BURWOOD GIRLS HIGH SCHOOL

YEAR 11
‘OPTIONS’
2016
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Edition: July 2015

Burwood Girls High School
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INTRODUCTION FROM THE PRINCIPAL AND DEPUTY PRINCIPAL

Year 10 students today face many challenges that their parents could only have imagined. For many of our students the career that they will eventually pursue has not yet been invented. Students currently at school will have to cope with an average of five changes to their career path within their working lives and will most likely undertake a combination of full time and part time work throughout their careers. Burwood Girls High School provides a range of courses to enable our students to meet these challenges.

**Burwood Girls High School** is able to offer a broad curriculum in 2016 to allow our students to have a greater choice in the pattern of courses they select. This will provide opportunities for students to develop a range of skills and attain credentials that will assist them in pursuing their chosen career. [No more than 13 units should be studied in Year 11 at school (including Open High School). Students electing to do a TAFE or Saturday School course will start the year with 14 units until notification of successful entry to the external course.]

**For Year 11 Students in 2016 the following options are available:**

- a traditional pattern of Board courses designed to lead to further study at University;
- a pattern of courses that includes a combination of Board courses and other courses based on vocational or personal interests may lead to further study at University;
- a pattern of courses focusing on work and designed to develop a range of skills necessary in gaining employment;
- a pattern of courses that includes a combination of courses studied at school and courses studied at TAFE.

**Pathways**

The structure of the NSW Higher School Certificate was changed in 2000 so that students are able to complete their studies over a number of years or return to school to complete HSC studies after leaving to get a job. Most of our students, however, will continue to complete the HSC over two years, in Year 11 and Year 12.

All HSC Board courses are divided into ‘Preliminary’ and ‘HSC’ courses. Preliminary courses will be taught in Year 11, while HSC courses will be mostly taught in Year 12. Students must complete ‘Preliminary’ courses before an ‘HSC’ course can be commenced.

This booklet will guide students in making a choice about the pattern of subjects that will best meet their individual needs in relation to further study and their vocational and personal interests. Use it in conjunction with the information and ideas available on the **Information Evening on Thursday 16 July 2015**.

Remember that your teachers, in particular your year adviser and careers adviser, are always available to help.

*Mia Kumar*  
Principal

*Janina Longman*  
Deputy Principal

*Olga Dalageorgos*  
Year 11 Adviser 2016
The main purposes of this booklet are:

1. To provide information regarding the HSC program and subjects for 2016;
2. To inform students and parents of basic HSC requirements and options.

Pattern of Study Requirements

Each course in the Senior School is comprised of two components – a Preliminary (Year 11) and a HSC (Year 12) course. Satisfactory completion of the Preliminary course is a prerequisite for entry into an HSC course.

Commencing in Year 11, 2016 candidates for the Higher School Certificate in 2017 must undertake a program of study comprising at least:

- 12 units of Preliminary course; (Year 11 – 3 terms)
- 10 units of Higher School Certificate courses (Year 12 – 4 terms starting Term 4 Year 11)

Both the Preliminary course pattern and the HSC course pattern must include:

- at least six units of Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value (or greater); and
- at least four subjects.

No more than six preliminary units and six HSC units from courses in Science can contribute to Higher School Certificate eligibility.

In order to receive the HSC you must:

- study an approved pattern of Preliminary and HSC courses
- have a satisfactory record of attendance and application in each course
- satisfactorily undertake the school’s Assessment program in each course including oral, practical and project work required for specific courses
- complete a sufficient number of Preliminary and HSC courses within five examination years.

The current two year program of study is the usual method of completing the HSC, however provisions exist to allow students flexibility to accumulate the HSC over up to five years. Decisions about students who demonstrate the need to use this system of accumulation will be made by the Principal after negotiation with the student and her family.

It is envisaged that Burwood Girls High is able to offer a broad senior curriculum in 2016 to allow our students to have a greater choice in the pattern of courses they select. This will provide opportunities for students to develop a range of skills and credentials that will assist them in pursuing their chosen career.
Types of Courses

Board Developed Courses
• are designed by the NSW Board of Studies
• have a unit value of 2 units (a small number of courses have extension units e.g. English and Mathematics)
• are assessed by an HSC external examination as well as school based assessment
• contribute to the ATAR.

Board Endorsed Courses (BEC)
• are designed by the NSW Board of Studies
• have a large degree of flexibility so schools can choose which options suit them best
• can be 1 or 2 unit courses studied over one or two years
• are assessed by the school
• appear on the HSC but do not contribute to the ATAR.

Extension Courses
• are 1 unit courses which build upon the contents of the 2 unit Board Developed course and require students to work beyond 2 unit standard
• HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only
• contribute to the ATAR

Vocational Education and Training (VET) Courses
• can be delivered by schools, TAFEs or other providers
• accredited by industry and the workplace
• competency based and is a 240 hour course
• can be framework courses
  - can be assessed by an HSC external exam
  - can contribute to the ATAR
  - mandatory workplace component (35 hours per year)
  - category B courses
• can be non-framework courses
  - appear on Preliminary or HSC Record of Achievement
  - do not contribute to the ATAR
  - internal assessment only.

NB: Courses in this book are Board Developed courses unless specifically shown as a Board Endorsed course or Vocational Education and Training course.
1. **HSC Testamur**
   All eligible students will also receive an HSC. To be eligible, students must follow the required pattern of study, attempt the HSC examinations, and have been assessed in the prescribed manner.

2. **Record of School Achievement (RoSA)**
   The RoSA is a cumulative credential that is available to all students who leave before receiving their HSC and have satisfied the eligibility requirements. The RoSA records completed Stage 5 + Preliminary Stage 6 courses and grades. This document is accessed online through the [NSW Board of Studies – Students Online](http://studentsonline.bos.nsw.edu.au/). Students who complete the HSC will see all their Stage 6 (Year 11 & Year 12) courses and results on their HSC.

3. **Course Report**
   A report will be issued for each course. The report will include:
   - an HSC mark located in one of the performance scale bands with a description of the knowledge, skills and understanding typically demonstrated by students in that band. This mark is derived from an average of the exam mark and school based assessment;
   - a moderated assessment mark out of 100;
   - an examination mark out of 100;
   - a mark out of 50 for extension courses.

   The Principal will be required to certify satisfactory completion of HSC courses, as evidenced by attendance, conduct and progress.

4. **HSC / TAFE Credit Transfer**
   You can use your HSC and Assessment Marks to complete a TAFE course more quickly ie. gain Advanced Standing.

   Advanced standing means that students completing some HSC courses at satisfactory level may count these towards a TAFE award. They will then not have to study certain subjects or modules in the TAFE course. It may allow you to gain your TAFE qualification faster. Depending on the types of subjects studied in the HSC, students may be granted up to 75% advanced standing.

5. **The Australian Tertiary Admission Rank (ATAR)**
   If you wish to go to University you must apply for an ATAR. The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities’ Technical Committee on Scaling on behalf of universities in all states and territories (except Queensland). A candidate's ATAR is calculated from the scaled aggregate of the marks in the best ten units in Board Developed HSC courses, subject to the following restrictions:
   - at least two units of English must be included;
   - at least three Board Developed Courses of two units value or greater must be included;
   - courses from at least four subjects must be included;
   - only two units of category B courses may be included in the calculation of the ATAR, ie one subject.

   The universities categorise Board Developed Courses as either Category A or Category B. The Category B courses list is outlined in the glossary of this booklet.

   [For more detailed information on the ATAR and the Limited ATAR refer to current Universities Admissions Centre (UAC) publications.]
Subject Information
Assessment and Reporting

Results at the end of Year 12 will appear on the HSC in two parts:

- a moderated assessment mark;
- an examination mark.

All schools are required to submit assessments of student achievement that include a measure of those course outcomes not tested by the HSC examination.

The school assessments for each course are moderated on a common scale so that they can be compared with those of other schools.

School assessment contributes 50% to the Higher School Certificate.

Choosing Subjects

It is imperative that students who are considering going on to Year 11 make their subject and unit choices wisely based on what requirements are needed for their future career.

Be guided by the following rules:

**ABILITY** Choose subjects and levels you are good at

**INTEREST** Choose subjects and levels you are interested in

**MOTIVATION** Choose subjects you really want to learn

**FUTURE** Choose the pathway and subjects which will best assist you in your future career plans

**NB:** Students considering a career in Primary School Teaching are advised to undertake General Mathematics or 2U Mathematics as a minimum, as it is a Department of Education requirement for primary education teaching.

In choosing your subjects, it is recommended you talk to some or all of the following people who can help you decide:

- Deputy Principal (Ms Longman)
- Careers Adviser (Mr Hegedus)
- Class Teacher
- Head Teacher
- Year Adviser (Ms Dalageorgos)
- Parents / Family
- School Counsellor (Ms Boddeus)

To view the syllabus and support documents related to any subject, go to website [http://www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au). Past HSC papers are also available at this website.
Summary of Proposed Courses Offered at BGHS 2016

Note:
1. Not all courses may be offered.
2. Overview of each course follows.
3. English is the only compulsory HSC subject.
4. No more than 6 units of Science may be taken.
   You cannot combine Senior Science with any other Science subject in Year 11.

Board Developed Courses – School Delivered

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Ancient History</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>+ 1 Extension unit available in Year 12 only</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Business Studies</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Chinese Beginners</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Chinese Continuers</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>+ 1 Extension unit available in Year 12</td>
<td></td>
</tr>
<tr>
<td>Chinese Heritage</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Chinese Background Speakers</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Dance</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Drama</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Economics</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>English - Advanced</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>- Standard</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>- Preliminary Extension 1</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>- HSC Extension 1</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>- HSC Extension 2</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>- English as a Second Language</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>- English Studies</td>
<td>No</td>
</tr>
<tr>
<td>Entertainment Industry (VET)</td>
<td>2 in Year 11 and 12</td>
<td>Yes Category B</td>
</tr>
<tr>
<td>Food Technology</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>French Beginners</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>French Continuers</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>+ 1 Extension unit available in Year 12</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Hospitality Food and Beverage (VET)</td>
<td>2 in Year 11 and/or 12</td>
<td>Yes Category B</td>
</tr>
<tr>
<td>Hospitality Kitchen Operations and Cookery (VET)</td>
<td>2 in Year 11 and 12</td>
<td>Yes Category B</td>
</tr>
<tr>
<td>Indonesian Beginners</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Indonesian Continuers</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>+ 1 Extension unit available in Year 12</td>
<td></td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Course</td>
<td>Units</td>
<td>ATAR</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Italian Beginners</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Italian Continuers</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Japanese Beginners</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Japanese Continuers</td>
<td>2 in Year 11 and 12 + 1 Extension unit available in Year 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Korean Beginners</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Korean Continuers</td>
<td>2 in Year 11 and 12 (no Extension offered)</td>
<td>Yes</td>
</tr>
<tr>
<td>Korean Heritage</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Korean Background Speakers</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>2 in Year 11</td>
<td>Yes</td>
</tr>
<tr>
<td>Mathematics Extension</td>
<td>1 in Year 11 and 12 (2 in Year 12 for Ext.2 students)</td>
<td>Yes</td>
</tr>
<tr>
<td>Modern History</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Music 1</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Music 2</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Personal Development Health and Physical Education (PDHPE)</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Physics</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Senior Science</td>
<td>2 in Year 11 and/or 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Software Design and Development</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Studies of Religion 1 Unit</td>
<td>1 in Year 11 and/or 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Studies of Religion 2 Unit</td>
<td>2 in Year 11 and/or 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Textiles and Design</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Board Endorsed Courses – School Delivered**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Early Childhood</td>
<td>1 or 2 in Year 11 and/or 12</td>
<td>No</td>
</tr>
<tr>
<td>Philosophy 1 Unit</td>
<td>1 in Year 11 only</td>
<td>No</td>
</tr>
<tr>
<td>Photography, Video and Digital Imaging</td>
<td>1 or 2 in Year 11 and/or 12</td>
<td>No</td>
</tr>
<tr>
<td>Sport Lifestyle and Recreation Studies</td>
<td>1 or 2 in Year 11 and/or 12</td>
<td>No</td>
</tr>
<tr>
<td>Visual Design</td>
<td>1 or 2 in Year 11 and/or 12</td>
<td>No</td>
</tr>
</tbody>
</table>

For complete list of Languages available through Open High School and Saturday School of Community Languages, see page 61.

For complete list of courses offered at TAFE campuses, see page 62.
# BURWOOD GIRLS HIGH SCHOOL - SCHEDULE OF CONTRIBUTIONS 2016

## YEARS 11 & 12

**STUDENT:**

(First Name)

(Family Name)

YEAR:

### General Service Contribution

<table>
<thead>
<tr>
<th>Description</th>
<th>YEAR 11 (046-005)</th>
<th>YEAR 12 (046-006)</th>
<th>Your Calculations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks, photocopy paper, school calendar, school reports, equipment, library, Clickview, Attendance System</td>
<td>$115.00</td>
<td>$115.00 or</td>
<td></td>
</tr>
<tr>
<td>OR “Early Bird” $20 Deduction for full payment by 25/3/16</td>
<td>95.00</td>
<td>95.00</td>
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</tr>
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</table>

### Mandatory Fees

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>053-009</td>
<td>Technology fee (whole school usage)</td>
<td>20.00</td>
<td>20.00</td>
</tr>
<tr>
<td>052-007</td>
<td>Sport Administration/Carnivals fee</td>
<td>20.00</td>
<td>20.00</td>
</tr>
<tr>
<td>051-634</td>
<td>School Diary Subsidy</td>
<td>10.00</td>
<td>10.00</td>
</tr>
</tbody>
</table>

### Mandatory Subject Costs

(These costs cover consumables in the subject and must be paid if elective is chosen. At times, students may not be able to continue in these subjects, if costs incurred are not paid.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>043-021</td>
<td>Dance</td>
<td>30.00</td>
<td>30.00</td>
</tr>
<tr>
<td>043-022</td>
<td>Dance - Uniform (compulsory – purchased once)</td>
<td>60.00</td>
<td>60.00</td>
</tr>
<tr>
<td>043-005</td>
<td>Design &amp; Technology (not including project materials)</td>
<td>60.00</td>
<td>60.00</td>
</tr>
<tr>
<td>043-018</td>
<td>Drama</td>
<td>40.00</td>
<td>45.00</td>
</tr>
<tr>
<td>043-027</td>
<td>English Advanced</td>
<td>30.00</td>
<td>30.00</td>
</tr>
<tr>
<td>043-028</td>
<td>English Standard</td>
<td>30.00</td>
<td>30.00</td>
</tr>
<tr>
<td>043-029</td>
<td>English Studies</td>
<td>20.00</td>
<td>20.00</td>
</tr>
<tr>
<td>043-031</td>
<td>Entertainment Industry (VET)</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>043-020</td>
<td>Exploring Early Childhood</td>
<td>30.00</td>
<td>25.00</td>
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<tr>
<td>043-004</td>
<td>Food Technology</td>
<td>60.00</td>
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<tr>
<td>043-003</td>
<td>Hospitality Food &amp; Beverage (VET)</td>
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<td>043-026</td>
<td>Hospitality Kitchen Operations &amp; Cookery (VET)</td>
<td>120.00</td>
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<td>043-024</td>
<td>Hospitality Kitchen Operations &amp; Cookery (VET) – Toolkit Hire (non-refundable, paid once)</td>
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<tr>
<td>043-017</td>
<td>Information Processes &amp; Technology</td>
<td>50.00</td>
<td>50.00</td>
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<tr>
<td>051-631</td>
<td>LOTE: Italian Beginners Workbook</td>
<td>30.00</td>
<td>No fee</td>
</tr>
<tr>
<td>051-631</td>
<td>LOTE: Italian Continuers Workbook</td>
<td>35.00</td>
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<tr>
<td>051-631</td>
<td>LOTE: French Beginners Workbook</td>
<td>32.00</td>
<td>No fee</td>
</tr>
<tr>
<td>051-631</td>
<td>LOTE: French Continuers Workbook</td>
<td>30.00</td>
<td>No fee</td>
</tr>
<tr>
<td>051-630</td>
<td>LOTE: Japanese Beginners Workbook</td>
<td>35.00</td>
<td>No fee</td>
</tr>
<tr>
<td>051-630</td>
<td>LOTE: Japanese Continuers Workbook</td>
<td>32.00</td>
<td>32.00</td>
</tr>
<tr>
<td>TBA</td>
<td>LOTE: Korean Beginners Workbook (TBA)</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>043-014</td>
<td>Music Senior Elective</td>
<td>40.00</td>
<td>40.00</td>
</tr>
<tr>
<td>043-011</td>
<td>Photography, Video &amp; Digital Imaging</td>
<td>70.00</td>
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<tr>
<td>043-019</td>
<td>Software Design &amp; Development</td>
<td>50.00</td>
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<tr>
<td>043-002</td>
<td>Textiles and Design (not including project materials)</td>
<td>55.00</td>
<td>40.00</td>
</tr>
<tr>
<td>043-008</td>
<td>Visual Arts</td>
<td>75.00</td>
<td>75.00</td>
</tr>
<tr>
<td>043-009</td>
<td>Visual Design</td>
<td>50.00</td>
<td>50.00</td>
</tr>
<tr>
<td>044-414</td>
<td>Geography/Biology ecosystem excursion (Term 2)</td>
<td>22.00</td>
<td>--</td>
</tr>
<tr>
<td>044-030</td>
<td>Chemistry Levy</td>
<td>10.00</td>
<td>--</td>
</tr>
<tr>
<td>051-632</td>
<td>Mathematics Software (eg Manga High)</td>
<td>30.00</td>
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</tr>
</tbody>
</table>

**NB:** OTEN (Open High School) subjects are available; please see the Languages Faculty.

### Optional

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>090-463</td>
<td>Parents &amp; Citizens Assoc. contribution (per family/per year)</td>
<td>$25 $50 $75 $100 Other: $</td>
</tr>
</tbody>
</table>

**Total =**
# Eligibility for Stage 6 Languages Courses

To be eligible for a course, students are required to meet **all of the criteria** at the entry point to that course. For the purpose of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language\(^1\).

