process enables fair comparisons to be made, allowing for variations in student choice, by determining what the marks in each course would have been if all students had enrolled in each course. Scaling therefore gives students freedom to choose courses they enjoy, and courses that will be useful for their future careers, knowing that their results will be treated fairly. The principle underlying the scaling procedure is that a student should neither be advantaged nor disadvantaged by choosing one course rather than another. The scaling procedure modifies the mean, the standard deviation and the maximum mark in a course using as a criterion the overall demonstrated academic attainment of the course candidature.
How does scaling work?

The scaling process is carried out afresh each year. It makes no assumptions about how difficult a course is or what type of students enrol in that course in a particular year; the results of scaling depend only on the calculations for that year.

The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05. An ATAR of 50.00 indicates that the student is half-way up the cohort for that year. An ATAR of 75.00 indicates that a student is three-quarters of the way up the cohort for that year. An ATAR of 99.95 indicates that the student is ahead of 99.95% of their cohort that year.

Remember: The ATAR is a measure of overall academic achievement in the Higher School Certificate. It enables universities to rank applicants for tertiary selection in a fair and equitable way. The ATAR is designed only for use in tertiary selection as a possible indicator of readiness for university study. There is no notion of pass or fail.

In summary:

- What scaling does is to put a student's marks in different courses on the same scale.
- Generally, students' marks are scaled up if the average academic ability of a course candidature is high and scaled down if the average academic ability of a course candidature is low.
- For most students their scaled marks will be different from their Higher School Certificate marks, so their best scaled marks may not be the same as their best Higher School Certificate marks.
- Students with similar Higher School Certificate marks, but in different courses, may receive a very different ATAR.

FREQUENTLY ASKED QUESTIONS

Are some subjects more difficult than others? Are students better off taking subjects that are easier so they can get higher marks?

All courses in the Higher School Certificate will be rigorous in terms of the standard of knowledge, skills and understanding expected of the students undertaking them.

The process of setting standards for each Higher School Certificate course has involved:

- an evaluation of the content and outcomes of existing courses
- an analysis of the standards of performance that students are currently demonstrating through Higher School Certificate examinations. This involved experienced Higher School Certificate markers analysing student responses to questions in recent Higher School Certificate examinations including written answers, major works, projects and performances.

The learning outcomes and content for each Higher School Certificate course is set at an appropriate standard.

It is most likely that students will perform best in subjects in which they have an interest and ability and that will best suit their future needs.
Part B

COURSE SUMMARIES FOR

SUBJECTS OFFERED AT

MOUNT CARMEL CATHOLIC COLLEGE

2017 - 2018

Students and parents are advised that not all subjects will be necessarily timetabled, as a lack of student numbers in a subject may not make the subject viable.
BOARD DEVELOPED COURSES

Religious Education
<table>
<thead>
<tr>
<th>Course: Studies of Religion I</th>
<th>Course No: 15370</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit for each of Preliminary and Higher School Certificate Board Developed Course</td>
<td>Exclusions: Studies of Religion II</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Course: Studies of Religion II</th>
<th>Course No: 15380</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and Higher School Certificate Board Developed Course</td>
<td>Exclusions: Studies of Religion I</td>
</tr>
</tbody>
</table>

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

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

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

Creative & Performing Arts
### Course: Drama  
**Course No:** 15090  
2 units for each of Preliminary and Higher School Certificate Board Developed Course

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

**Course Description** Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences. **Preliminary Course** Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. **Higher School Certificate Course** Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The **Group Performance** (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

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

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

### Course: Music 1  
**Course No:** 15290  
2 units for each of Preliminary and Higher School Certificate Board Developed Course

**Exclusions:** Music 2

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

**Main Topics Covered** Students study three topics in each year of the course. Topics are chosen from a list of 21, which covers a range of styles, periods and genres.

**Particular Course Requirements Higher School Certificate course** In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.
<table>
<thead>
<tr>
<th>Course: Visual Arts</th>
<th>Course No: 15400</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and Higher School Certificate Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</td>
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</tbody>
</table>

**Course Description** Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the Higher School Certificate course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the Higher School Certificate course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>Higher School Certificate Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ the nature of practice in art making, art criticism and art history through different investigations</td>
<td>▪ how students may develop their practice in art making, art criticism, and art history</td>
</tr>
<tr>
<td>▪ the role and function of artists, artworks, the world and audiences in the art world</td>
<td>▪ how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</td>
</tr>
<tr>
<td>▪ 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</td>
<td>▪ how students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations</td>
</tr>
<tr>
<td>▪ building understandings over time through various investigations and working in different forms.</td>
<td>▪ how students may further develop meaning and focus in their work.</td>
</tr>
</tbody>
</table>