<table>
<thead>
<tr>
<th>Courses</th>
<th>Target Candidature</th>
<th>Eligibility Criteria</th>
</tr>
</thead>
</table>
| Beginners       | Students are learning the language as a second (or subsequent) language. Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language for 100 hours or less in Stage 4 or Stage 5. | • Students have had no more than 100 hours’ study of the language at the secondary level (or the equivalent) (i.e. the Year 8 course).  
• Students have little or no previous knowledge of the language. For exchange students, a significant in-country experience (involving experiences such as homestay and attendance at school) of more than three months renders a student ineligible. |
| Continuers      | Students are learning the language as a second (or subsequent) language. Students typically have studied the language for 200–400 hours at the commencement of Stage 6. *(In languages where Extension courses are offered, the Extension courses are available to HSC Continuers course candidates only.)* | • Students have had no more than one year's formal education\(^2\) from the first year of primary education (Year 1) in a school where the language is the medium of instruction.  
• Students have no more than three years residency in the past 10 years in a country where the language is the medium of communication.  
• Students do not use the language for sustained communication outside the classroom with someone with a background in using the language. |
| Heritage        | Students typically have been brought up in a home where the language is used, and they have a connection to that culture. These students have some degree of understanding and knowledge of the language. They have received all or most of their formal education in schools where English (or another language different from the language of the course) is the medium of instruction. Students may have undertaken some study of the language in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where the language is the medium of instruction up to the age of 10. | • Students have had no formal education in a school where the language is the medium of instruction beyond the year in which the student turns ten years of age (typically Year 4 or 5 of primary education). |
| Background Speakers | Students have a cultural and linguistic background in the language. |                                                                                                                                                      |

\(^1\) For all Beginners languages courses and Continuers courses in languages where there are Background Speakers courses and Heritage languages courses.

\(^2\) Formal education is ‘education provided in the system of schools... that normally constitute(s) a continuous “ladder” of full-time education for children and young people...’ (UNESCO International Standard Classification of Education, 1997).
## ABORIGINAL STUDIES

**Board Developed Course**

### What will I be doing in this course?
Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

### Preliminary Course
The Preliminary course covers: Pre-contact to 1960s.

- **Part I** – Aboriginality and the Land (20% of indicative course time)
- **Part II** – Heritage and Identity (30% of indicative course time)
- **Part III** – International Indigenous Community: Comparative Study (25% of indicative time)
- **Part IV** – Research and Inquiry Methods: Local Community Case Study

An aspect of the local community from pre-contact to the present (25% of indicative course time).

### HSC Course
The HSC course covers:

- **Part I** – Social Justice and Human Rights Issues
  - A – Global Perspective (20% of indicative course time)
  - B – Comparative Study (30% of indicative course time)
- **Part II** – (20% of indicative course time)
  - A – Aboriginality and the Land  OR  B – Heritage and Identity

### What should I be able to do at the end of this course?
Methods and skills relating to:
- gathering, selecting and organising information
- making deduction sand drawing conclusions
- constructing coherent oral and/or written texts
- presenting balanced oral and/or written arguments
- making informed judgements

### How will this course help me in the future?
Students will develop analytical skills, the ability to pursue independent research and the ability to develop coherent arguments. Aboriginal history and culture are fundamental to the development of Australian identity. Aboriginal Studies provides a flexible structure to prepare for further education, training and employment.

## ANCIENT HISTORY

**Board Developed Course**

### What will I be doing in this course?
Ancient History involves the study of archaeological methods, case studies, societies and sites from the ancient past as well as personalities and specific historical periods.

### Preliminary Course
The Preliminary course includes:
• Investigating the past: History, Archaeology and Science
• Case studies such as: The Ice Man, Deir El Medina and Colosseum
• Ancient sites, societies and sources
• A special interest project is to be undertaken by all students

HSC Course
The HSC course studies at least two of the following areas: Egypt, The Near East, Greece and Rome.
• An ancient society which is the cities of Vesuvius: Pompeii and Herculaneum
• An additional ancient society such as Athens at the time of Pericles
• The life and times of an ancient personality such as the Egyptian pharaoh Hatshepsut
• An historical period such as Egypt during the reign of the Early New Kingdom pharaohs

Ancient History students who have successfully completed the Preliminary course may also choose to study 1 Unit History Extension which is only offered in the HSC year. This course examines the question ‘What is History?’ through the ideas and experiences of historians from the ancient past to the present day, from Herodotus to Hayden White. There is also a case study: The Rule of Elizabeth I of England. All students undertake a substantial historical inquiry.

What should I be able to do at the end of this course?
• Understand the influence of the ancient past on the present and the future
• Think critically and analytically about causes and consequences of ancient ideas and events
• Use appropriate information technologies to communicate about different cultures, customs and beliefs

How will this course help me in the future?
Skills developed in Ancient History provide a sound base for successful study at university or TAFE as well as in the professional and commercial world. They are especially relevant to studies in law, education, medicine, travel and tourism, librarianship, communications, social work and journalism.

HSC History Extension will provide students with critical and reflective thinking skills that are essential for success in work, higher learning and the wider community. The course develops higher order skills that are transferable across disciplines and are thus valuable for students undertaking tertiary studies.

BIOLOGY

2 Units in each of Preliminary and HSC
Board Developed Course
Exclusion: Preliminary Senior Science

What will I be doing in this course?
Biology is the study of living organisms and life processes and interactions between organisms and their environment.

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

The Preliminary course covers:
• A Local Ecosystem
• Patterns in Nature
• Life on Earth
• Evolution of Australian Biota

HSC Course
The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which the inheritance of characteristics are transmitted from generation to generation. The options cover a wide variety of interest topics and draw on developments in technology to examine areas of current research.
The HSC course core topics are:
- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health.
- And one option from: Communication; Biotechnology; Genetics: The Code Broken; The Human Story; Biochemistry.

Practical experiences should occupy a minimum of 30% of teaching time in both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

What should I be able to do at the end of this course?
- Understand and critically appraise biological information
- Collect, analyse and organise information
- Apply skills in observation, manipulation and experimental design
- Work effectively as an individual and as a team member
- Appropriately use terminology and reporting styles to communicate information
- Solve problems relating to key biological concepts.

How will this course help me in the future?
Skills developed in Biology are useful in a range of courses studied at university and TAFE NSW, as well as in the workforce and everyday life. When combined with Physics or Chemistry, Biology provides very useful skills and knowledge for a range of careers including biological science, medical science, health, environmental science, food science, biotechnology and pharmacy.

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**BUSINESS STUDIES**

**ATAR**

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
Business Studies investigates the theoretical and practical aspects of business in ways you will encounter throughout your lives. You will learn all about business from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. Business Studies fosters intellectual, social and moral development by helping you to think critically and solve problems about the role of business and its ethical responsibilities to society.

**Preliminary Course**
In the Preliminary course students study:
- Nature of Business (20%) – the role and nature of business
- Business Management (40%) – the nature and responsibilities of management
- Business Planning (40%) – establishing and planning a small to medium enterprise

**HSC Course**
The HSC course covers:
- 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.

What should I be able to do at the end of the course?
- Understand the nature, role and structure of business
- Appreciate the functions, processes and operations of business
- Understand the role of effective business management
- Investigate, analyse and evaluate business issues
- Communicate business information using appropriate formats
- Apply Mathematical concepts appropriate to business situations
- Have developed values and attitudes about ethical business behaviour and the social responsibility of business.

How will this course help me in the future?
The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and TAFE NSW as well as in the workforce.
and everyday life. There are opportunities for students to gain credit transfer in certificate and diploma courses at TAFE NSW. Business Studies helps to prepare students for employment and full and active participation as citizens.

<table>
<thead>
<tr>
<th>CHEMISTRY</th>
<th>ATAR</th>
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<tbody>
<tr>
<td><strong>2 Units in each of Preliminary and HSC</strong></td>
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</tr>
<tr>
<td>Board Developed Course</td>
<td></td>
</tr>
<tr>
<td>Exclusion: Preliminary Senior Science</td>
<td></td>
</tr>
</tbody>
</table>

**What will I be doing in this course?**

**Preliminary Course**
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.

It covers:
- The Chemical Earth;
- Metals;
- Water;
- Energy.

**HSC Course**
The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the type and effect of chemicals that have been released as a result of human technological activity and the way in which environmental problems could be reversed or minimised.

The options cover a wide variety of interest topics and draw on the increased information and understandings provided by improved technology to examine areas of current research.

The HSC course core topics are:
- Resources and Materials;
- The Acidic Environment;
- Chemical Monitoring and Management.

One option must be chosen from:
- Industrial Chemistry;
- The Biochemistry of Movement;
- Shipwrecks,
- Corrosion and Conservation;
- The Chemistry of Art;
- Forensic Chemistry.

Practical experiences should occupy a minimum of 30% of teaching time in both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

**What should I be able to do at the end of this course?**
- Understand and critically appraise basic concepts of chemistry
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data-loggers to access information
- Appropriately use terminology and reporting styles to communicate information
- Work effectively as an individual and as a team member.

**How will this course help me in the future?**
This course is highly recommended preparation for many science based tertiary courses. It is especially appropriate for students interested in chemistry, biochemistry, environmental sciences, medicine, health sciences, food science, metallurgy and chemical engineering.
## CHINESE BEGINNERS

2 units for each of Preliminary and HSC  
Board Developed Course  
Exclusions: Chinese Continuers; Chinese Background Speakers.  
Strict eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.

### What will I be doing in this course?

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

Students’ skills in, and knowledge of, Chinese 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 Chinese-speaking communities through the study of a range of texts.

### What are the main topics covered in this course?

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

### How will this course help me in the future?

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students’ horizons as both national and global citizens.

Language and culture are interdependent. The study of another language develops in students the ability to move successfully across and within cultures, and, in the process, to experience, value and embrace the diversity of humanity.

Chinese is the language of communication of approximately one quarter of the world’s population. It is one of the official languages of the United Nations. Amongst the many spoken varieties of the language, Mandarin/Putonghua, or Modern Standard Chinese, is pre-eminent. Chinese is recognised as one of the fastest growing languages in New South Wales and has one of the largest groups of non-English background speakers in Australia.

## CHINESE CONTINUERS

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC  
Board Developed Course  
Prerequisites: Stage 5 Chinese or equivalent knowledge is assumed.  
Exclusions: Chinese Beginners; Chinese Background Speakers  
Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.

### What will I be doing in this course?

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

### Themes:

- the individual  
- the Chinese-speaking communities  
- the changing world.
Students’ language skills are developed through tasks such as:
- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying Chinese culture through texts.

**How will this course help me in the future?**
The study of Chinese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Chinese-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

Chinese is a significant world language, one of the official languages of the United Nations and is spoken by about one quarter of the world’s population. There are many spoken varieties of Chinese, and Modern Standard Chinese, is pre-eminent among these. It is the major language of communication in China, Taiwan and Singapore and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

The Peoples’ Republic of China has a significant profile in economic, political and cultural developments globally and, in particular, has a major influence on the nations of the Asia-Pacific region. Australia now has a strong connection through trade, political and cultural contacts with both the Peoples’ Republic of China and other nations where Chinese communities are important contributors to their growth and diversity.

Chinese culture and language have a continuous history of more than 5000 years. The Chinese cultural and linguistic heritage has influenced other cultures through knowledge, technology, religion, philosophy and values. It is a significant world culture.

Chinese is especially important in Australia because it is widely spoken in the community, and the study of it by Australians will enhance the positive features of a culturally diverse society and generate mutual respect. The study of Chinese provides access to an important cultural and linguistic heritage.

Studying Chinese can provide a basis for continued learning and a pathway for students into post-secondary options. These options may include employment domestically or internationally in areas such as tourism, technology, finance, services and business.

### CHINESE HERITAGE (Mandarin)

<table>
<thead>
<tr>
<th>ATAR</th>
<th>2 units for each of Preliminary and HSC Board Developed Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prerequisites: Stage 5 Chinese or equivalent knowledge is assumed</td>
</tr>
<tr>
<td></td>
<td>Exclusions: Chinese Beginners; Chinese Continuers; Chinese Extension; Chinese Background Speakers</td>
</tr>
<tr>
<td></td>
<td>Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages Courses Eligibility Criteria on the Board of Studies website.</td>
</tr>
</tbody>
</table>

**What will I be doing in this course?**
The Preliminary and HSC courses have as their organisation focus the study of Issues (listed below). The students’ intercultural and linguistic skills, knowledge and understanding of Chinese will be developed through the study of a range of texts related to the Issues, viewed from one or more of the three Contexts (Social and Community Settings, Contemporary Literature and Arts, and Media). In the HSC course, students will explore in depth an area of interest related to one of the Issues through the Personal Investigation.

**What are the main topics covered in this course? (Issues)**
- **Young people and their relationships**
  Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.
- **Traditions and values in a contemporary society**
  Students will consider how the traditions and values of Chinese-speaking communities are maintained in multicultural environments and in a changing society.
- **The changing nature of work**
  Students will consider how advances in communication technologies and changes in expectations...
and aspirations affect future study and employment.

- **The individual as a global citizen**
  Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society.

- **Chinese identity in the international context**
  Students will consider the place of Chinese-speaking communities in the world, including migration experiences both locally and internationally.

**How will this course help me in the future?**

This Heritage language course enables students to strengthen their personal connections to their heritage, including a mature and positive appreciation of their heritage language and culture. It will enhance the development of their bilingual and bicultural identity.

The course allows students to build on and further develop their language capability through engagement with Chinese-speaking communities, locally and overseas, and through the study of contemporary texts and issues. These experiences will provide students with a level of language proficiency that will enable them to undertake further study and operate effectively in a range of local, regional and global contexts.

China has an important role in economic, political and cultural developments, regionally and nationally. Chinese is the language of communication of one of the world’s largest populations and is one of the official languages of the United Nations.

Australia has strong cultural, political and trade connections with China and with other countries in the Asian region where Chinese is an official language and which have significant Chinese communities.

Proficiency in languages is a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

**CHINESE BACKGROUND SPEAKERS**

**ATAR**

2 units for each of Preliminary and HSC Board Developed Course

**Prerequisites:** Stage 5 Chinese or equivalent knowledge is assumed

**Exclusions:** Chinese Beginners; Chinese Continuers

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

**What will I be doing in this course?**

In the Preliminary course, students will develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues.

In the HSC course, students will continue to develop their knowledge and understanding of Chinese through the study of prescribed texts, prescribed themes, and contemporary issues.

Students will study language and culture through the following prescribed themes:

- the individual and the community
- global issues
- Chinese communities overseas
- youth culture.

**How will this course help me in the future?**

The study of Chinese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, cognitive development and general knowledge.

The study develops an understanding of how attitudes and values are shaped within both Chinese-speaking and Australian community.

Chinese is a significant world language, one of the official languages of the United Nations and is spoken by about one quarter of the world’s population. There are many spoken varieties of Chinese, and Modern Standard Chinese, is pre-eminent among these. It is the major language of communication in China, Taiwan and Singapore and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

The People’s Republic of China has a significant profile in economic, political and cultural developments globally and, in particular, has a major influence on the nations of the Asia-Pacific region. Australia now has a strong connection through trade, political and cultural contacts with both
the Peoples’ Republic of China and other nations where Chinese communities are important contributors to their growth and diversity.

Chinese culture and language have a continuous history of more than 5000 years. The Chinese cultural and linguistic heritage has influenced other cultures through knowledge, technology, religion, philosophy and values. It is a significant world culture.

Chinese is especially important in Australia because it is widely spoken in the community, and the study of it by Australians will enhance the positive features of a culturally diverse society and generate mutual respect. The study of Chinese provides access to an important cultural and linguistic heritage.