**Particular Course Requirements Preliminary Course:**

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

**Particular Course Requirements Higher School Certificate Course:**

- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.
BOARD DEVELOPED COURSES

English
### Course: English (Standard)  
**Course No:** 15130

- **2 units for each of Preliminary and Higher School Certificate Board Developed Course**

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

### Course Description

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

### Main Topics Covered Preliminary Course

<table>
<thead>
<tr>
<th>The course has two sections:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.</td>
</tr>
<tr>
<td>- Electives in which students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the course content.</td>
</tr>
</tbody>
</table>

### Higher School Certificate Course

<table>
<thead>
<tr>
<th>The course has two sections:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- the Higher School Certificate Common Content which consists of one Area of Study common to the Higher School Certificate Standard and the Higher School Certificate Advanced courses where students analyse and explore texts and apply skills in synthesis.</td>
</tr>
<tr>
<td>- modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of three Modules A, B and C.</td>
</tr>
</tbody>
</table>

### Particular Course Requirements in the Preliminary English (Standard) Course means students need to:

<table>
<thead>
<tr>
<th>study Australian and other texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multimedia texts</td>
</tr>
<tr>
<td>undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts</td>
</tr>
<tr>
<td>integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate</td>
</tr>
<tr>
<td>engage in the integrated study of language and text.</td>
</tr>
</tbody>
</table>

### Particular Course Requirements in the Higher School Certificate English (Standard) Course requires the close study of:

<p>| at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts |
| a wide range of additional related texts and textual forms. |</p>
<table>
<thead>
<tr>
<th>Course: English (Advanced)</th>
<th>Course No: 15140</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and Higher School Certificate Board Developed Course</td>
<td>Exclusions: English (Standard); Fundamentals of English; English (ESL)</td>
</tr>
</tbody>
</table>

**Course Description**
In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values. In the Higher School Certificate English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least five types of prescribed texts drawn from: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia; and a wide range of additional related texts and textual forms.

<table>
<thead>
<tr>
<th>Main Topics Covered Preliminary Course</th>
<th>Higher School Certificate Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course has two sections:</td>
<td>The course has two sections:</td>
</tr>
<tr>
<td>• Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.</td>
<td>• The Higher School Certificate Common Content consists of one Area of Study common to the Higher School Certificate Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis.</td>
</tr>
<tr>
<td>• Electives in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the content.</td>
<td>• Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three Modules A, B and C.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Particular Course Requirements in the Preliminary English (Advanced) Course means students need to:</th>
<th>Particular Course Requirements in the Higher School Certificate English (Advanced) Course requires the close study of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• study Australian and other texts • explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multimedia texts</td>
<td>• at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts</td>
</tr>
<tr>
<td>• undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts</td>
<td>• a wide range of additional related texts and textual forms.</td>
</tr>
<tr>
<td>• integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate</td>
<td></td>
</tr>
<tr>
<td>• engage in the integrated study of language and text.</td>
<td></td>
</tr>
</tbody>
</table>
### Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Course No</th>
<th>Course No</th>
<th>Course No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary English Extension</td>
<td>15160</td>
<td>15160</td>
<td>15170</td>
</tr>
<tr>
<td>Higher School Certificate English Extension 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher School Certificate English Extension 2</td>
<td></td>
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</tr>
</tbody>
</table>

1 unit of study for each of Preliminary and Higher School Certificate

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

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

#### Course Description

In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. In Higher School Certificate English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise. In Higher School Certificate English Extension Course 2, students develop a sustained composition, and document their reflection on this process.

#### Main Topics Covered

**Preliminary English (Extension) Course**

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

**Higher School Certificate English Extension Course 1**

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

**Higher School Certificate English Extension Course 2**

The course requires students to complete a Major Work.

**Higher School Certificate English Extension Course 1**


**Higher School Certificate English Extension Course 2** requires completion of a Major Work and a statement of reflection.

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### Fundamentals of English

**Course No:**

2 unit Preliminary course of study It may be delivered flexibly across the Preliminary and Higher School Certificate years. Board Developed Course

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

**Course Description**

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

**Fundamentals of English Course**

Students undertake:
- Module A: Approaches to Area of Study in English (Compulsory) and up to four additional Modules chosen from:
  - Module B: Oral Communication Skills
  - Module C: Writing for Study
  - Module D: Investigative Skills
  - Module E: Workplace Communication.

**Particular Course Requirements**

All modules involve a minimum of 24 indicative hours of study. Module A is compulsory. Students must complete a minimum of three modules. They may undertake other modules (with a minimum of 24 indicative hours of study) or apply the balance of time to additional work in the modules they have already undertaken.
BOARD DEVELOPED COURSES

HSIE
<table>
<thead>
<tr>
<th>Course: Ancient History</th>
<th>Course No: 15020</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and Higher School Certificate Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

**Course Description**
The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists. The Higher School Certificate course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.

### Preliminary Course
- **Part I: Introduction** Investigating the past: History, Archaeology and Science of Case Studies (at least ONE)
- **Part II: Studies of Ancient Societies, Sites and Sources** At least ONE study to be chosen.
- **Part III: Historical Investigation** The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group. (25%)

### Higher School Certificate Course
- **Part I: Core Study:** Cities of Vesuvius – Pompeii and Herculaneum (25%)
- **Part II:** One Ancient Society (25%)
- **Part III:** One Personality in their Times (25%)
- **Part IV:** One Historical Period

**Particular Course Requirements**
In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the Higher School Certificate Ancient History or History Extension courses.

<table>
<thead>
<tr>
<th>Course: Business Studies</th>
<th>Course No: 15040</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and Higher School Certificate Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

**Course Description**
Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

### 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

### Higher School Certificate 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
### Course: Economics

Course No: 15110

2 units for each of Preliminary and Higher School Certificate Board Developed Course

**Exclusions:** Nil

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

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

### Higher School Certificate Course
- **The Global Economy:** Features of the global economy and globalization
- **Australia’s Place in the Global Economy:** Australia’s trade and finance
- **Economic Issues:** issues including growth, unemployment, inflation, wealth and management.
- **Economic Policies and Management:** the range of policies to manage the economy.

### Course: Geography

Course No: 15190

2 units for each of Preliminary and Higher School Certificate Board Developed Course

**Exclusions:** Nil

**Course Description** The Preliminary course investigates biophysical and human geography and develops students’ knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues. The Higher School Certificate course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers’ contribution to understanding our environment and demonstrates the relevance of geographical study.

### Preliminary Course
- **Biophysical Interactions:** how biophysical processes contribute to sustainable management.
- **Global Challenges:** geographical study of issues at a global scale.
- **Senior Geography Project:** a geographical study of student’s own choosing.
- **Key concepts incorporated across all topics:** change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

### Higher School Certificate Course
- **Ecosystems at Risk:** the functioning of ecosystems, their management and protection.
- **Urban Places:** study of cities and urban dynamics.
- **People and Economic Activity:** geographic study of economic activity in a local and global context.
- **Key concepts incorporated across all topics:** change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

**Particular Course Requirements** Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and Higher School Certificate courses.
### Course: Legal Studies  
**Course No:** 15220  
2 units for each of Preliminary and Higher School Certificate Board Developed Course  
**Exclusions:** Nil

**Course Description** The Preliminary course develops students’ knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual’s rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives. The Higher School Certificate course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

#### Preliminary Course
- **Part I:** The Legal System (40% of course time)
- **Part II:** The Individual and the Law (30% of course time)
- **Part III:** The Law in Practice (30% of course time)  
  The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course.

#### Higher School Certificate Course
- **Core Part I:** Crime (30% of course time)
- **Core Part II:** Human Rights (20% of course time)
- **Part III:** Two options (50% of course time) chosen from: Consumers; Global environment and protection; Family; Indigenous peoples; Shelter Workplace; World order. Each topic’s **themes and challenges** should be integrated into the study of the topic.

### Particular Course Requirements  
No special requirements

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### Course: Modern History  
**Course No:** 15270  
2 units for each of Preliminary and Higher School Certificate Board Developed Course  
**Exclusions:** Nil

**Course Description** The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C19th to the present using the methods of historical inquiry. The Higher School Certificate course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the C20th, ONE personality and ONE international study in peace and conflict.

#### Preliminary Course
- **Part 1:** Case Studies (50%) At least TWO Case Studies should be undertaken (see below).
- **Part II:** Historical Investigation (20%) The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.
- **Part III:** Core Study: The World at the Beginning of the C20th (30%) A source-based approach is to be used.

#### Higher School Certificate Course
- **Part I:** Core Study: World War I: 1914–1919: A source-based study (25%)
- **Part II:** ONE National Study (25%)
- **Part III:** ONE Personality in the C20th (25%)
- **Part IV:** ONE International Study in Peace and Conflict (25%)

### Particular Course Requirements  
In the Preliminary course, one Case Study must be from Europe, North America or Australia (see list A on p.18 of the syllabus). One Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.18 of the syllabus). The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the Higher School Certificate Modern History or History Extension courses.
BOARD DEVELOPED COURSES

Languages
### Course: Spanish Beginners  
**Course No:** 16070

2 units for each of Preliminary and Higher School Certificate Board Developed Course  
**Exclusions:** Spanish Continuers, Spanish Extension  
Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board’s *ACE Manual.*

**Course Description** In the Preliminary and Higher School Certificate courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian. Topics studied through two interdependent perspectives, *the personal world and the Spanish-speaking communities,* provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture. Students’ skills in, and knowledge of Spanish will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.