Studying Chinese can provide a basis for continued learning and a pathway for students into post-secondary options. These options may include employment domestically or internationally in areas such as tourism, technology, finance, services and business.

The significance of Chinese within and beyond Australia requires strategies for the building of sociocultural and political engagement; learning Chinese in the Australian context will support such engagement.

**COMMUNITY AND FAMILY STUDIES**

<table>
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<th>ATAR</th>
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</table>

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

**Board Developed Course**

**What will I be doing in this course?**

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.

**Preliminary Course**

The Preliminary course covers:

- **Resource Management** - Basic concepts of the resource management process (approximately 20% of course time).
- **Individuals and Groups** - The individual’s roles, relationships and tasks within groups (Approximately 40% of course time).
- **Families and Communities** - Family structures and functions and the interaction between family and community (approximately 40% of course time).

**HSC Course**

The HSC course covers:

- **Research Methodology** culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context** - The characteristics and needs of specific community groups (approximately 25% of course time).
- **Parenting and Caring** - Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).
- **And one of the following HSC option modules** (approximately 25% of course time):
  - Family and Societal Interactions
  - Social Impact of Technology
  - Individuals and Work

Students are required to complete an Independent Research Project as part of the HSC 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.

**What should I be able to do at the end of this course?**

- Manage resources and take action to support the needs of individuals, groups and families in Australian society
- Understand the influence of a range of societal factors on individuals and the nature of groups, families and communities
- Demonstrate research skills
- Demonstrate skills in critical thinking and the ability to take responsible action to promote well being
- Appreciate the diversity and inter-dependence of individuals, groups, families and communities.

**How will this course help me in the future?**

This course develops skills and understanding that is relevant to life after school. It helps students to
set goals and make decisions about themselves, their families and the community. It is relevant to a wide range of further study at both TAFE and university and has particular application in careers such as Business Management, Human Resource Management, Teaching, Social Work, Nursing, Counselling and Marketing. Most ‘importantly’ though it is relevant to everyday life!

NB: This subject requires students to present an IRP in Term 2.

<table>
<thead>
<tr>
<th>DANCE</th>
<th>ATAR</th>
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<tbody>
<tr>
<td><strong>2 Units in each of Preliminary and HSC</strong></td>
<td></td>
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<tr>
<td>Board Developed Course</td>
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<tr>
<td>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>

**What will I be doing in this course?**

**Preliminary Course**

Students undertake a study of Dance as an art form. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

There are three components to Dance: Performance, Composition and Appreciation. In addition, time is allocated by the teacher to suit the specific circumstances/context of the class.

**HSC Course**

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

The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses.

**What should I be able to do at the end of this course?**

- Perform a number of dance skills, including sequencing, balance and control and manipulation of space, time and dynamics.
- Recognise common causes of dance injury and take correct procedures for prevention and care
- Communicate ideas through movement
- Compose (choreograph) a dance through composition process
- Work co-operatively and creatively in groups
- Understand the socio-historical context in which Dance exists
- Think and write critically about dance.

**How will this course help in the future?**

Dance provides students with a variety of skills, which will be beneficial to them in any career. It would be particularly useful for those who may be considering a dance-related career such as choreography, dance teaching, dance therapy, physiotherapy or dance writing and criticism.

NB: This subject requires students to present the practical component in Term 3.

<table>
<thead>
<tr>
<th>DESIGN &amp; TECHNOLOGY</th>
<th>ATAR</th>
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<tbody>
<tr>
<td><strong>2 Units in each of the Preliminary and HSC</strong></td>
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<tr>
<td>Board Developed Course</td>
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</tbody>
</table>

**What will I be doing in this course?**

**The Preliminary course** involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and 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
The preliminary course covers:
- Design Projects (50%)
- Presentation of Research (25%)
- Test-type Tasks (25%).

HSC Course
Students are expected to draw upon the knowledge and understanding of designing and producing as developed in the Preliminary course. The HSC course covers:
- Innovation and Emerging Technologies (40%)
- Designing and Producing (60%).

What should I be able to do at the end of the course?
- Know and understand about design theory and design processes in a range of contexts;
- Have knowledge, understanding and appreciation of the interrelationship between design, technology, society and the environment;
- Develop creativity and an understanding of innovation and entrepreneurial activity in a range of contexts;
- Acquire skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities;
- Develop skills in research, communication and management in design and production;
- An increased knowledge and understanding about current and emerging technologies in a variety of settings.

How will this course help me in the future?
The study of Design and Technology Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Design and Technology Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

NB: This subject requires students to present a Major Project (practical and portfolio) in Term 3, Year 12, for external assessment.

<table>
<thead>
<tr>
<th>DRAMA</th>
<th>ATAR</th>
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<tbody>
<tr>
<td>2 Units in each of Preliminary and HSC</td>
<td></td>
</tr>
<tr>
<td>Board Developed Course</td>
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</tbody>
</table>

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.

What will I be doing in this course?
Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

Preliminary Course
The Preliminary course covers:
- Improvisation, Play building, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

HSC Course
The HSC course involves theoretical study through practical workshops exploring theme, issues, styles and movement.
What will I be able to do at the end of the course?
• Make and perform different styles of drama
• Critically study drama and theatre
• Work both independently and with others in teams to plan and organise activities
• Solve problems
• Collect, analyse and organise information and communicate ideas and information.

How will this course help me in the future?
At the core of this course is development of self-confidence, self-expression and communication skills. The course will allow students to improve their ability to negotiate, interact and communicate with others which are essential to any contemporary work environment.

Students who wish to pursue a career in theatre or the entertainment industry, or in public relations and media communications can gain experience and confidence through this course.

NB: This subject requires students to present the practical component in Term 3.

ECONOMICS

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
Economics provides an understanding of many aspects of the economy and its operation, which 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. At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

Preliminary Course
The Preliminary course covers:
• Introduction to Economics (10%) – the nature of economics and the operation of an economy
• Consumers and Business (10%) – the role of consumers and business in the economy
• Markets (20%) – the role of markets, demand, supply and competition
• Labour Markets – (20%) the workforce and role of labour in the economy
• Financial Markets (20%) – the financial market in Australia including the share market
• Government in the Economy – (20%) the role of government in the Australian economy.

HSC Course
The HSC course covers:
• The Global Economy (25%) – features of the global economy and globalisation
• Australia’s Place in the Global Economy (25%) – Australia’s trade and finance
• Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management.
• Economic Policies and Management (25%) – the range of policies to manage the economy.

What should I be able to do at the end of the course?
• Demonstrate effective economic thinking that contributes to responsible, competent decision-making in a changing economy
• Investigate and engage in effective analysis and evaluation of economic information
• Communicate economic information, ideas and issues in appropriate form
• Explain the role of government in economic management
• Identify and explain current economic issues.

How will this course help me in the future?
Economics is recommended study for anyone contemplating a career in accountancy, business, industrial relations, management, advertising, marketing, real estate or administration. The successful
study of Economics will give credit transfer to a range of Business courses at TAFE NSW as well as being recommended study for university study in a business related field. It would also be valuable to those individuals who wish to be self-employed.

**ENGLISH ADVANCED**

**2 Units in each of Preliminary and HSC**

Board Developed Course

This course is designed for students who are passionate about the study of English and who demonstrate advanced literacy and evaluative language skills. Students who choose Advanced English should be considering pursuing tertiary study in English.

**What will I be doing in this course?**

Students examine the ways that events, experiences, ideas, values and processes are explored in texts and analyse the ways in which meaning is shaped.

They analyse and evaluate the effectiveness of texts for different purposes and audiences.

**Preliminary Course**

The Preliminary course has two sections: content common to Standard and Advanced 40% and electives 60%.

It requires:

- Study of Australian and other texts
- Exploration of a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts
- Wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- Integration of the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- Engagement in the integrated study of language and text.

**HSC Course**

The HSC course has two sections: common content consists of one area of study common to both Standard and Advanced courses and Modules which emphasises particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued, comparative study of texts and context, critical study of texts and representation of texts.

It requires:

- The close study of at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts
- A wide range of additional related texts and textual forms.

**What will I be able to do at the end of this course?**

- Effectively communicate at different levels of complexity
- Comprehend and understand the effects and purposes of a range of textual forms
- Undertake independent research, individual and collaborative learning
- Write coherently in a variety of forms.

**How will this course help me in the future?**

Communication is the most basic requirement in modern Australian society in any field of further study, employment or life. This is why English is the only subject that it is compulsory to study for the HSC. Students who study the Advanced English course will be well equipped for further study of English and related disciplines at university. Success in this demanding course will be a good indicator of success in a large range of courses at TAFE NSW or university.

**ENGLISH STANDARD**

**2 Units in each of Preliminary and HSC**

Board Developed Course

**What will I be doing in this course?**

Students explore the ways events, experiences, ideas and processes are represented in and through
texts.
They reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

**Preliminary Course**
The Preliminary Course has two sections: content common to the Standard and Advanced courses 40%, and Electives 60%.

It requires:
- Study of Australian and other texts
- Exploration of a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts
- Undertaking of a wide reading program involving texts and textual forms composed in and for a wide variety of contexts
- Integrating the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- Engaging in the integrated study of language and text.

**HSC Course**
The HSC Course has two sections: content common to the Standard and Advanced courses 40%, and Modules which provide elective choices 60%.

It requires:
- The close study of at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; non-fiction or film or media or multimedia
- A wide range of additional related texts and textual forms.

**What should I be able to do at the end of this course?**
- Understand aspects of meaning from social, cultural, workplace and personal perspectives
- Have skills in composition and response to a wide variety of texts
- Communicate for a range of purposes and audiences
- Effectively communicate to enhance my personal, social and vocational life.

**How will this course help me in the future?**
Communication is the most basic requirement in modern Australian society in any field of further study, employment or life. This is why English is the only subject that it is compulsory to study for the HSC. Students who study the Standard English course gain good preparation for further education at TAFE NSW and employment in a wide range of career areas. Standard English is accepted for entry to all university courses but it is not considered suitable preparation for students who wish to study English at university.

### ENGLISH PRELIMINARY EXTENSION 1
- 1 Unit in Preliminary

### ENGLISH HSC EXTENSION 1
- 1 Unit in Preliminary and HSC

### ENGLISH HSC EXTENSION 2
- 1 Unit in HSC

Board Developed Courses

Prerequisites:
- English (Advanced) course
- Preliminary English Extension Course is prerequisite for HSC Extension Course 1
- HSC Extension Course 1 is corequisite for HSC Extension Course 2

Exclusions: English Standard; English ESL.

**What will I be doing in this course?**
Students explore how and why texts are valued in and appropriated to a range of contexts. They
consider why some texts may be perceived as culturally significant. They explore ideas of value and consider how cultural values and systems of valuation arise.

**Preliminary Course**
The Preliminary Extension course has one mandatory section:

Module: Texts, Culture and Value. It requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

**HSC Course**
The HSC Extension course 1 has one section. Students must complete one elective chosen from one of the three modules offered for study: Genre; Texts and Ways of Thinking; Language and Values. It requires the study of prescribed texts.

In the HSC Extension course 2, students develop a sustained composition and document their reflection on this process. It requires students to complete a Major Work and a statement of reflection.

**What will I be able to do at the end of this course?**
- Analyse and trace the relationships between texts
- Become familiar with the codes and conventions of a variety of textual forms
- Discuss these conventions in both the written and oral forms
- Demonstrate refined writing style and write in a sophisticated manner.

**How will this course help me in the future?**
As the course is analytical in nature, students will develop skills that are very relevant to all forms of tertiary study. Students wishing to specialise in English or other humanities subjects, at tertiary level will be well prepared by the Extension English courses.

NB: This subject requires students to present a Major Project in Term 3.

### ENGLISH AS A SECOND LANGUAGE (ESL)

<table>
<thead>
<tr>
<th>2 Units in each of Preliminary and HSC</th>
<th>ATAR</th>
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<tbody>
<tr>
<td>Board Developed Course</td>
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<tr>
<td>Exclusions: English Standard; English Advanced, English Extensions. Eligibility rules apply.</td>
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</tbody>
</table>

**What will I be doing in this course?**
Students acquire and develop specific English language skills and knowledge and understanding in the context of an understanding of the ways ideas and processes are represented in texts.

In the HSC course they reinforce and extend their language skills and develop and apply skills in synthesis.

**Preliminary Course**
The Preliminary course has two sections: Language Study 60% and Electives 40%.

It requires:
- Study of Australian and other texts
- Exploration of a range of types of text drawn from the categories: prose fiction; drama; poetry; nonfiction; film; media and/or multimedia texts
- Wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- Integration of the modes; reading, writing, listening, speaking, and viewing and representing as appropriate
- Engagement in the integrated study of language and text.

**HSC Course**
The HSC course has two sections: Language Study within an Area of Study 50% and Modules, which emphasises particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes 50%.

It requires:
- The study of at least three types of text drawn from the categories of: prose fiction; drama; poetry; nonfiction; film OR media OR multimedia texts
- A wide range of additional related texts and textual forms.
What will I be able to do at the end of this course?
• Express myself competently at both the sentence and paragraph level of written communication
• Understand how the form of text depends on its purpose and audience
• Appropriately communicate in a variety of forms ranging from informal, personal writing to formal, academic writing as well as a range of oral communication skills
• Access information and share it in small and large groups in various forms of presentations.

How will this course help me in the future?
The course contains the foundation of all levels of literacy competency required in all aspects of further tertiary study and in the workplace.

ENGLISH STUDIES

2 Units in each of Preliminary and HSC
Content Endorsed Course

What will I be doing in this 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 synthesis the knowledge gained from a variety of sources for a variety of purposes.

Preliminary Course
Students will study a total of 4 modules including the mandatory module outlined below.
• Mandatory Module: Achieving through English - English in citizenship, community and cultural identity.

Schools may design and deliver one original module in the Preliminary course. The additional modules for both Preliminary and HSC courses are selected from a list of elective modules within the syllabus.

HSC Course
Students will study a total of 4 modules including the mandatory module outlined below.
• Mandatory Module: We are Australians - English in citizenship, community and cultural identity.

The additional modules for both Preliminary and HSC courses are selected from a list of elective modules within the syllabus.

What should I be able to do at the end of this course?
• Confidently engage with a range of texts in a variety of situations.
• Undertake both independent and collaborative projects.
• Understand the place of text in community and be willing to contribute to community
• Present a portfolio of original texts.

How will this course help me in the future?
This course is designed for students who are seeking an alternative to the English (Standard) course and who intend to proceed from school directly into employment or vocational training. It is designed to prepare students to confidently approach texts in community contexts to ensure they feel connected to community and empowered to make a valuable contribution to their world.
This may change due to Training Package and Board of Studies, Teaching and Educational Standards (BOSTES) updates. Notification of variations will be made in due time.

### Course: Entertainment Industry (240 indicative hours)

<table>
<thead>
<tr>
<th>Course: Entertainment Industry (240 indicative hours)</th>
<th>4 Preliminary and/or HSC units in total</th>
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<tbody>
<tr>
<td>Board Developed Course</td>
<td>Category B status for Australian Tertiary Admission Rank (ATAR)</td>
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</table>

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

### Statement of Attainment towards

**CUA30413 Certificate III in Live Production and Services**

**Units of Competency**

- **Core**
  - BSBWOR301B Organise personal work priorities and development
  - CPCCOHS1001A Work safely in the construction industry
  - CUAIND301 Work effectively in the creative arts industry
  - CUSOHS301A Follow occupational health and safety procedures
  - CUVPRP304A Participate in collaborative creative projects
  - SITXCCS303 Provide a service to customers

**Electives**

- To be advised

**Additional units required to attain a HSC credential in this course**

- CUSSOU301A Provide sound reinforcement
- CUSTA202 Assist with bump in and bump out of shows
- CUASMT301 Work effectively backstage during performances
- MEM18002B Use power tools/hand held operations

Successful completion of the unit, CPCCOHS1001A, will lead to the award of a Constructed Induction Card from WorkCover NSW, which allows the student access to construction sites across Australia for work purposes.

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

**Course: Entertainment Industry Specialisation (60 indicative hours)**

<table>
<thead>
<tr>
<th>Course: Entertainment Industry Specialisation (60 indicative hours)</th>
<th>1 HSC unit</th>
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<td>Board Developed Course</td>
<td>Category B status for Australian Tertiary Admission Rank (ATAR)</td>
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</table>

**CUA30413 Certificate III in Live Production and Services**

To receive the full qualification students must complete the additional 60 hours in the specialisation course.