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

**Particular Course Requirements:** Nil

### Course: Spanish Continuers  
**Course No:** 16080

2 units for each of Preliminary and Higher School Certificate Board Developed Course  
**Prerequisites:** School Certificate Spanish or equivalent knowledge is assumed.  
**Exclusions:** Spanish Beginners

**Course Description** The Preliminary and Higher School Certificate courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students’ skills in, and knowledge of Spanish 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 Spanish-speaking communities through the study of a range of texts.

**Prescribed Themes**
- The individual

**Mandatory Topics**
- Personal identity
- Relationships
- Health and leisure
- Education and future aspirations

- The Spanish-speaking communities • Lifestyle in Spain and abroad • The arts and entertainment • Youth and social issues

- The changing world • The world of work • Communication • Spanish influence • Tourism and hospitality

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 the culture of Spanish-speaking communities through texts.

**Particular Course Requirements:** Nil
BOARD DEVELOPED COURSES

Mathematics
Course: General Mathematics | Course No: 15230
---
2 units for each of Preliminary and Higher School Certificate Board Developed Course **Prerequisites:** For students who intend to study the General Mathematics course, it is recommended that they study at least some of the Stage 5.2 content of *Mathematics Years 7–10 Syllabus*, particularly the Patterns and Algebra topics and *Trigonometry*, if not all of the content. **Exclusions:** Students may **not** study any other Stage 6 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.

<table>
<thead>
<tr>
<th>Preliminary Course:</th>
<th>Higher School Certificate Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Mathematics</td>
<td>Financial Mathematics</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Data Analysis</td>
</tr>
<tr>
<td>Measurement</td>
<td>Measurement</td>
</tr>
<tr>
<td>Probability</td>
<td>Probability</td>
</tr>
<tr>
<td>Algebraic Modelling</td>
<td>Algebraic Modelling</td>
</tr>
</tbody>
</table>

**Course: Mathematics** | **Course No: 15240**
---
2 units for each of Preliminary and Higher School Certificate Board Developed Course **Prerequisites:** For students who intend to study the Mathematics course, it is recommended that they study the topics *Real Numbers*, *Algebraic Techniques* and *Coordinate Geometry* as well as at least some of *Trigonometry* and *Deductive Geometry* from Stage 5.3 (identified by §) of *Mathematics Years 7–10 Syllabus*, if not all of the content. **Exclusions:** General Mathematics

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

<table>
<thead>
<tr>
<th>Preliminary Course:</th>
<th>Higher School Certificate 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>Application 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 – geometric properties</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>Series and series applications</td>
</tr>
</tbody>
</table>
**Course: Mathematics Extension 1**  
**Course No: 15250**  
1 unit in each of Preliminary (Preliminary Mathematics Extension) and Higher School Certificate Board Developed Course **Prerequisites:** For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry of Mathematics Years 7–10 Syllabus. **Exclusions:** General Mathematics

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

**Preliminary Course:**
- Other inequalities
- Further geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Mathematics Preliminary course topics
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics Higher School Certificate course topics

<table>
<thead>
<tr>
<th>Higher School Certificate Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods of integration</td>
</tr>
<tr>
<td>Primitive of sin2x and cos2x</td>
</tr>
<tr>
<td>Equation ( \frac{dN}{dt} = k(N - P) )</td>
</tr>
<tr>
<td>Velocity and acceleration as a function of ( x )</td>
</tr>
<tr>
<td>Projectile motion</td>
</tr>
<tr>
<td>Simple harmonic motion</td>
</tr>
<tr>
<td>Inverse functions and inverse trigonometric functions</td>
</tr>
<tr>
<td>Induction</td>
</tr>
<tr>
<td>Binomial theorem</td>
</tr>
</tbody>
</table>
BOARD DEVELOPED COURSES

PDHPE
<table>
<thead>
<tr>
<th>Course: Community and Family Studies</th>
<th>Course No: 15060</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and Higher School Certificate Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
<tr>
<td><strong>Course Description</strong> Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</td>
<td></td>
</tr>
<tr>
<td><strong>Preliminary Course:</strong></td>
<td><strong>Higher School Certificate Course:</strong></td>
</tr>
<tr>
<td>▪ <strong>Resource Management</strong> Basic concepts of the resource management process (approximately 20% of course time).</td>
<td>▪ <strong>Research Methodology</strong> Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</td>
</tr>
<tr>
<td>▪ <strong>Individuals and Groups</strong> The individual’s roles, relationships and tasks within groups (approximately 40% of course time).</td>
<td>▪ <strong>Groups in Context</strong> The characteristics and needs of specific community groups (approximately 25% of course time).</td>
</tr>
<tr>
<td>▪ <strong>Families and Communities</strong> Family structures and functions and the interaction between family and community (approximately 40% of course time).</td>
<td>▪ <strong>Parenting and Caring</strong> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</td>
</tr>
</tbody>
</table>

**Higher School Certificate Option Modules** Select one of the following (approximately 25% of course time):

- **Family and Societal Interactions** Government and community structures that support and protect family members throughout their lifespan.
- **Social Impact of Technology** The impact of evolving technologies on individuals and lifestyle.
- **Individuals and Work** Contemporary issues confronting individuals as they manage roles within both their family and work environments.

**Particular Course Requirements** Students are required to complete an Independent Research Project as part of the Higher School Certificate internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

<table>
<thead>
<tr>
<th>Course: Personal Development, Health and Physical Education</th>
<th>Course No: 15320</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and Higher School Certificate Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
<tr>
<td><strong>Course Description</strong> The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices. In the Higher School Certificate 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Preliminary Course</strong></td>
<td><strong>Higher School Certificate Course</strong></td>
</tr>
<tr>
<td>▪ <strong>Core Topics:</strong> (60%) Better Health for Individuals; The Body in Motion.</td>
<td>▪ <strong>Core Topics:</strong> (60%) Health Priorities in Australia; Factors Affecting Performance</td>
</tr>
<tr>
<td>▪ <strong>Optional Component:</strong> (40%) Students select two of the following options: First Aid; Composition and Performance; Fitness Choices; Outdoor Recreation.</td>
<td>▪ <strong>Optional Component:</strong> (40%) Students select two of the following options: The Health of Young People; Sport and Physical Activity in Australian Society; Sports Medicine; Improving Performance; Equity and Health.</td>
</tr>
</tbody>
</table>

**Particular Course Requirements** In addition to core studies, students select two options in each of the Preliminary and Higher School Certificate courses.
BOARD DEVELOPED COURSES

Science
<table>
<thead>
<tr>
<th>Course: Biology</th>
<th>Course No: 15030</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and Higher School</td>
<td>Exclusions: Senior Science (Preliminary only)</td>
</tr>
<tr>
<td>Certificate Board Developed Course</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description** Biology is the study of living organisms, life processes and interactions between organisms and their environment. The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and draw on materials for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent. The Higher School Certificate course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which characteristics are transmitted from generation to generation. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

<table>
<thead>
<tr>
<th>Preliminary Course:</th>
<th>Higher School Certificate Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Biology Skills Module 8.1</td>
<td>• Biology Skills Module 9.1</td>
</tr>
<tr>
<td><strong>Core Modules:</strong></td>
<td><strong>Core Modules:</strong></td>
</tr>
<tr>
<td>• A Local Ecosystem</td>
<td>• Maintaining a Balance</td>
</tr>
<tr>
<td>• Patterns in Nature</td>
<td>• Blueprint of Life</td>
</tr>
<tr>
<td>• Life on Earth</td>
<td>• The Search for Better Health</td>
</tr>
<tr>
<td>• Evolution of Australian Biotia</td>
<td>One Option from the following modules:</td>
</tr>
</tbody>
</table>

**Particular Course Requirements** Each module specifies content which provides opportunities for students to achieve the Biology skill outcomes. Biology modules 8.1 (Preliminary) and 9.1 (Higher School Certificate) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Biology skills modules 8.1 and 9.1. The Preliminary course includes a field study related to local terrestrial and aquatic environments. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and Higher School Certificate course time with no less than 35 hours in the Higher School Certificate course. Practical experiences must include at least one open-ended investigation in both the Preliminary and Higher School Certificate Courses.