**Units of Competency**

- **Core**
  - BSBWOR301B Organise personal work priorities and development
  - CUVPRP304A Participate in collaborative creative projects

**Elective**

- CUFGLT303A Install and operate follow spots

**Pathways to Industry:**

Entertainment offers training opportunities to students who are interested in performance and events: dance and drama, lighting and sound, staging and set design and dealing with patrons and professionals. Working in the entertainment industry involves:

- lighting and sound operations
- audiovisual operations
- scenic art activities
- set and props manufacture
- front of house operations

**Examples of occupations in the entertainment industry:**

- sales/merchandising
- front of house assistant
- cinema projectionist
- technical assistant
- lighting technician
- props designer
- marketing and promotions
- box office assistant
- sound technician
- event assistant

**Mandatory Course Requirements**

Students must undertake a minimum of 70 hours of work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies, Teaching and Educational Standards (BOSTES).

**Competency-Based Assessment**

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

**Appeals**

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

**External Assessment (optional HSC examination for ATAR purposes)**

The HSC examination for Entertainment Industry (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Course Costs:**

- **Resources**
- **Consumables $100-Yr.11 and $100-Yr.12**

**Refund Arrangements on a pro-rata basis**

Please see your VET teacher to enquire about financial assistance

A school-based traineeship and apprenticeship are available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
FOOD TECHNOLOGY

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation and the design, implementation and evaluation of solutions to food situations.

In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

It is mandatory that students undertake practical activities in this course.

Preliminary Course
The Preliminary course covers:
• Food Availability and Selection (30%)
• Food Quality (40%)
• Nutrition (30%).

HSC Course
The HSC course covers:
• The Australian Food Industry (25%)
• Food Manufacture (25%)
• Food Product Development (25%)
• Contemporary Nutrition Issues (25%)

What should I be able to do at the end of the course?
• Make responsible decisions regarding food choices
• Research and analyse information
• Prepare food
• Experiment with, communicate, evaluate and manage resources.

How will this course help me in the future?
This course will provide you with the knowledge, skills and attitudes to contribute positively to your own pathways to employment or further education at TAFE NSW or university.

The study of Food Technology will give you credit transfer in some certificate and diploma courses at TAFE NSW. Career options might include dietetics, food technology, teaching, and nutrition.

FRENCH BEGINNERS

2 Units in each of Preliminary and HSC
Board Developed Course

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

No knowledge of French is required. Students who select this course must be beginners.

What will I be doing in this course?
In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

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

What are the main topics covered in this course?
• Family life, home and neighbourhood
• People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

**What should I be able to do at the end of the course?**

- Communicate on a personal level with native speakers of French and travel in French-speaking countries
- Participate fully in every-day life and tourist ‘survival’ situations like catching public transport, seeking medical attention and arranging accommodation
- Understand and appreciate French culture and society
- Further knowledge of French through continued learning or for future employment opportunities.

**How will this course help me in the future?**

The study of French provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies. This provides the opportunity to spend a year at a in-country study in French and can result in a double degree.

The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world and become more accepting of diversity, more respectful of others and more aware of their place in the international community.

French speaking communities have an important economic presence in Australia and are a major trading partner. Australia is also a popular destination for French-speaking tourists. France has a major role in both European and world affairs. French is spoken in 42 countries. It is a significant commercial language throughout Europe. A knowledge of French provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy.

Learning a language also helps to improve literacy skills in English.

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**FRENCH CONTINUERS**

2 units in each of Preliminary and HSC*

*French Extension is available as an additional ATAR unit in the HSC year for French Continuers students.

Board Developed Course

**Prerequisites:**

- Stage 5 French or equivalent
- Preliminary French Continuers is a prerequisite for the HSC French Continuers course
- HSC French Continuers course is a corequisite for the HSC French Extension course

**Exclusions:** French Beginners

**What will I be doing in this course?**

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in and knowledge of French 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 French-speaking communities through the study of a range of texts.

The themes are: the individual, the French-speaking communities and the changing world.

Students’ language skills are developed through tasks such as: conversation; responding to an aural stimulus; responding to a variety of written material; writing for a variety of purposes; studying French culture through texts. The assessment in this course will include an oral and aural component.

**What should I be able to do at the end of this course?**

- Communicate with native speakers of French and travel in French-speaking countries
- Exchange information, opinions and experiences in French
- Express ideas through the production of original texts in French
• Analyse, process and respond to texts that are in French
• Understand and appreciate French culture and society
• Apply French language skills in work, further study and leisure activities
• Continue the study of French at tertiary level.

How will this course help me in the future?
The study of French provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies. This provides the opportunity to spend a year at a in-country study in French and can result in a double degree.

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<table>
<thead>
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<th>GEOGRAPHY</th>
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<tbody>
<tr>
<td>2 Units in each of Preliminary and HSC</td>
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<tr>
<td>Board Developed Course</td>
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</tbody>
</table>

What will I be doing in this course?

Preliminary Course
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 course covers:
• Biophysical Interactions (45%);
• Geographical challenges – population, political geography, cultural integration and natural resources;
• The Senior Geography Project (10%) is a geographical study of the student’s own choosing.

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

The HSC course covers:
• Ecosystems at Risk (33½ %); studies the functioning of ecosystems; their management and protection;
• Urban Places (33½ %) is a study of cities and urban dynamics;
• People and Economic Activity (33½ %) in a local and global context.

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

Students complete a Senior Geography Project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Fieldwork reports make up a
considerable part of the assessment in both years and attendance and completion of fieldwork are essential, as well as fun.

What should I be able to do at the end of this course?
- Understand the interactions between factors that make up the natural environment and the role of people in environmental change
- Have the skills to observe your surroundings and be able to develop strategies for researching existing knowledge
- Gather new knowledge about the environment and the people who depend on it and through your own research framework
- Communicate knowledge through a wide variety of methods

How will this course help me in the future?
Geography gives us a broad range of skills to interpret the world around us. It also helps us to shape our lives so that we maximise our enjoyment of the wonders of nature while minimising our negative impact on the systems that support life on the planet.

All careers, including law, tourism and business will benefit from your study of Geography. The 21st Century is a crucial time in which we must learn to work within our planet's ability to support us. The managers of the future must think globally and act locally. Geography gives us a head start
HOSPITALITY FOOD AND BEVERAGE (VET)  

PUBLIC SCHOOLS NSW - ULTIMO  
Registered Training Organisation 90072

HOSPITALITY FOOD and BEVERAGE COURSE DESCRIPTION 2016
This may change due to Training Package and Board of Studies, Teaching and Educational Standards (BOSTES) updates. Notification of variations will be made in due time.

Course: Hospitality - Food and Beverage (240 indicative hours)  
Board Developed Course  
Category B status for Australian Tertiary Admission Rank (ATAR)

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

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Electives</th>
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<tbody>
<tr>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>BSBWOR203B Work effectively with others</td>
<td>SITHACS101 Clean premises and equipment</td>
</tr>
<tr>
<td>SITHIND201 Source and use information on the hospitality industry</td>
<td>SITHCCC101 Use food preparation equipment</td>
</tr>
<tr>
<td>SITHIND202 Use hospitality skills effectively</td>
<td>SITHFAB204 Prepare and serve espresso coffee</td>
</tr>
<tr>
<td>SITXCCS202 Interact with customers</td>
<td>SITHFAB206 Serve food and beverage</td>
</tr>
<tr>
<td>SITXWHIS201 Participate in safe work practices</td>
<td>SITXFSA201 Participate in safe food handling practices</td>
</tr>
<tr>
<td>SITXCOM201 Show Social and Cultural sensitivity</td>
<td>SITHCCC103 Prepare sandwiches</td>
</tr>
<tr>
<td></td>
<td>BSBSUS201A Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td></td>
<td>SITHFAB203 Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td></td>
<td>SITXFSA101 Use hygienic practices for food safety</td>
</tr>
</tbody>
</table>

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

Pathways to Industry
Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:

- Supporting and working with colleagues to meet goals and provide a high level of customer service
- prepare menus, managing resources, preparing, cooking and serving a range of dishes

Examples of occupations in the hospitality industry:

- breakfast cook
- barista
- trainee chef
- café assistant
- short order cook
- fast food cook

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

Competency – Based Assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

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

External Assessment (optional HSC examination for ATAR purposes)
The Higher School Certificate examination for Hospitality Food and Beverage (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Course Costs:
- Resources
- Consumables $100-Yr.11 and $100-Yr.12
- Uniform $100 (purchased in Year 11)
- Refund Arrangements on a pro-rata basis. Please see your VET teacher to enquire about financial assistance.

A school-based traineeship and apprenticeship are available in this course, for more information: http://www.sbatinnsw.info/
## HOSPITALITY KITCHEN OPERATIONS and COOKERY (VET)
### Course Description 2016
This may change due to Training Package and Board of Studies, Teaching and Educational Standards (BOSTES) updates. Notification of variations will be made in due time.

**Course:** Hospitality - Kitchen Operations (240 indicative hours)  
**Board Developed Course:** Category B status for Australian Tertiary Admission Rank (ATAR)

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

### Units of Competency

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B Work effectively with others</td>
<td>SITHCCC202 Produce appetisers and salads</td>
</tr>
<tr>
<td>SITHCCC101 Use food preparation equipment</td>
<td>BSBSUS201A Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>SITHCCC201 Produce dishes using basic methods of cookery</td>
<td>SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes</td>
</tr>
<tr>
<td>SITHCCC207 Use cookery skills effectively</td>
<td>SITHCCC203 Produce stocks, sauces and soups</td>
</tr>
<tr>
<td>SITHKOP101 Clean kitchen premises and equipment</td>
<td>SITXFSA201 Participate in safe food handling practices</td>
</tr>
<tr>
<td>SITXFS101 Use hygienic practices for food safety</td>
<td>SITHIND201 Source and use information on the hospitality industry</td>
</tr>
<tr>
<td>SITXINV202 Maintain the quality of perishable items</td>
<td></td>
</tr>
<tr>
<td>SITXWHS101 Participate in safe work practices</td>
<td></td>
</tr>
</tbody>
</table>

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

### Pathways to Industry
Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:

- supporting and working with colleagues to meet goals and provide a high level of customer service
- prepare menus, managing resources, preparing, cooking and serving a range of dishes

Examples of occupations in the hospitality industry:

- breakfast cook  
- trainee chef  
- short order or fast food cook

### Mandatory Course Requirements
Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies, Teaching and Educational Standards (BOSTES).

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

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

### External Assessment (optional HSC examination for ATAR purposes)
The Higher School Certificate examination for Hospitality Kitchen Operations (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

### Course Costs:

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Consumables:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniform $100 (purchased in Year 11)</td>
<td>$120-Yr.11 and $120-Yr.12</td>
</tr>
<tr>
<td>Other: Option 1: Purchase of Tool Kit $100</td>
<td>Other: Option 1: Purchase of Tool Kit $100</td>
</tr>
<tr>
<td>Option 2: Hire of Tool Kit $60 (paid once, non-refundable)</td>
<td>Option 2: Hire of Tool Kit $60 (paid once, non-refundable)</td>
</tr>
</tbody>
</table>

Refund Arrangements on a pro-rata basis. Please see your VET teacher to enquire about financial assistance.

A school-based traineeship and apprenticeship are available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
INDONESIAN BEGINNERS

2 Units for each of Preliminary and HSC

Board Developed Course

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

What will I be doing in this course?
In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Indonesian. Topics studied through two interdependent perspectives, the personal world and the Indonesian-speaking communities, provide contexts in which students develop their communication skills in Indonesian and their knowledge and understanding of language and culture.

Students’ skills in, and knowledge of, Indonesian 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 Indonesian-speaking communities through the study of a range of texts.

What are the main topics covered in this course?
- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

How will this course help me in the future?
Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students’ horizons as both national and global citizens.

Language and culture are interdependent. The study of another language develops in students the ability to move successfully across and within cultures, and, in the process, to experience, value and embrace the diversity of humanity.

Indonesia and Australia are neighbours. The study of Indonesia and its national language, Bahasa Indonesia, is therefore relevant to Australian students. Bahasa Indonesia is spoken throughout the Indonesian archipelago. Furthermore, it is closely related to Malay and is understood in Malaysia and by Malay-speaking inhabitants of Singapore, Brunei and southern Thailand.

Indonesia’s rich and diverse culture reflects its long history at the commercial and cultural crossroads of South-East Asia. The study of the Indonesian language provides access to an important part of the rich cultural tradition of South-East Asia and provides insights into the art, music, customs, beliefs and ways of thinking of the people of the Indonesian archipelago.

The ability to communicate in Indonesian enhances the positive features of Australia’s culturally diverse society and helps to reinforce the ideals of mutual respect. It promotes understanding, harmony and cooperation between Australia and Indonesia.

Indonesian is an accessible language for school students. It is a non-tonal language with a Romanised script and regular phonetic pronunciation. The study of Indonesian provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

INDONESIAN CONTINUERS

2 units in each of Preliminary and HSC*

*Indonesian Extension is available as an additional ATAR unit in the HSC year for Indonesian Continuers students.
Board Developed Course

Page 34 – BGHS Options Year 11, 2016
Prerequisites: Stage 5 Indonesian or equivalent knowledge is assumed.
Exclusions: Indonesian Background speakers; Indonesian Beginners; Malay Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.

**What will I be doing in this course?**
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, Indonesian 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 Indonesian-speaking communities through the study of a range of texts.

**Themes:**
- the individual
- the Indonesian-speaking communities
- the changing world.

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

**How will this course help me in the future?**
The study of Indonesian contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Indonesian-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

There are other compelling reasons for the study of Indonesian by Australian students. Indonesia is one of Australia’s nearest neighbours and is the fourth most populous country in the world.

Indonesia’s rich and diverse culture reflects its long history at the commercial and cultural crossroads of the Asian region. Study of the Indonesian language provides insights into the cultural traditions of Asia and the attitudes, beliefs and values of a region that has particular relevance to Australia’s future.

Knowledge of the Indonesian language will make a positive contribution to closer relations between Australia and Indonesia. There is a steadily growing Indonesian community within Australia and business and tourist links with Indonesia are increasing. In more recent years, ‘sister school' relationships and state links with Indonesian provinces have opened up new opportunities for Australian students to have direct contact with Indonesian students.

Students may wish to study Indonesian as an academic subject for educational purposes or link this study to other areas of interest. Significant numbers of universities and other tertiary institutions provide a variety of pathways for further study of Indonesian and Indonesian studies. The ability to communicate in Indonesian may, in conjunction with other skills, also provide students with enhanced vocational opportunities in the areas of trade, business, banking, defence, diplomacy, immigration, education, journalism, law, engineering, tourism and the arts.

The study of Indonesian also has wider application in that it is closely related to Malay and is understood in Malaysia and by Malay-speaking inhabitants of Singapore and Brunei.

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**INFORMATION PROCESSES & TECHNOLOGY**

<table>
<thead>
<tr>
<th>ATAR</th>
<th>2 Units in each of Preliminary and HSC</th>
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<td>Board Developed Course</td>
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</table>

**What will I be doing in this course?**
Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need, using a creative and methodical approach.
Preliminary Course
The Preliminary course covers:

• Introduction to Information skills and systems (20%)
• Tools for Information processes (50%)
• Developing information systems (30%)

HSC Course
The HSC Course includes:

• Project management (20%)
• Information Systems and Databases (20%)
• Communication Systems (20%)
• Option Strands (40%) Students will study the following options: Transaction Processing Systems, and Multimedia Systems.

What will I be able to do at the end of this course?
• Understand the key concepts of data information systems
• Understand the interactive nature of effective information based systems
• Be aware of available and emerging information technologies
• Appreciate social and ethical issues associated with information technology such as; equity and access, privacy and copyright
• Have communication, personal and team skills to ensure that an information systems solution is appropriate for the needs of the user
• Understand related issues such as project management, documentation and user interface.

How will this course help me in the future?
Students who successfully complete Information Processes and Technology will be competent, confident and discriminating users of information processes and technology. They will appreciate the nature of information, its ethical use and its impact on many aspects of life. They will be well prepared to pursue further education and employment across a wide range of careers and be well placed to adapt new technologies as they emerge.

ITALIAN BEGINNERS

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Italian Continuers.
Strict eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.

What will I be doing in this course?
In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian. Topics studied through two interdependent perspectives, the personal world and the Italian-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, Italian 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.

What are the main topics covered in this course?
• Family life, home and neighbourhood
• People, places and communities
• Education and work
• Friends, recreation and pastimes
• Holidays, travel and tourism
• Future plans and aspirations.

How will this course help me in the future?
Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students’ horizons as both national and global citizens.
Language and culture are interdependent. The study of another language develops in students the ability to move successfully across and within cultures, and, in the process, to experience, value and embrace the diversity of humanity.

Extensive migration from Italy during the last 150 years has resulted in Italian being spoken in many countries in Europe, in North and South America, Africa and Australia. The study of Italian is relevant to students in Australia because Italian is a strong community language. The history of Italian settlement in Australia can be traced to the First Fleet in 1788 and Italian-speaking communities in Australia continue to play a significant role in our culturally diverse society.

Italy is one of the most industrially and economically advanced nations in the world and ranks among Australia’s top international trading partners in a mutually supportive trade relationship. Italy remains a strong buyer of Australian primary products, while Australia has been a consistent buyer of Italian technology and design. A significant number of Italian companies have branches in Australia.