<table>
<thead>
<tr>
<th>Course: Chemistry</th>
<th>Course No: 15050</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and Higher School</td>
<td>Exclusions: Senior Science (Preliminary only)</td>
</tr>
<tr>
<td>Certificate Board Developed Course</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description** Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level. The Preliminary course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students’ understanding of the Earth’s resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds. The Higher School Certificate course builds on the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the management and monitoring of chemicals that have been developed and/or released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>Higher School Certificate Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chemistry Skills Module 8.1</td>
<td>• Chemistry Skills Module 9.1</td>
</tr>
<tr>
<td><strong>Core Modules:</strong></td>
<td><strong>Core Modules:</strong></td>
</tr>
<tr>
<td>• The Chemical Earth</td>
<td>• Production of Materials</td>
</tr>
<tr>
<td>• Metals</td>
<td>• The Acidic Environment</td>
</tr>
<tr>
<td>• Water</td>
<td>• Chemical Monitoring and Management</td>
</tr>
<tr>
<td>• Energy</td>
<td>One Option from the following modules:</td>
</tr>
</tbody>
</table>

**Particular Course Requirements** Each module specifies content which provides opportunities for students to achieve the Chemistry skill outcomes. Chemistry modules 8.1 (Preliminary) and 9.1 (Higher School Certificate) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Chemistry skills modules 8.1 and 9.1. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and Higher School Certificate course time with no less than 35 hours in the Higher School Certificate course. Practical experiences must include at least one open-ended investigation in both the Preliminary and Higher School Certificate Courses.
### Course: Physics

<table>
<thead>
<tr>
<th>Course No: 15330</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and Higher School Certificate Board Developed Course</td>
</tr>
</tbody>
</table>

**Course Description**

Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour. The Preliminary course develops a knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students’ understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles (such as car crashes) and the mechanisms that maintain the physical conditions of planet Earth. The Higher School Certificate course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, and by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>Higher School Certificate Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Modules:</strong></td>
<td><strong>Core Modules:</strong></td>
</tr>
<tr>
<td>- Physics Skills Module 8.1</td>
<td>- Physics Skills Module 9.1</td>
</tr>
<tr>
<td>- The World Communicates</td>
<td>- Space</td>
</tr>
<tr>
<td>- Electrical Energy in the Home</td>
<td>- Motors and Generators</td>
</tr>
<tr>
<td>- Moving About</td>
<td>- From Ideas to Implementation</td>
</tr>
<tr>
<td>- The Cosmic Engine</td>
<td><strong>One Option from the following modules:</strong></td>
</tr>
</tbody>
</table>

#### Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Physics skill outcomes. Physics modules 8.1 (Preliminary) and 9.1 (Higher School Certificate) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Physics skills modules 8.1 and 9.1. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and Higher School Certificate course time with no less than 35 hours in the Higher School Certificate course. Practical experiences must include at least one open-ended investigation in both the Preliminary and Higher School Certificate Courses.

### Course: Senior Science

<table>
<thead>
<tr>
<th>Course No: 15340</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and Higher School Certificate Board Developed Course</td>
</tr>
</tbody>
</table>

**Course Description**

The Preliminary course incorporates the study of the collection, storage and conservation of water resources, and the structure and function of plants, with an emphasis on Australian native plants. It examines issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems. The Higher School Certificate course investigates the importance of a range of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies, and information systems. The options draw on the increased information and understanding provided by improved technology to examine a variety of interest areas.

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>Higher School Certificate Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Modules:</strong></td>
<td><strong>Core Modules:</strong></td>
</tr>
<tr>
<td>- Senior Science Skills Module 8.1</td>
<td>- Senior Science Skills Module 9.1</td>
</tr>
<tr>
<td>- Water for Living</td>
<td>- Lifestyle Chemistry</td>
</tr>
<tr>
<td>- Plants</td>
<td>- Medical Technology – Bionics</td>
</tr>
<tr>
<td>- Humans at Work</td>
<td>- Information Systems</td>
</tr>
<tr>
<td>- The Local Environment</td>
<td><strong>One Option from the following modules:</strong></td>
</tr>
</tbody>
</table>

#### Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Senior Science skill outcomes. Senior Science modules 8.1 (Preliminary) and 9.1 (Higher School Certificate) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Senior Science skills modules 8.1 and 9.1. The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and Higher School Certificate course time with no less than 35 hours in the Higher School Certificate course. Practical experiences must include at least one open-ended investigation in both the Preliminary and Higher School Certificate Courses.

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BOARD DEVELOPED COURSES

TAS
## Course: Food Technology

**Course No:** 15180  
**Exclusions:** Nil

**Course Description** The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas. The Higher School Certificate course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

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

### Higher School Certificate Course
- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

### Particular Course Requirements
There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit Higher School Certificate course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand.