Italians and the Italian language make a distinctive contribution to politics, art, architecture, cuisine, music, science, literature, film and theatre. The study of Italian enhances students’ enjoyment and appreciation of these areas. Students have much to gain by acquiring knowledge of the language and cultural heritage of Italy.

The study of Italian provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

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**ITALIAN CONTINUERS**

<table>
<thead>
<tr>
<th>ATAR</th>
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<tbody>
<tr>
<td>2 units in each of Preliminary and HSC*</td>
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</table>

*Italian Extension is available as an additional ATAR unit in the HSC year for Italian Continuers students.

Board Developed Course

Prerequisites: Stage 5 Italian or equivalent knowledge is assumed.

Exclusions: Italian Beginners.

**What will I be doing in this course?**

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, Italian 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 Italian-speaking communities through the study of a range of texts.

**Themes:**
- the individual
- the Italian-speaking communities
- the changing world.

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

**How will this course help me in the future?**

Italian is the official language of Italy, San Marino and the Vatican City. It is one of the four official languages of Switzerland and one of the eleven official languages of the European Union. Extensive migration from Italy during the last 150 years has resulted in Italian being spoken in many other countries in Europe, in North and South America, the Africas and Australia.

The history of Italian settlement in Australia can be traced to the First Fleet in 1788 and the place of Italian-speaking communities in Australia continues to play a significant role in Australia’s culturally diverse society.

Italians and the Italian language make a distinctive contribution to politics, art, architecture, music, science, literature, film and theatre. All students of Italian have much to gain by acquiring knowledge of the language and cultural heritage of Italy. Students of Italian origin have the opportunity to learn...
the language and deepen their understanding of the traditions and culture of the country of their antecedents.

Italy is one of the most industrially and economically advanced nations in the world and ranks amongst Australia's top international trading partners in a mutually supportive trade relationship. People with a good knowledge of Italian are needed to provide support for the significant commercial links that exist between Australia and Italy. Italy remains a strong buyer of Australian primary products, while Australia has been a consistent buyer of Italian technology and design. A significant number of Italian companies currently have branches in Australia, which provide employment opportunities for Australians with skills in Italian. Competent speakers of Italian are also increasingly needed in the areas of tourism and social services, trade relations and foreign affairs, international banking and finance, music, literature and journalism, cuisine, catering and the hospitality industry, textiles, fashion and design.

The study of Italian also enhances the enjoyment and appreciation of Italian culture through literature, art, film and music.

<table>
<thead>
<tr>
<th>JAPANESE BEGINNERS</th>
<th>ATAR</th>
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</thead>
<tbody>
<tr>
<td>2 Units for each of Preliminary and HSC</td>
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<tr>
<td>Board Developed Course</td>
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</tbody>
</table>

Exclusions: Japanese Continuers, Japanese Background Speakers. Other eligibility rules apply. Check with your teacher or the Board's ACE Manual.

No knowledge of Japanese is required. Students who select this course must be beginners.

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

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

What are the main topics covered in this course?
- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

What should I be able to do at the end of the course?
- Communicate on a personal level with native speakers of Japanese and travel and study in Japan
- Participate fully in every-day life and tourist ‘survival’ situations like catching public transport, seeking medical attention and arranging accommodation
- Understand and appreciate Japanese culture and society
- Further knowledge of Japanese through continued learning or for future employment opportunities.

How will this course help me in the future?
The study of Japanese provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies. This provides the opportunity to spend a year at an in-country study in Japan and can result in a double degree.

The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world and become more accepting of diversity, more respectful of others and more aware of
their place in the international community.

Japanese companies have an important economic presence in Australia and Japan is a major trading partner. Australia is also a popular destination for Japanese tourists. Japan has a major role in world affairs. It is in the forefront of technology, telecommunications and trade. Japanese is a significant commercial language throughout the Asia Pacific region. A knowledge of Japanese provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy.

Learning a language also helps to improve literacy skills in English.

<table>
<thead>
<tr>
<th>JAPANESE CONTINUERS</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC</td>
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<tr>
<td>Japanese Extension is available as an additional ATAR unit in the HSC year for Japanese Continuers students.</td>
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</tbody>
</table>

Board Developed Course

Prerequisites: Stage 5 Japanese
Preliminary Japanese Continuers is a prerequisite for the HSC Japanese Continuers course

Exclusions: Japanese Beginners

What will I be doing in this course?
The Preliminary course has, as its organisational focus, themes and associated topics. Students’ skills in, and knowledge and understanding of, Japanese will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Japanese-speaking communities through the study of a range of texts.
The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in the language.

What are the main topics covered in this course?
The theme, the individual, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, the Japanese-speaking communities, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, the changing world, enables students to explore change as it affects aspects of the world of work and other topics such as current issues.

What should I be able to do at the end of this course?
- Use Japanese to communicate with others
- Potential to apply Japanese to work, further study, training or leisure.
- Understand and appreciate Japanese culture and society
- Continue the study of Japanese at tertiary level

How will this course help me in the future?
The study of Japanese language is of particular importance to Australians, both culturally and economically. Japan is Australia’s leading trading partner and there are significant cultural ties between Australia and Japan. Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries. The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism and hospitality, banking and finance, technology, education and research, the arts, diplomacy, government, law, media and advertising, translation and interpreting, and cuisine and catering.
KOREAN BEGINNERS

2 Units for each of Preliminary and HSC
Board Developed Course

Exclusions: Korean Continuers, Korean Background Speakers. Other eligibility rules apply. Check with your teacher or the Board’s ACE Manual.

No knowledge of Korean is required. Students who select this course must be beginners.

What will I be doing in this course?
In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Korean. Topics studied through two interdependent perspectives, the personal world and the Korean-speaking communities, provide contexts in which students develop their communication skills in Korean and their knowledge and understanding of language and culture.

Students’ skills in, and knowledge of, Korean 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 Korean-speaking communities through the study of a range of texts.

What are the main topics covered in this course?
- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

What should I be able to do at the end of the course?
- Communicate on a personal level with native speakers of Korean and travel and study in Korea
- Participate fully in every-day life and tourist ‘survival’ situations like catching public transport, seeking medical attention and arranging accommodation
- Understand and appreciate Korean culture and society
- Further knowledge of Korean through continued learning or for future employment opportunities.

How will this course help me in the future?
The study of Korean provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies. This provides the opportunity to spend a year at an in-country study in Korea and can result in a double degree.

The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world and become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Korean companies have an important economic presence in Australia and Korea is developing into a major trading partner. Australia is also a popular destination for Korean tourists. Korea is an emerging powerhouse in technology, telecommunications and trade. Korean is fast becoming a significant commercial language throughout the Asia Pacific region. A knowledge of Korean provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy.

Learning a language also helps to improve literacy skills in English.

KOREAN CONTINUERS

2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites: Stage 5 Korean
Preliminary Korean Continuers is a prerequisite for the HSC Korean Continuers course
Exclusions: Korean Beginners

**What will I be doing in this course?**
The Preliminary course has, as its organisational focus, themes and associated topics. Students’ skills in, and knowledge and understanding of, Korean will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Korean-speaking communities through the study of a range of texts. The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Korean and will extend and refine their communication skills in the language.

**What are the main topics covered in this course?**
The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the Korean-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as current issues.

**What should I be able to do at the end of this course?**
- Use Korean to communicate with others
- Potential to apply Korean to work, further study, training or leisure.
- Understand and appreciate Korean culture and society
- Continue the study of Korean at tertiary level

**How will this course help me in the future?**
The study of Korean language is building in importance to Australians, particularly as it is one of the languages that the Australian Government has placed high priority on Australians ‘becoming Asia literate’ (*Melbourne Declaration of Educational Goals for Young Australians*, 2008). The government has also recognised the importance of developing political, social and cultural links with close and influential neighbours and the strategic importance of learning the Korean language in relation to the economic future of Australia.

With recent trade agreements announced between Australia and Korea, and the continued rise in popularity of Korean pop-culture, the ability to communicate in Korean may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism and hospitality, banking and finance, technology, education and research, the arts, diplomacy, government, law, media and advertising, translation and interpreting, and cuisine and catering.

<table>
<thead>
<tr>
<th>KOREAN HERITAGE</th>
<th>ATAR</th>
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<tbody>
<tr>
<td>2 units for each of Preliminary and HSC</td>
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<tr>
<td>Board Developed Course</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: Stage 5 Korean or equivalent knowledge is assumed</td>
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<tr>
<td>Exclusions: Korean Continuers; Korean Background Speakers</td>
<td></td>
</tr>
<tr>
<td>Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to <em>Languages Courses Eligibility Criteria</em> on the Board of Studies website (also on Page 11 of this booklet).</td>
<td></td>
</tr>
</tbody>
</table>

**What will I be doing in this course?**
The Preliminary and HSC courses have as their organisation focus the study of *Issues* (listed below). The students’ intercultural and linguistic skills, knowledge and understanding of Korean will be developed through the study of a range of texts related to the Issues, viewed from one or more of the three *Contexts* (Social and Community Settings, Contemporary Literature and Arts, and Media). In the HSC course, students will explore in depth an area of interest related to one of the Issues through the *Personal Investigation*.
What are the main topics covered in this course? (Issues)

- **Young people and their relationships**
  Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.

- **Traditions and values in a contemporary society**
  Students will consider how the traditions and values of Korean-speaking communities are maintained in multicultural environments and in a changing society.

- **The changing nature of work**
  Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.

- **The individual as a global citizen**
  Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society.

- **Korean identity in the international context**
  Students will consider the place of Korean-speaking communities in the world, including migration experiences both locally and internationally.

How will this course help me in the future?

This Heritage language course enables students to strengthen their personal connections to their heritage, including a mature and positive appreciation of their heritage language and culture. It will enhance the development of their bilingual and bicultural identity.

The course allows students to build on and further develop their language capability through engagement with Korean-speaking communities, locally and overseas, and through the study of contemporary texts and issues. These experiences will provide students with a level of language proficiency that will enable them to undertake further study and operate effectively in a range of local, regional and global contexts.

Students studying the Korean Heritage course will gain a variety of skills vital to participating in the expanding economic, cultural and educational activities involving Australia and Korea that reach beyond community and national boundaries. These students will also have an important role in strengthening relationships and increasing understanding between Australia and Korea, and enable Australia as a nation to engage more effectively with the global community.

The Australian Government has placed a high priority on Australians ‘becoming Asia literate’ (Melbourne Declaration of Educational Goals for Young Australians, 2008). The government has also recognised the importance of developing political, social and cultural links with close and influential neighbours and the strategic importance of learning the Korean language in relation to the economic future of Australia.

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**KOREAN BACKGROUND SPEAKERS**

**ATAR**

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

**Board Developed Course**

**Prerequisites:**
Stage 5 Korean or equivalent knowledge is assumed

**Exclusions:**
Korean Continuers; Korean Heritage
Eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.2 of the Board’s ACE Manual.

What will I be doing in this course?

**In the Preliminary course**, students will develop their knowledge and understanding of Korean through the study of language texts and contemporary issues.

**In the HSC course**, students will continue to develop their knowledge and understanding of Korean through the study of prescribed texts, prescribed themes, and mandatory contemporary issues.

Students will study language and culture through the following prescribed themes and mandatory contemporary issues:

**Prescribed Themes**

- The individual and the community
- Youth culture

**Mandatory Contemporary Issues**

- The impact of a changing society on the individual
- Gender in today’s society
- The family in contemporary society
- Pressure on young people today
- The influence of leisure on the young person’s world
- The place of education in young people’s lives
- Cultural identity
  - Reconciling traditional and contemporary Korean culture
  - North and South Korea relations
  - Australian and Korean perspectives on lifestyle and culture

- Global issues
  - The global impact of mass media
  - Environmental concerns
  - The impact of information and technology

**How will this course help me in the future?**
This Background Speakers language course contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, cognitive development and general knowledge through their background language of Korean. The course develops an understanding of how attitudes and values are shaped within both Korean-speaking and Australian communities.

Korean is one of the Australian Government’s priority Asian languages and Korea is becoming increasingly more involved in trade with Australia. The government has also recognised the importance of developing political, social and cultural links with close and influential neighbours and the strategic importance of learning the Korean language in relation to the economic future of Australia.

Studying Korean can provide a basis for continued learning at tertiary level and a pathway for students into post-secondary options, including employment domestically or internationally in areas of tourism, technology, finance, services and business. Students studying Korean will have an important role in strengthening relationships and increasing understanding between Australia and Korea, enabling Australia to engage more effectively with the global community.

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**LEGAL STUDIES**

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

Board Developed Course

**What will I be doing in this course?**

The Preliminary course develops students’ knowledge and understanding of the nature and functions of law and lawmaking, the development of Australian and international legal systems, the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

**Preliminary Course**
The Preliminary course covers:

- The Legal System (40%);
- The Individual and the Law (30%);
- Law in Practice (30%).

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

The HSC course covers:

- Crime (30%)
- Human Rights (20%)
- Options (50%).

Two Options are chosen from:

- Consumers,
- Family,
- Global environment and protection,
- Indigenous Peoples,
- Shelter,
- Workplace,
• World Order.

**What should I be able to do at the end of the course?**
• Use and understand terms used in the legal process
• Recognise legal problems and demonstrate logical reasoning in applying legal principles
• Develop a working knowledge of the Australian legal system
• Understand the evolution of the current legal system
• Evaluate the effectiveness of our legal system.

**How will this course help me in the future?**
The course is not designed to prepare you for further study in the law but rather prepare you to participate effectively in everyday life. The course is designed to foster intellectual, social and moral development by empowering students to think critically about the role of the law and legal institutions in society. As a consequence of this, Legal Studies will provide students with an understanding of the legal system, its principles, structures, institutions and processes. It is useful preparation for further study at TAFE NSW or university in a range of areas.

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**MATHEMATICS**

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<th>2 Units in each of Preliminary and HSC</th>
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<tr>
<td>Board Developed Course</td>
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**Prerequisites:** The course assumes that students have achieved the outcomes in 5 content strands (number, patterns & algebra, data, measurement and space & geometry) to a highly competent level to Stage 5.2 (Intermediate and Advanced Mathematics 7 – 10 course [Stage 5.3]).

**Exclusions:** General Mathematics

**What will I be doing in this course?**
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. This course includes calculus. 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.

**Preliminary Course**
The Preliminary course covers: Basic arithmetic and algebra; Real functions; Trigonometric ratios; Linear functions; The quadratic polynomial and the parabola; Plane geometry; Tangent to a curve and derivative of a function.

**HSC Course**
The HSC course covers: Coordinate methods in geometry; Applications of geometrical properties; Geometrical applications of differentiation; Integration; Logarithmic and exponential functions; Applications of calculus to the physical world; Probability, Series and series applications; Trigonometric functions.

**What should I be able to do at the end of the course?**
• Have confidence in my ability to do mathematics, demonstrating an independent and positive approach to mathematics.
• Develop an awareness of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society
• Use appropriate logic, problem solving and reasoning skills to analyse and solve a given problem.

**How will this course help me in the future?**
The Mathematics (2 Unit) course provides the minimum basis for entry into university courses requiring mathematics, including courses in science, engineering, computing, economics and business studies. Students intending to do tertiary studies should check recommendations for specific courses. Students who have acquired a very high level of competence in the Advanced course in Stage 5.3 and who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 or Extension 2 courses.
GENERAL MATHEMATICS

HSC GENERAL MATHEMATICS 1

NO ATAR

HSC GENERAL MATHEMATICS 2

ATAR

2 Units in each of Preliminary and HSC

Board Developed Course

Prerequisites: The course assumes that students have achieved the outcomes in the core and recommended option of Trigonometry and Further Algebra satisfactory to Stage 5.1 of 7–10 course [Stage 5.2].

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

What will I be doing in this course?

General Mathematics focuses on mathematical skills and techniques that have direct application to everyday activity. The course content is written in five areas of study: finance, data, measurement, probability and algebraic modelling, 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. There is no calculus in this course.

The Preliminary course covers the mathematical strands of:
- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling

In addition, students will be required to complete two focus studies on the following:
- Mathematics and Communicating
- Mathematics and Driving

HSC Options

Students who complete the Preliminary General Mathematics course have two options for further mathematics study in the HSC.

HSC General Mathematics 1 (NON ATAR)

The HSC General Mathematics 1 (CEC) course is designed to promote the development of knowledge, skills and understanding in areas of mathematics that have a direct application to the broad range of human activity. It is tailored to suit the needs of students completing vocational education and training courses, and other practical courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training. HSC General Mathematics 1 does not count towards a student’s ATAR. Students need to carefully consider this before selecting this option in the HSC.

HSC General Mathematics 2 (ATAR)

The HSC General Mathematics 2 course follows the same content pathway of five strands and two study areas. This course provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics such as the life sciences, the humanities and business studies. This pathway also provides students with a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical science. The HSC General Mathematics course does count towards a student’s ATAR.