## Course: Industrial Technology

**Course No:** 15200

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

**Course Description** Industrial Technology at Stage 6 will develop a student’s knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

### 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%)

### Higher School Certificate Course
The following sections are taught in relation to the relevant focus area:
- Development of a Major Project (60%) – Design, Management and Communication – Production
- Industry Study (15%)
- 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 Higher School Certificate course, students’ design, develop and construct a Major Project with a management folio.
### Course: Information Processes and Technology

**Course No:** 15210  
**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.

**Preliminary Course**  
- Introduction to Information Skills and Systems (20%)  
- Tools for Information Processes (50%)  
- Developing Information Systems (30%)

**Higher School Certificate Course**  
- Project Management (20%)  
- Information Systems and Databases (20%)  
- Communication Systems (20%)  

**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 Higher School Certificate 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 Higher School Certificate courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.

### Course: Design and Technology

**Course No:** 15080  
**Course Description:** The Preliminary course involves the study of both designing and producing. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

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

**Preliminary Course**  
- Design projects  
- Presentation of research  
- Test-type tasks

**Higher School Certificate Course**  
- Innovation and emerging technologies 40%  
- Designing and producing 60%

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

**Course Entry Guidelines** This course is designed to meet the specific needs of students who are seeking an alternative to the English (Standard) course and who intend to proceed from school directly into employment or vocational training. Students considering choosing the course should be advised that:

- *English Studies* is a Stage 6 Content Endorsed Course with no Higher School Certificate examination.
- Satisfactory completion of *English Studies* as part of the pilot program will fulfill English pattern of study requirements for the Higher School Certificate. *English Studies* will also count towards the six units of Board Developed Courses required for the award of the Higher School Certificate.
- Students who complete the course are not eligible for the calculation of an Australian Tertiary Admission rank (ATAR).

**Course Description** In the *English Studies* course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

**Preliminary Course**
- The module ‘Achieving through English – English and the worlds of education, careers and community’ is mandatory in the Preliminary course.
- Students will study a total of 3-5 modules (including the mandatory module), 20-40 indicative hours per module.

**Higher School Certificate Course**
- The module ‘We are Australians – English in citizenship, community and cultural identity’ is mandatory in the Higher School Certificate course.
- Students will study a total of 3-5 different modules (including the mandatory module). The additional modules for both the Preliminary and Higher School Certificate courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the Higher School Certificate course. Schools may develop and offer one 20-hour module of their own design for the Preliminary year.

**Particular Course Requirements** In each of the *Preliminary* and *Higher School Certificate* courses students are required to:
- read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- undertake study of at least one substantial print text and at least one substantial multi-modal text
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.

### Course: Exploring Early Childhood

**Course Entry Guidelines** Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community. The study of this course will enable students to:
- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children’s services.

**Course Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Preliminary/HSC</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units/2 year</td>
<td>240</td>
<td>120 hours Preliminary plus 120 hours HSC</td>
<td>yes</td>
</tr>
</tbody>
</table>
Course: Sport, Lifestyle and Recreation Studies

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

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential. Through the course students will develop: • knowledge and understanding of the factors that influence health and participation in physical activity • knowledge and understanding of the principles that impact on quality of performance • an ability to analyse and implement strategies to promote health, activity and enhanced performance • a capacity to influence the participation and performance of self and others. The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: • Aquatics • Athletics • First Aid • Fitness • Specific Sports • Gymnastics • Outdoor Recreation • Sports Administration • Coaching • Social Perspectives of Sport • Healthy Lifestyle.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Preliminary/HSC</th>
<th>Structure</th>
<th>Number of Optional Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units/ 2 year</td>
<td>240</td>
<td>120 hours Preliminary plus 120 hours HSC</td>
<td>45 hour Core</td>
<td>yes</td>
</tr>
</tbody>
</table>

Course: HSC Mathematic General 1

2 units for each of Preliminary and Higher School Certificate years Content Endorsed Course 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.

Main Topics Covered Preliminary Course:
- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling
**Course: Visual Design**

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

**Course Description** This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture. Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world. The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

**Main Topics Covered** Modules may be selected in any of the four broad fields of: • graphic design • wearable design • product design • interior/exterior design. The additional module Individual/Collaborative Project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.

**Particular Course Requirements** Students are required to keep a diary throughout the course.

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**Course: Work Studies**

2 units for each of Preliminary and Higher School Certificate – Content Endorsed Course

**Exclusions:** Nil

**Course Description**

The aim of the course is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training. Work Studies is designed to encourage cooperative learning, flexible timelines and supportive feedback. It consistently promotes positive behaviours that lead to a successful transition to the workplace and preparation for the future world of work. The course is organised into core and elective modules ranging between 15 to 30 indicative hours each.

**Preliminary Course**

- **Core:** My Working Life
- **Module 1:** In the Workplace
- **Module 2:** Preparing Job Applications
- **Module 3:** Workplace Communication
- **Module 4:** Personal Finance

**Higher School Certificate Course**

- **Module 5:** My Working Life
- **Module 6:** Self-Employment
- **Module 7:** Teamwork and Enterprise Skills
- **Module 8:** Team Enterprise Project

**Particular Course Requirements** All students must complete the Core: My Working Life (30 hours) and 210 hours of Elective Modules.
1 UNIT BOARD ENDORSED COURSES
Course: Exploring Early Childhood

Content Endorsed Course: Exploring Early Childhood
Exclusions: Nil

Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community. The study of this course will enable students to:

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

Course Hours Preliminary/HSC Structure Number of Optional Modules

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Preliminary/HSC</th>
<th>Structure</th>
<th>Number of Optional Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit/ 1 year</td>
<td>60</td>
<td>60 hours Preliminary</td>
<td>yes</td>
<td>1 x 15 hour</td>
</tr>
</tbody>
</table>

Course: Photography, Video and Digital Imaging

Content Endorsed Course: Photography, Video and Digital Imaging
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description
Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students’ experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students’ understanding and skills, which contribute to an informed critical practice. The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Main Topics Covered
Modules may be selected in any of the three broad fields of:
- Wet Photography
- Video
- Digital Imaging. Modules include:
- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts. An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Particular Course Requirements
Students are required to keep a diary throughout the course.
Course: Sport, Lifestyle and Recreation Studies

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

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential. Through the course students will develop: • knowledge and understanding of the factors that influence health and participation in physical activity • knowledge and understanding of the principles that impact on quality of performance • an ability to analyse and implement strategies to promote health, activity and enhanced performance • a capacity to influence the participation and performance of self and others. The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: • Aquatics • Athletics • First Aid • Fitness • Specific Sports • Gymnastics • Outdoor Recreation • Sports Administration • Coaching • Social Perspectives of Sport • Healthy Lifestyle.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Preliminary/HSC</th>
<th>Structure</th>
<th>Number of Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit/ 1 year</td>
<td>60</td>
<td>60 hours Preliminary or 60 hours HSC</td>
<td>45 hour Core yes</td>
<td>2-3</td>
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</tbody>
</table>
## Vet Curriculum Frameworks
(includes Developed Courses Category B)

<table>
<thead>
<tr>
<th>Curriculum Framework</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II Business Services BSB20112</td>
<td>Business Services (240 hours)</td>
</tr>
<tr>
<td></td>
<td>2 year course, 2 units each year plus 70 hours work placement</td>
</tr>
<tr>
<td></td>
<td>Category B course for ATAR purposes</td>
</tr>
<tr>
<td></td>
<td>Delivered by the College to a Certificate II Level</td>
</tr>
<tr>
<td>Certificate II Construction Pathways CPC20211</td>
<td>Construction Pathways (240 hours)</td>
</tr>
<tr>
<td></td>
<td>2 year course, 2 units each year plus 70 hours work placement</td>
</tr>
<tr>
<td></td>
<td>Category B course for ATAR purposes</td>
</tr>
<tr>
<td></td>
<td>Delivered by the College to a Certificate II Level</td>
</tr>
<tr>
<td>Certificate II Kitchen Operations SIT20312</td>
<td>Hospitality (Kitchen Operations) (240 hours)</td>
</tr>
<tr>
<td></td>
<td>2 year course, 2 units each year plus 70 hours work placement</td>
</tr>
<tr>
<td></td>
<td>Category B course for ATAR purposes</td>
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<tr>
<td></td>
<td>Delivered by the College to a Certificate II Level</td>
</tr>
<tr>
<td>Certificate II Food and Beverage SIT</td>
<td>Hospitality (Food and Beverage) (240 hours)</td>
</tr>
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<td></td>
<td>2 year course, 2 units each year plus 70 hours work placement</td>
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<tr>
<td></td>
<td>Category B course for ATAR purposes</td>
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<td></td>
<td>Delivered by the College to a Certificate II Level</td>
</tr>
</tbody>
</table>
Part C

SUBJECT SELECTION PROCESS

The following process needs to be followed by all students to complete final subject selection.

1. Subject Selection Launch – Tuesday 24th May Periods 1-2 (Library)
2. Attend Subject Information Evening on Monday 30th May in the College Hall.
3. Participate in Subject Selection Market on Thursday 2nd June periods 1-4
4. Complete preliminary Subject Selection Form – Due Wednesday 8th June
5. Final subject lines developed
6. Final subject choices due to Pastoral Advisor – Thursday 23rd June
7. Book interviews times with Subject Coordinators
8. Attend subject selection interviews. As part of the subject selection process you will review your requested subject choices to ensure appropriate placement of students in courses – Wednesday 27th July