What should I be able to do at the end of this course?

- Deal successfully and confidently with situations involving mathematics.
- Apply mathematical skills and techniques to interpret practical situations
- Communicate mathematically in written and/or verbal form
- Become aware of the usefulness of mathematics and appreciate the contribution of mathematics to our society.
How will this course help me in the future?
General Mathematics is designed to support vocational courses at TAFE NSW. It provides an appropriate mathematical background for students who wish to undertake university study in the areas of humanities, paramedical science and creative arts. However, this course does not prepare students for further studies in mathematics beyond the HSC and may not be considered suitable preparation for university study in science or business areas because it contains no higher order mathematical topics – no calculus. Students should check recommendations for specific tertiary courses.

<table>
<thead>
<tr>
<th>MATHEMATICS EXTENSION 1</th>
<th>ATAR</th>
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<tbody>
<tr>
<td>2 Units in HSC</td>
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<tr>
<td>Board Developed Courses</td>
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<tr>
<td>Prerequisites:</td>
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<tr>
<td>• The course assumes that students have achieved the outcomes of stages 5.3 in the 7 – 10 Maths course Advanced Mathematics for the School Certificate.</td>
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<tr>
<td>• They must concurrently be studying Mathematics 2 Unit in Preliminary and HSC years. HSC Extension course 1 is prerequisite for Extension course 2</td>
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<tr>
<td>Exclusions: General Mathematics</td>
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</table>

What will I be doing in these courses?
The content of the Extension courses and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce.

Preliminary Course
The Preliminary Extension 1 course covers: other inequalities; further geometry; circle geometry; further trigonometry; angles between two lines; internal and external division of lines into given ratios; parametric representation; permutations and combinations; polynomials; harder applications of the Mathematics course including calculus.

HSC Course
The HSC Extension 1 course covers:
- Methods of integration
- Primitive of \( \sin^2 x \) and \( \cos^2 x \)
- Equation
- Velocity and acceleration ... x
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Mathematical Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation.

<table>
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<tr>
<th>MATHEMATICS HSC EXTENSION 2</th>
<th>ATAR</th>
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<tr>
<td>Mathematics Extension 2 is only offered as a HSC course beginning in Term 4 each year and is only available for students with a special interest in mathematics that have shown that they possess special aptitude for the subject.</td>
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<tr>
<td>They must concurrently be studying Mathematics 2 Unit and Mathematics Extension 1. The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.</td>
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The main topics covered are:

- Graphs
- Complex numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials and harder mathematics Extension 1 topics.

**What should I be able to do at the end of this course?**

- Appreciate the intellectually challenging nature of mathematics and experience success in solving difficult problems.
- Approach problems requiring complex and abstract mathematics with a positive, inquiring and self-assured attitude.
- Apply complex mathematics techniques to a wide variety of challenging problems.
- Have confidence in my ability to do mathematics and enjoy seeing mathematics in the world around me.
- Be aware of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society.

**How will this course help me in the future?**

The Extension 1 course is a recommended minimum basis for further studies in mathematics as a major discipline at university 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 that is excellent preparation for tertiary study in mathematics or science based courses. Students should check recommendations for specific courses.

**MODERN HISTORY**

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<th>ATAR</th>
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<tr>
<td>2 units in each of Preliminary and HSC*</td>
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*History Extension is available as an additional ATAR unit in the HSC year for Modern History students.

**Board Developed Course**

**What will I be doing in this course?**

Modern History involves the study of significant events, key individuals, groups and institutions and their influence on the 19th and 20th centuries.

**Preliminary Course**

The Preliminary Course includes:

- Case studies such as the downfall of the Romanovs and American Civil War
- The World at the Beginning of the 20th Century: militarism, alliances, imperialism and nationalism
- French colonialism in Southeast Asia
- A special interest project is to be undertaken by all students

**HSC Course**

The HSC course studies four major topics:

- The events of the First World War (core study)
- A National Study such as Germany and the rise of Nazism
- A significant individual in the National Study such as Leni Riefenstahl and Nazism
- Peace and Conflict: The Vietnam War

Modern History students who have successfully completed the Preliminary course may also choose to study 1 Unit History Extension which is only offered in the HSC year. This course examines the questions 'What is History?' through the ideas and experiences of historians from the ancient past to the present day, from Herodotus to Hayden White. There is also a case study: The Rule of Elizabeth I of England. All students undertake a substantial historical inquiry.

**What should I be able to do at the end of the course?**

- Understand the influence of the recent past on the present and the future
- Think critically and analytically about causes and consequences of recent ideas and events
- Use appropriate information technologies to communicate about current affairs and international events.
How will this course help me in the future?
Skills developed in Modern History provide a sound base for successful study at university or TAFE as well as in the professional and commercial world. They are especially relevant to studies in law, education, medicine, travel and tourism, librarianship, communications, social work and journalism.

HSC History Extension will provide students with critical and reflective thinking skills that are essential for success in work, higher learning and the wider community. The course develops higher order skills that are transferable across disciplines and are thus valuable for students undertaking tertiary studies.

**MUSIC 1**

2 units in each of Preliminary and HSC
Board Developed Course

Prerequisites: Music mandatory course (or equivalent). Elective Music in Year 10 is not required.

Exclusions: Music 2

What will I be doing in this course?
In the Preliminary and HSC courses students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

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

HSC Course
In the HSC course, in addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

What should I be able to do at the end of the course?
• Perform at a high level of musicality and technique on their chosen instrument.
• Analyse and compare the different styles of contemporary and classical music.
• Compose a piece in a variety of contemporary styles.
• Demonstrate an understanding of the historic development of contemporary music from jazz to modern pop.

How will this course help me in the future?
Music 1 provides many of the skills required in the diverse fields of the Music industry. Students may progress into music courses at TAFE NSW or university with a good foundation of knowledge and practical skills. Music also provides knowledge and skills to enhance enjoyment of everyday life.

NB: This subject requires students to present the practical component in Term 3.

Students will need to have an instrumental or vocal major, specialising in one or more instruments or voice types through the Preliminary and HSC courses.

**MUSIC 2**

2 units in each of Preliminary and HSC*

*Music Extension is available as an additional ATAR unit in the HSC year for Music 2 students.
Board Developed Course

Prerequisites: Music Elective in Year 10 (or equivalent) is required.

Exclusions: Music 1

What will I be doing in this course?
In the Preliminary and HSC courses students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study the Mandatory Topic, Music 1600-1900, in the Preliminary year, and the Mandatory Topic, Music of the Last 25 Years (Australian focus), in the HSC year.
In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to complete 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.

All students will be required to develop a composition portfolio for the core composition.

The 1 Unit HSC Music Extension course is available in Year 12 for students who have completed Preliminary Music 2 and are currently studying HSC Music 2. It builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study, which will be negotiated, between the teacher and student.

Students selecting Composition or Musicology as their area of specialisation in the Extension course 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.

**What should I be able to do at the end of the course?**

- Perform at a high level of musicality and technique on their chosen instrument
- Analyse the compositional techniques used in a variety of styles, in particular to Art Music Form
- Compose a work in one of the styles found in music of the last 25 years.
- Demonstrate an understanding of the historic development of music from the Baroque Period to Music of present day
- Discuss, with references to a variety of major composers, the development of music in a culture and historic context
- Transcribe and discuss academically, music heard and from scores.

**How will this course help me in the future?**

Music 2 provides skills required in the diverse fields of the Music industry. This course is designed for the academic music student who intends to progress into tertiary music courses at university with a strong foundation of knowledge, analytical and practical skills.

NB: This subject requires students to present the practical component in Term 3.

Students will need to have an instrumental or vocal major, specialising in one or more instruments or voice types through the Preliminary and HSC courses.

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**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)**

<table>
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<th>ATAR</th>
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<tr>
<td>2 Units in each of Preliminary and HSC Board Developed Course</td>
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**What will I be doing in this course?**

The Preliminary course examines a range of areas that underpin health and physical activity. This includes current thinking about health and physical activity, the management of personal health and basic body movement. Students have the opportunity to select two options from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

**Preliminary Course**

In the Preliminary course the core topics (60%) are:

- Better health for individuals,
- The body in motion.

The optional component (40%) includes two options each from:

- First aid
- Composition and performance
- Fitness choices
- Outdoor recreation.

**HSC Course**

In the HSC course, the focus is on major issues related to Australia’s health status and factors that affect physical performance. Two optional study areas are studied from a range of choices including investigating the health of young people, groups experiencing health inequities, improving performance and safety, advanced approaches to training and concepts of sports medicine. There is
also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

The HSC Course covers core topics (60%): Health Priorities in Australia, Factors Affecting Performance. The optional component (40%) includes two options each from: The Health of Young People, Sport and Physical Activity in Australian Society, Sports Medicine, Improving Performance, Equity and Health.

**What should I be able to do at the end of the course?**
- Understand personal and community health issues
- Understand basic anatomy and physiology
- Have skills in analysis and in the development of personal health
- Be aware of the importance of self-confidence, physical wellbeing, self-esteem, social and physical motor skills, decision making and developing socially positive attitudes and beliefs.

**How will this course help me in the future?**
Undertaking this course will provide foundation studies for those students with a special or vocational interest in human movement, and individual and community health issues. The course would be of great benefit to anyone wishing to take up a career in any of the sport and health sciences, nursing, coaching or physical education teaching.

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**PHYSICS**

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<td>2 Units in each of Preliminary and HSC</td>
<td>Board Developed Course</td>
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<tr>
<td>Exclusion: Preliminary Senior Science</td>
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**What will I be doing in this course?**
Physics investigates natural phenomena and identifies patterns and applies them in a wide range of interesting contexts, 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.

**Preliminary Course**
The Preliminary course covers:
- The World Communicates
- Electrical Energy in the Home
- Moving About
- The Cosmic Engine.

**HSC Course**
The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics.

**The HSC course has core topics:**
- Space
- Motors & Generators
- From Ideas to Implementation
- And one option from: Geophysics; Medical Physics; Astrophysics; From Quantum to Quarks; The Age of Silicon.

Practical experiences should occupy a minimum of 30% of teaching time in both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

The study of Physics requires students to have a strong background in science and mathematics in Year 10. It is a demanding subject requiring a solid foundation in these disciplines and a strong commitment to study.

**What should I be able to do at the end of this course?**
- Understand and critically appraise basic concepts of modern physics
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data-loggers to access information
- Use terminology and reporting styles appropriately to communicate information
• Work effectively as an individual and as a team member.

**How will this course help me in the future?**

Physics, either studied alone or in combination with another science subject, is highly recommended preparation for many science based university courses. Students interested in medicine, aviation, engineering and the defence forces should consider selecting Physics.

### SENIOR SCIENCE

<table>
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<tr>
<th>ATAR</th>
<th>2 Units in each of Preliminary and HSC or in HSC following the completion of another Preliminary Science course</th>
</tr>
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**Board Developed Course**

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

**What will I be doing in this course?**

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

**Preliminary Course**

The Preliminary Course covers:

- Water for Living;
- Plants;
- Humans at Work;
- The Local Environment.

In the Preliminary study pattern, Senior Science cannot be studied in combination with Biology or Chemistry or Earth and Environmental Science or Physics.

**HSC Course**

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

The HSC course has core topics:

- Lifestyle Chemistry;
- Medical Technology;
- Bionics;
- Information Systems;

and one option from:

- Preservatives and Additives;
- Polymers;
- Pharmaceuticals;
- Space Science;
- Disasters.

The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved elementary to substantial achievement in Stage 5 Science.

In the HSC study pattern, students who have completed the Preliminary course in Biology, Chemistry, Earth and Environmental Science or Physics, may replace it with the HSC course in Senior Science. These students may also study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environmental Science or Physics to a maximum of six science units.

The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 30% of teaching time in both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

**What should I be able to do at the end of the course?**

- Understand and critically appraise basic concepts of science
• Apply experimental skills in observation, manipulation, measurement and experimental design
• Use computers and data- loggers to access information
• Use terminology and reporting styles appropriately to communicate information
• Work effectively as an individual and as a team member
• Solve problems relating to key scientific concepts.

How will this course help me in the future?
This course provides an essential background to enable students to understand and appreciate the impact of Science on society. The course is useful in planning for a wide range of careers including infants and primary teaching and ecology studies. Senior Science is not considered suitable preparation for further study at university in science, engineering or applied science, but may provide useful background for the study of social and behavioural sciences and some health sciences such as nursing.

SOCIETY & CULTURE

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
Society and Culture is the study of human societies and how people interact with each other. You will learn about why people act in particular ways and the things that influence their behaviour, like gender, access to technology and their belief systems both on an individual level and in the wider world. You will be developing an understanding of yourself, your society and culture and the culture of others, especially those from Asia, the Pacific and Africa as well as different groups in Australia.

Preliminary Course
The Preliminary Course covers
• The Social and Cultural World - the interaction between aspects of society and cultures
• Personal and Social Identity - socialisation & coming of age in a variety of social and cultural settings
• Intercultural Communication - how people in different cultures interact and communicate.

HSC Course
The HSC Course covers a core:
• Social and Cultural Continuity and Change - research and study of the nature, continuity and change of a selected country
• The Personal Interest Project - an individual research project
And two depth studies chosen from:
• Popular Culture
• Belief Systems and Ideologies
• Social Inclusion and Exclusion
• Social Conformity and Nonconformity

What should I be able to do at the end of the course?
• Research effectively, using a range of methodologies such as questionnaires, interviews, personal reflections and content analysis.
• Be able to make informed decisions and take action on social issues.
• Show critical discernment towards the media.
• Empathise with people of different societies and cultures.
• Develop a more informed understanding of the world and the people who live in it.
• Understand continuity and change and the implications for our future.

How will this course help me in the future?
Society and Culture prepares students for immediate transition to work or tertiary study. Students learn to analyse issues, to write reports, to work in teams, to conduct individual research, to communicate with a variety of people in many ways and to understand their place in the global community thus combating cultural misunderstanding and inequality. The course is relevant for students now and in their future. Society and Culture would be particularly valuable to students who wish to undertake further study in the humanities, social science, behavioural sciences, communication, business and law, but would provide useful skills for any university or TAFE NSW course.

NB: This subject requires students to present a Major Project (PIP) in Term 3 of Year 12.
SOFTWARE DESIGN & DEVELOPMENT

2 Units in each of Preliminary and HSC
Board developed course

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

Preliminary Course
The Preliminary course covers:

- Concepts and Issues in the Design and Development of Software: social and ethical issues;
hardware and software; software development approaches
- Introduction to Software Development: defining the problem and planning software solutions;
building software solutions; checking software solutions; modifying software solutions; developing
software solutions.
- The HSC course builds on the Preliminary course and asks students to develop and document
software using a variety of data structures and language facilities. Through this they will learn to
solve a number of interesting and relevant software problems.

HSC Course
The HSC course covers:

- Development and Impact of Software Solutions: social and ethical issues; application of software
development approaches
- Software Development Cycle: defining and understanding the problem; planning and design of
software solutions; implementation of software solutions; testing and evaluation of software
solutions; maintenance of software solutions
- Developing a Solution Package
- Option: Evolution of programming language or the software developers view of the hardware.
- Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of
25% of the HSC course.

This course is suited to students who have an interest in programming that is already expressing itself
in the amount of time you spend at the computer and some ability to solve problems through analysis
and design. Students in this course must have access to a computer and the Internet for extended
periods of time outside classroom periods.

What should I be able to do at the end of this course?
- Design, build, check and modify software solutions using industry standard tools and methods
- Effectively find, evaluate and use web based resources needed for professional development as a
software engineer
- Be aware of all relevant issues effecting software engineers.

How will this course help me in the future?
This course provides excellent employment opportunities, both during and after the HSC. It is an
excellent introduction to further studies both at TAFE NSW and university. In addition, the design and
analysis skills you develop in this course have immediate application in many areas of life and further
study.

STUDIES OF RELIGION 1 UNIT

1 Unit in each of Preliminary and/or HSC
Board Developed Course

What will I be doing in this course?
- Studies of Religion promotes an understanding and critical awareness of the nature and significance
of religion and the influence of belief systems and religious traditions on individuals and within
society.
- Students studying the 1 Unit course will complete two Religious Tradition Studies
- All students will undertake a special Interest Study Project.
Preliminary Course
The Preliminary course has:

• Nature of Religion
• Beliefs including Aboriginal Beliefs and Spiritualities – The Dreaming
• Two Religious Tradition Studies

HSC Course
The HSC Course has:

• Religion and Belief Systems in Australia post – 1945
• Two Religious Tradition Studies selected from Buddhism, Christianity, Hinduism, Islam, and Judaism

What should I be able to do at the end of the course?
• Understand the nature and influence of a range of religious traditions in Australian society
• Plan and conduct an investigation
• Select and organise information from a variety sources including the use of information technology
• Evaluate information for usefulness, validity and bias
• Communicate information in appropriate written, oral and graphic forms

How will this course help me in the future?
This course will provide students with understanding and respect for religious beliefs and practises in our multicultural society. It will also develop expertise in a variety of skills and key competencies that are essential to further education, work and everyday life.

STUDIES OF RELIGION 2 UNIT

2 Units in each of Preliminary and/or HSC
Board Developed Course

What will I be doing in this course?
• Studies of Religion promotes an understanding and critical awareness of the significance of religion and the influence of belief systems and religious traditions on individuals and within society.
• Students studying the 2 Unit Course will complete three Religious Tradition Studies.
• All students will undertake a special Interest Study Project.

Preliminary Course
The Preliminary course has:

• Nature of Religion and Beliefs
• Beliefs including Aboriginal Beliefs and Spiritualities – The Dreaming
• Three Religious Tradition Studies
• Religions of Ancient Origin
• Religion in Australia pre-1945

HSC Course
The HSC course has:

• Religion and Belief Systems in Australia post-1945
• Three Religious Tradition Studies from: Buddhism, Christianity, Hinduism, Judaism
• Religion and Peace
• Religion and Non Religion

What should I be able to do at the end of the course?
• Understand the nature and influence of a range of religious traditions in Australian society
• Plan and conduct an investigation
• Select and organise information from a variety of sources including the use of information technology
• Evaluate information for usefulness, validity and bias
• Communicate information in appropriate written, oral and graphic forms.

How will this course help me in the future?
This course will provide students with understanding and respect for religious beliefs and practises in our multicultural society. It will also develop expertise in a variety of skills and key competencies that are essential to further education, work and everyday life.
TEXTILES AND DESIGN

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
The Preliminary course involves the study of design, communication techniques, construction techniques, innovations, fibres, yarns, fabrics and the Australian textile industry. Practical experiences are integrated into the Design and Properties and Performance of Textiles areas of study, including experimental work and project work.

The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. The course integrates the development of a Major Textiles Project that allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design.

Preliminary Course
The Preliminary course covers:

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

HSC Course
Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.

The HSC course covers:

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

What should I be able to do at the end of the course?

- Know about and understand the functional and aesthetic requirements of textiles for a range of applications
- Have practical skills in design and manipulation of textiles through the use of appropriate technologies
- Apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items
- Have skills in experimentation
- Know about and understand the Australian Textiles, Clothing, Footwear and Allied Industries
- Appreciate the significance of textiles in society.

How will this course help me in the future?
The skills and knowledge acquired are useful for a career in the fashion industry, theatrical design, the textile industry, teaching, fibre and fabric research, craft work in textiles, interior design, advertising, marketing, commercial fabric buying and creative textile works.

NB: This subject requires students to present a Major Project (practical and portfolio) in Term 3, Year 12, for external assessment.

VISUAL ARTS

2 Units in each of Preliminary and HSC
Board Developed Course

Exclusions: Projects developed for assessment in one subject [eg Visual Design, Photography, Ceramics] are not to be used in full or part for assessment in any other subject.

What will I be doing in Visual Arts?
Visual Arts involves students in art making, art criticism and art history. Students explore various expressive forms, media and techniques to develop their own artworks, culminating in a Body of Work in the HSC course. Students critically and historically investigate artworks, critics, historians, traditions and times.
The Visual Arts courses cater for students with experience in this subject in Stages 4 and 5, as well as those who do not.

**Preliminary Course**
The Preliminary Course provides students with a broadly based experience involving the investigation of ideas in art making, art criticism and art history. They will study artworks in at least 5 different expressive forms and produce small bodies of work over each term. The course focuses on:

The nature of practice in art making, art criticism and art history;
- The role and function of artists, artworks, the world and audiences in the art world;
- The different ways the visual arts may be interpreted and how students might develop their own informed points of view and understanding through investigations of different expressive forms;
- Ways in which to develop meaning and interest in their artworks;
- Building understanding over time through various investigations and through working in different expressive forms.

**HSC Course**
The HSC Course provides for deeper and sustained investigations into art history, art criticism and art practice through a minimum of 5 Case Studies [4 – 10 hours each] as well as the development of a Body of Work showing the use of a Process diary.

The course focuses on students:
- Further developing their practice in art making, art criticism and art history.
- Developing informed points of view in increasingly independent ways and using different interpreting frameworks in their investigations
- Further relating concepts of the art world involving artists, artworks, the world and audiences in the art world;
- Using these experiences to further develop interest and meaning in their own work.

**What should I be able to do at the end of the course?**
- Present a Body of Work that shows creativity and strength in its ideas and representation of subject matter;
- Use art materials with confidence, sensitivity and competence;
- Initiate art making processes that are sustained and reflective;
- Identify your own approach to art making;
- Write about art works, artists and art styles from different perspectives;
- Understand the meaningful relationships between the artist, artwork, audience and the world.

**How will Visual Arts help me in the future?**
The course helps you to develop skills and qualities relevant to many situations in the workplace and further study. You will be encouraged to become a critical consumer of contemporary culture in a world dominated by visual images. You will become confident to express your individuality and acquire the technical skills to express yourself in a creative way. Tolerance and empathy for different values and beliefs are encouraged as you explore the world through art. Participation in Visual Arts courses will strengthen your problem solving and thinking skills, especially in the area of visual communication.

This course is recommended as a sound foundation for many university and TAFE NSW courses in Visual Arts, Fine Arts, Design, Architecture, and Landscape Architecture.

NB: This subject requires students to present a Major Project in Term 3.
Exploring Early Childhood is a Content Endorsed Course designed to be studied as a 1 unit or 2 unit course. Endorsed Courses can count towards the units required for either the Preliminary Record of Achievement if studied in Year 11 or the HSC Record of Achievement if studied in Year 12.

**What will I be doing in this course?**
The core studies are compulsory. There are three parts to the core:

**Part A: Pregnancy and Childbirth**
This unit introduces many aspects of pregnancy and childbirth. While the focus is on the physical and emotional demands of the mother during pregnancy and childbirth, implications for the father and other family members are also considered.

**Part B: Child Growth and Development**
This component of the core explores child growth and development, from birth through to the early childhood years. The main developmental themes and trends within this time are considered, as are the implications for interacting with, and caring for, children at different points in their development.

**Part C: Promoting Positive Behaviour**
This component of the core is designed to help students develop an understanding of normal child behaviour at different stages of development. Students then become familiar with a range of strategies, such as encouragement of self-control for young children, which can be used to promote positive behaviours of, and interactions with, young children. Students are encouraged to interact with young children so that they can observe child behaviour.

As well as studying the compulsory core there are optional modules. These include:

- Learning Experiences for Young Children
- Play and the Developing Child
- Starting School
- Gender and Young Children
- Children and Change
- Children of Aboriginal and Torres Strait Islander Communities
- Historical and Cultural Contexts of Childhood
- The Children’s Services Industry
- Young Children and the Media
- Young Children and the Law
- Children’s Literature
- Food and Nutrition
- Child Health and Safety
- Young Children with Special Needs

There is no external examination of students in Exploring Early Childhood.

**What should I be able to do at the end of the course?**
Students will develop:

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

**How will this course help me in the future?**
Students who complete this course are eligible to apply for the Red Cross Advanced Child Care Certificate.
The study of Exploring Early Childhood Content Endorsed Course provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, this study assists students to prepare for employment and full and active participation as citizens.

**PHILOSOPHY**

1 Unit in the Preliminary Course
Board Endorsed Course

What will I be doing in this course?
Philosophy is the study of how we form and change values, perceptions, beliefs and ideas.

You will learn about:
- How to construct valid, reasoned arguments and to avoid and perceive fallacies.
- The nature of knowledge and the ways in which we construct and deconstruct understanding of ideas.
- The basis of morality and the responsibility of individuals and societies for their actions.
- The fundamental questions of existence and the philosophical theories which have debated these questions.

Preliminary Course
The Preliminary Course covers;
- Logic – The study of how we reason, create and support valid arguments and avoid fallacies.
- Epistemology – The study of how we acquire, categorise and deconstruct knowledge.
- Ethics – The study of how we decide right from wrong, the causes and resolutions of conflicts.
- Metaphysics – The study of the fundamental questions about the nature of existence.

HSC Course
This course does not run during the HSC year.

What should I be able to do at the end of the course?
- Appreciate the intellectual history which informs Australian knowledge and thought.
- Have rigorous, logical arguments which are structured and supported.
- Think critically about the ideas and arguments of other disciplines.
- Engage with dense and demanding texts and communicate complex ideas.
- Understand varying perspectives about ethical questions and approach ethical debates in a nuanced manner.

How will this course help me in the future?
While other courses develop students’ ability to answer questions, this course develops the ability to identify the questions which we need to ask. This course aims to improve the students’ self-reflection and to broaden their understanding of their place in the world. It aims to explicitly and intensively teach critical thinking skills to gain a deep understanding of the ideologies which shape Australian society and to provide students with the cognitive tools to critically engage with the ideas presented in other courses or areas of study. Finally, it teaches students metacognition; the ability to be more aware of their own thought processes, and thus approach their own prejudices and irrational assumptions with detachment and objectivity.

**PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING**

1 or 2 Units in Preliminary and/or HSC
Content Endorsed Course

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

What will I be doing in this course?
Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. This field of artistic practice resonates within students’ experience and understanding of the world and is highly relevant to contemporary ways of interpreting the world. The course offers opportunities to develop 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 field of photography 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 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. Modules include: Introduction to the Field; Developing a Point of View; Traditions, Conventions, Styles and Genres; Manipulated Forms; The Arranged Image and 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. Students are required to keep a diary throughout the course.

Main Topics Covered
The focus of the course is for students to produce work that will form a substantial portfolio, which may include filmmaking, video and/or photography. A well-developed portfolio of work is an asset in applications for further study post school in filmmaking, photography, visual arts, design, blogging and websites.

What should I be able to do at the end of the course?

Preliminary Course
• Have sound skills to use a 35mm SLR analogue camera and 35mm SLR digital camera
• Work independently in the darkroom to produce black and white photographs using a range of techniques
• Work with digital software to manipulate digital photographs.

HSC Course
• Have advanced skills in digital software and the use of digital SLR cameras to create accomplished digital images.

How will this course help me in the future?
Photography can be used as a basis to provide many skills needed in a variety of creative commercial and artistic fields including, graphic arts, magazine, digital imaging, web design, fashion, film & television, photojournalism and tourism. It provides a useful background for TAFE NSW and university diploma and degree courses in photography, digital imaging, fine arts and visual communications. At the end of each course students will be able to put together a portfolio to use in interviews for both further education and job purposes.

SPORT, LIFESTYLE AND RECREATION STUDIES

1 or 2 Units in each or either Preliminary or HSC

Content Endorsed Course

Exclusions: Students studying PDHPE must not study the equivalent modules in SLR.
SLR may not be studied with S&F.

What will I be doing in this course?
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. 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; and Healthy Lifestyle.

What will I be able to do at the end of this course?
• Understand and appreciate the factors that influence health and participation in physical activity
• Understand the principles that impact on quality of performance
• Analyse and implement strategies to promote health, activity and enhanced performance
• Influence the participation and performance of self and others
• Identify the relationship between a healthy lifestyle and diet and exercise
• Be aware of anatomy and physiology
• Create and refine my own performance of movement skills and safe sporting practices.
How will this course help me in the future?
Students selecting this course should be interested in sport with a desire to explore the working and functioning of the human body. This course will assist you to make valued and informed health decisions. This course would be of benefit to anyone interested in coaching, sport, the fitness industry, recreational education and physical education.

VISUAL DESIGN

2 Units in each of Preliminary and HSC
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.

What will I be doing in this course?
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 design 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 leads to and demonstrates conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

Modules may be selected in any of four broad fields:
- 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.

What will I be able to do at the end of this course?
- Understand a design brief
- Apply your knowledge to develop visual designs and products that meet the requirements of the design brief
- Use design materials with sensitivity and confidence to create designs and products both digitally and by hand
- Identify your own approach to design
- Write about designers and design styles from different points of view.

How will this course help me in the future?
Visual Design provides you with the skills and knowledge that are a valuable foundation for relevant workplace situations, such as graphic design, furniture, fashion and product design as well as for further study in a range of TAFE and university courses. You will develop your critical awareness of the design aspects of the world around you and strengthen your problem solving skills in the area of visual communication.
LANGUAGE STUDY THROUGH THE
OPEN HIGH SCHOOL (OHS)

The Open High School offers a variety of languages that are not available at BGHS, some at Beginners level. See below for a full list of Year 11 and 12 language courses available. Studying a language at the OHS is the same as doing it by correspondence. Students have their own OHS teacher who sends units of work for completion, corrects and returns work, and gives feedback to the student. Once a term students also go in to the OHS to attend a face to face lesson day with their teacher and other students in the same course. Students' return of work is supervised via the Languages Department at BGHS. Students are expected to complete their OHS work during study periods.

The OHS has strict rules of admission as well as limited places available. Students are not eligible to apply for language study at the OHS if that language is offered at BGHS. Students must sign an eligibility declaration for Beginners courses, and undergo an eligibility test for Continuers and Heritage courses in Asian languages. OHS fees for Government schools for Year 11/12 students are $150 (2 years). Application forms will be available at the end of Term 3 from Mr Kent.

Year 11 and 12 languages available through the Open High School
(Website: http://www.theopenhs-d.schools.nsw.edu.au)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE LEVEL</th>
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<tbody>
<tr>
<td>Chinese</td>
<td>B</td>
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<tr>
<td>French</td>
<td>B</td>
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<tr>
<td>German</td>
<td>B</td>
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<tr>
<td>Indonesian</td>
<td>B</td>
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<td>Italian</td>
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<td>Japanese</td>
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<td>Korean</td>
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<td>Latin</td>
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<tr>
<td>Modern Greek</td>
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<td>Portuguese</td>
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<tr>
<td>Russian</td>
<td>C</td>
</tr>
<tr>
<td>Spanish</td>
<td>B</td>
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</tbody>
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Please check carefully the eligibility rules on page 11 on this booklet.

Please contact Mr Edward Kent in the Languages Department for further information.
LANGUAGE STUDY AT THE SATURDAY SCHOOL OF COMMUNITY LANGUAGES (SSCL)

The Saturday School of Community Languages (SSCL) is a government secondary school which operates on Saturdays in 16 high school centres in and around Sydney. The Saturday School gives students the opportunity to study their background language when that language is not available at their own school. Students must already have knowledge and reasonable fluency in that language. Students may apply for Saturday School from Years 7 to 12. Website: [http://www.sscl.schools.nsw.edu.au/](http://www.sscl.schools.nsw.edu.au/)

Students must attend the closest centre to their home that offers their language. Classes run each Saturday morning for three hours and usually start at 8:30 am. Below is a full list of languages available and teaching centres for SSCL.

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>CENTRES</th>
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<tbody>
<tr>
<td>Arabic</td>
<td>Arthur Phillip HS, Birrong GHS, Dulwich HS, Liverpool BHS, St George GHS, Smiths Hill HS.</td>
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<tr>
<td>Armenian</td>
<td>Chatswood HS.</td>
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<tr>
<td>Bengali (Bangla)</td>
<td>Chatswood HS, Liverpool GHS</td>
</tr>
<tr>
<td>Chinese</td>
<td>Ashfield BHS, Birrong HS, Chatswood HS, Kogarah HS, Liverpool BHS, Merewether HS, Randwick, Smiths Hill HS, Strathfield GHS (Years 11 and 12 only), The Hills Sports HS.</td>
</tr>
<tr>
<td>Croatian</td>
<td>Arthur Phillip HS, Kogarah HS, Liverpool BHS, Strathfield GHS.</td>
</tr>
<tr>
<td>Dutch</td>
<td>Chatswood HS.</td>
</tr>
<tr>
<td>Filipino</td>
<td>Bankstown GHS (Years 7 – 10 subject to sufficient numbers).</td>
</tr>
<tr>
<td>Hindi</td>
<td>Liverpool GHS, Strathfield GHS (Years 7 – 10 only), The Hills Sports HS</td>
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<tr>
<td>Hungarian</td>
<td>Bankstown GHS.</td>
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<tr>
<td>Italian</td>
<td>Chatswood HS.</td>
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<tr>
<td>Japanese</td>
<td>Bankstown GHS.</td>
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<tr>
<td>Khmer</td>
<td>Liverpool GHS.</td>
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<td>Korean</td>
<td>Chatswood HS, Strathfield GHS</td>
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<tr>
<td>Macedonian</td>
<td>Bankstown GHS, Kogarah HS, Smiths Hill HS.</td>
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<tr>
<td>Maltese</td>
<td>The Hills Sports HS.</td>
</tr>
<tr>
<td>Modern Greek</td>
<td>Arthur Phillip HS (Years 7 – 10 only), Ashfield BHS, Bankstown GHS, Chatswood HS, Liverpool BHS (Year 12 only), Merewether HS, St George GHS, The Hills Sports HS.</td>
</tr>
<tr>
<td>Persian (Dari/Farsi)</td>
<td>Arthur Phillip HS, Birrong GHS (Dari).</td>
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<tr>
<td>Polish</td>
<td>Ashfield BHS, Chatswood HS, Liverpool GHS, Randwick, The Hills Sports HS.</td>
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<tr>
<td>Portuguese</td>
<td>Dulwich HS.</td>
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<tr>
<td>Serbian</td>
<td>Liverpool GHS, Randwick, Smiths Hill HS.</td>
</tr>
<tr>
<td>Spanish</td>
<td>Ashfield BHS, Chatswood HS, Kogarah HS, Merewether HS, Randwick, Smiths Hill HS, The Hills Sports HS, Liverpool GHS.</td>
</tr>
<tr>
<td>Turkish</td>
<td>Arthur Phillip HS, Dulwich HS, Liverpool BHS, Smiths Hill HS, The Hills Sports HS.</td>
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<tr>
<td>Ukrainian</td>
<td>Strathfield GHS.</td>
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<tr>
<td>Vietnamese</td>
<td>Birrong BHS, Dulwich HS, Liverpool BHS, Smiths Hill HS (subject to sufficient numbers).</td>
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* In Years 11 and 12:
  * The Chinese Background Speakers course is available in all centres as listed on previous page.
  * The Chinese Continuers course is available at the Smiths Hill HS and Merewether HS centres only, subject to sufficient numbers.
  * The Heritage Chinese course is available at the Chatswood HS, Kogarah HS, Merewether HS, Smiths Hill HS and Strathfield GHS centres, subject to sufficient numbers.
  * The Japanese Background Speakers course and the Heritage Japanese course are available at the Chatswood HS centre, subject to sufficient numbers.
  * The Heritage Korean course is available at the Strathfield GHS centre, subject to sufficient numbers.

Please contact Mr Edward Kent in the Languages Department for further information.
COURSES OFFERED AT TAFE CAMPUSES

A brief description is given here of TAFE delivered V.E.T. Courses. For full descriptions and further details obtain a copy of the ‘TVET Course Guide 2016’ available from the Careers Adviser, or visit http://www.sydneytafe.edu.au/tvet. Students undertaking TVET programs will receive advance standing (credit) for many post-school TAFE courses.

Points to consider before choosing a TAFE delivered course

- There is no expectation that students select a TVET course. Consultation with the Careers Adviser and the Subject Selection team will guide students in determining whether this is the best path.
- Lessons typically run once a week for four hours and are equivalent to three normal school lessons.
- Be aware that in winter students can expect to go home in darkness.
- School transport passes are NOT generally valid whilst travelling to and from TAFE. Seek advice from the railway station manager or bus driver as to eligibility.
- TAFE terms do not always coincide with school terms and occasionally lessons run during school holidays and/or on school development (pupil free) days.
- Attendance is compulsory and TAFE reports any student absences to the school.
- TAFE courses are not “recreational” courses. The learning environment is an adult one with high expectations.
- IMPORTANT: Students undertaking TVET courses should do so for educationally sound reasons only. Enrolling in a non-ATAR TVET course (instead of an ATAR TVET course) to downgrade your school subject load at a later stage is not a valid reason. To do so would be disadvantageous because it could reduce your subject program flexibility in Year 12, and could compromise your ATAR. Enrolling in a non-ATAR course because you are aspiring to undertake an apprenticeship/or career is a valid reason.

1) V.E.T. Courses (TAFE Delivered, usually Tuesday afternoons) – ATAR

Only 2 units of these courses may be included in calculation of ATAR after 2 years + HSC examination. Where students are undertaking Hospitality and/or Entertainment at school as well as a TAFE ATAR course only one of those subjects can count towards the ATAR, both however can be taken for the HSC. In such cases your Year 12 program will need to be 12 units to achieve an ATAR.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive</td>
<td>This course is for students seeking the knowledge and skills to gain employment as service mechanic trainees or as motor mechanic apprentices in the automotive service and repair industry.</td>
<td>Yes</td>
</tr>
<tr>
<td>Automotive (Panel/Paint)</td>
<td>This course is for students seeking the knowledge and skills to gain employment as panel beater/spray painter trainees or apprentices in the automotive service and repair industry.</td>
<td>Yes</td>
</tr>
<tr>
<td>Business Services</td>
<td>The business service industry provides clerical and administrative support to commerce, industry, government and the professions. Skills gained in this industry are also useful in other occupations.</td>
<td>Yes</td>
</tr>
<tr>
<td>Computer Assembly &amp; Repair (Electrotechnology)</td>
<td>Designed for students who are interested in working in the computer/electronics servicing industries.</td>
<td>Yes</td>
</tr>
<tr>
<td>Construction</td>
<td>This course allows students to develop the broad range of skills and knowledge appropriate for entry level workers in either general construction or civil construction.</td>
<td>Yes</td>
</tr>
<tr>
<td>Electrotechnology (Electrical)</td>
<td>This course is designed for students who may choose to seek an apprenticeship or traineeship in the electrical trade.</td>
<td>Yes</td>
</tr>
<tr>
<td>Electrotechnology (Sustainable Energy)</td>
<td>This course is for students who want to pursue a career in sustainable energy technology and sustainable energy management.</td>
<td>Yes</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td>ATAR</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Entertainment (In-school as well as TAFE)</td>
<td>This course is for students who want to train or work in the production side of the entertainment industry. Entertainment offers training opportunities to students who are interested in performance and events; dance and drama, lighting and sound, staging and set design and dealing with patrons and professionals.</td>
<td>Yes</td>
</tr>
<tr>
<td>Financial Services</td>
<td>This course covers a basic understanding of the financial services industry and reflects the job roles of entry-level employees working across the entire financial services industry.</td>
<td>Yes</td>
</tr>
<tr>
<td>Financial Services (Accounts Administration)</td>
<td>This course covers a basic understanding of accounting and reflects the job roles of employees with functions in the financial sector.</td>
<td>Yes</td>
</tr>
<tr>
<td>Hospitality</td>
<td>This course is for students interested in learning the skills suitable for employment in the tourism and hospitality industry including interpersonal, communication and customer service skills. In addition to learning the skills required for working in a commercial kitchen, other areas covered include how to prepare rooms for guests, table settings, service areas, espresso coffee and non-alcoholic beverages.</td>
<td>Yes</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Operating: computer hardware, printers, scanners, computing packages, desktop applications, commercial packages, databases, spreadsheets, graphics and integrating packages and applying conversion formats.</td>
<td>Yes</td>
</tr>
<tr>
<td>Human Services (Health Services Assistance)</td>
<td>This course is for students interested in learning the skills that underpin work in a health care environment, such as infection control, first aid and communication in a health workplace.</td>
<td>Yes</td>
</tr>
<tr>
<td>Primary Industries (Horticulture)</td>
<td>Information available from Careers Adviser</td>
<td>Yes</td>
</tr>
<tr>
<td>(Ryde College)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retail</td>
<td>This course is designed to provide students with a range of skills and knowledge suitable for employment in the retail industry, and university and other tertiary study.</td>
<td>Yes</td>
</tr>
<tr>
<td>Tourism</td>
<td>Tourism provides students with the opportunity to gain a range of skills suitable for employment in the tourism industry and to provide pathways for further study including degrees.</td>
<td>Yes</td>
</tr>
<tr>
<td>Tourism and Events (Event Coordination)</td>
<td>Designed for students who are interested in working as a festival manager, sports events manager, arts events manager or corporate events manager. The course provides a learning pathway to the Diploma of Event Management and a degree.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

2) T.V.E.T. Courses (TAFE Delivered) – NO ATAR
These courses cannot be included in calculation of ATAR. Subjects may include the ones listed below. Normally taught Tuesday/Wednesday afternoons 1:30pm – 5:30pm.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td>Learn how to use voice, script and direction</td>
<td>No</td>
</tr>
<tr>
<td>Animal Studies</td>
<td>This course is for students who are interested in working with a range of companion animals or as animal care and welfare officers or animal attendants.</td>
<td>No</td>
</tr>
<tr>
<td>Arts (Visual) in either:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Creative Arts</td>
<td>This course is for students who want to develop skills in a) visual or fine arts and may wish to pursue career opportunities through self-employment or work in studios, or related areas like gallery assistance and art sales or b) three-dimensional design or c) art photography or d) working with clay and ceramics or e) area of concept art for digital media/storyboarding.</td>
<td>No</td>
</tr>
<tr>
<td>b) Jewellery and Object Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Photography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Ceramic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Concept Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td>ATAR</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td>Automotive (Airbrushing)</td>
<td>Students progress through a series of skills that result in the completion of a basic airbrushed artwork at the end of each lesson.</td>
<td>No</td>
</tr>
<tr>
<td>Automotive (Motorcycles)</td>
<td>This course is for students interested in working in the motorcycle maintenance and repair industry.</td>
<td>No</td>
</tr>
<tr>
<td>Aviation (Aircraft Operation, Theory)</td>
<td>This course is for those wishing to be a pilot, air traffic controller, or work in other areas of aircraft operation.</td>
<td>No</td>
</tr>
<tr>
<td>Baking Retail</td>
<td>This course is for students who wish to gain entry level skills in the baking industry.</td>
<td>No</td>
</tr>
<tr>
<td>Beauty (Retail Make-Up and Skin Care or Beauty (Nail Tech))</td>
<td>These courses are for students interested in working in the make-up industry or as a nail technician. Students will be able to perform the appropriate technical and business skills.</td>
<td>No</td>
</tr>
<tr>
<td>Community Services - (Children’s Services 1 or 2 years) and /or Youth Work (1 year)</td>
<td>This course provides students with an introduction to child care. Students will acquire some of the skills and knowledge of working with children/youth in the childcare industry/youth sector</td>
<td>No</td>
</tr>
<tr>
<td>Computer Aided Drafting (CAD)</td>
<td>Students gain the skills and knowledge necessary to produce computer aided drafting (CAD) drawings.</td>
<td>No</td>
</tr>
<tr>
<td>Construction (Floor and Wall Tiling)</td>
<td>This course allows students to develop the broad range of skills and knowledge appropriate for entry level workers in the wall and floor tiling industry.</td>
<td>No</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>Provides knowledge and skills to assist a dentist or dental hygienist.</td>
<td>No</td>
</tr>
<tr>
<td>Design Fundamentals (3D Animation)</td>
<td>This course introduces students to the essential knowledge, skills and digital techniques that are fundamental to the work of 3D artists and animators working in fields such as film and TV production, games development and visualisation.</td>
<td>No</td>
</tr>
<tr>
<td>Design Fundamentals (Architectural Technology)</td>
<td>Develop understanding of building design industries using software.</td>
<td>No</td>
</tr>
<tr>
<td>Design Fundamentals (Digital Design)</td>
<td>This course is for students interested developing understanding of digital design in interactive media and digital design industries.</td>
<td>No</td>
</tr>
<tr>
<td>Design Fundamentals (Fashion Design)</td>
<td>This course is suitable for students with creative ability who are interested in pursuing a career in the fashion industry. The course is practical and involves drawing, painting and designing clothes.</td>
<td>No</td>
</tr>
<tr>
<td>Design Fundamentals (Graphic Design)</td>
<td>This course is for students interested in learning the basic principles of, and fundamental skills in graphic design.</td>
<td>No</td>
</tr>
<tr>
<td>Design Fundamentals (Interior Design)</td>
<td>This course is designed to provide a basic understanding and skills for students interested in pursuing a career in Interior Design.</td>
<td>No</td>
</tr>
<tr>
<td>Design Fundamentals (Drawing and Illustration)</td>
<td>This course is for students interested in learning the basic principles of, and fundamental skills in design and illustration for graphic design.</td>
<td>No</td>
</tr>
<tr>
<td>Design Fundamentals (Production Design, Film Theatre, Events)</td>
<td>This course is for students interested in learning the principles of entertainment and event design.</td>
<td>No</td>
</tr>
<tr>
<td>Driver Education</td>
<td>Assists students in passing licence road knowledge test.</td>
<td>No</td>
</tr>
<tr>
<td>Fashion Design and Technology</td>
<td>This course is for students who are interested in the fashion industry. Students acquire and apply fundamental, creative, practical skills and knowledge of textile products and fashion garments.</td>
<td>No</td>
</tr>
<tr>
<td>Floristry</td>
<td>This course is for students who want to work under the supervision of a trained florist to care for displays of cut flowers and potted plants, and help trained florists to serve customers.</td>
<td>No</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>This course provides students with the knowledge, skills and attitudes needed to find entry-level work in the hairdressing industry.</td>
<td>No</td>
</tr>
<tr>
<td>Information Digital Media &amp; Technology</td>
<td>This course provides the foundation skills and knowledge to use information and communication technology (ICT).</td>
<td>No</td>
</tr>
<tr>
<td>Laboratory Skills – Intro to Forensics</td>
<td>This course is for students who are interested in scientific practical skills including forensic lab investigations.</td>
<td>No</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td>ATAR</td>
</tr>
<tr>
<td>---------------------------------------</td>
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</tr>
<tr>
<td>Maritime Operations (Coastal Coxswain)</td>
<td>This course is for students seeking work as a general deckhand or command of a commercial vessel of less than 12 metres in length. Students should have sufficient recreational boating experience that is recognised by a state maritime regulatory authority.</td>
<td>No</td>
</tr>
<tr>
<td>Marketing</td>
<td>For those interested in careers in marketing, public relations and advertising.</td>
<td>No</td>
</tr>
<tr>
<td>Media Journalism</td>
<td>This course is for students who are interested in acquiring journalistic skills to assist in obtaining employment or for further study.</td>
<td>No</td>
</tr>
<tr>
<td>Media (TV/New Media Production)</td>
<td>This course aims to provide an introduction to digital direction, script writing and editing for the film and TV industry.</td>
<td>No</td>
</tr>
<tr>
<td>Media (3D Game Development)</td>
<td>This course aims to develop skills and knowledge to design 3D games.</td>
<td>No</td>
</tr>
<tr>
<td>Music Industry (Introduction)</td>
<td>This course is for students seeking to develop a broad understanding and the basic skills and knowledge of the music industry suitable for entry-level employment.</td>
<td>No</td>
</tr>
<tr>
<td>Plumbing</td>
<td>This course is for students who wish to enter into an apprenticeship in plumbing trades or work in other areas of the plumbing industry.</td>
<td>No</td>
</tr>
<tr>
<td>Property Services (Agency)</td>
<td>Property Services is for students seeking registration with the Department of Fair Trading to work in a real estate agency and for students seeking a career in property management, sales and support.</td>
<td>No</td>
</tr>
<tr>
<td>Screen Printing</td>
<td>This course is for students interested in gaining the skills necessary to work in the screen printing industry. It will also suit those students with an interest in graphic design.</td>
<td>No</td>
</tr>
<tr>
<td>Sport, Fitness and Recreation</td>
<td>This course is for students who want to acquire the knowledge and skills to work in the fitness industry. You will develop skills in customer service and basic exercise.</td>
<td>No</td>
</tr>
<tr>
<td>Sports Trainer</td>
<td>For those interested in working as sports trainer.</td>
<td>No</td>
</tr>
<tr>
<td>Surveying/Spatial Information Services</td>
<td>For those wishing to work in surveying and spatial info. Skills – mapping and land admin.</td>
<td>No</td>
</tr>
<tr>
<td>Tourism Australia Indigenous Culture</td>
<td>This course is for students who want to work in tourism that delivers Australian Indigenous experiences.</td>
<td>No</td>
</tr>
<tr>
<td>Media TV and Radio Presentation</td>
<td>This course is for students who want to work in broadcast media and learn the basics of becoming a television and radio presenter.</td>
<td>No</td>
</tr>
</tbody>
</table>

Notes:

To ensure TAFE receives TVET applications by the due date, applications need to be submitted to the Careers Adviser at least one week prior to the TVET closing date. Courses can be deleted at the beginning of the year if there are insufficient enrolments.

Other courses may become available and will be notified by the Careers Adviser.

Late applications will be sent in Week 2 of the first term next year, however there is no guarantee that these applications will be accepted. After Week 2, too much work will have been missed and applications will not be accepted.
HSC FOR STUDENTS WITH SPECIAL NEEDS

Students with special education needs such as Aspergers, Autism, significant difficulties with learning and/or organisational skills, are able to gain the Higher School Certificate using a combination of:

- Board Developed Courses and/or
- Board Endorsed Courses (including Content Endorsed Courses) and/or
- TAFE Delivered V.E.T. Courses
- Board Developed Life Skills Courses (2 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Life Skills</td>
<td>2 in Year 11 and 12</td>
<td>No</td>
</tr>
<tr>
<td>Mathematics Life Skills</td>
<td>2 in Year 11 and 12</td>
<td>No</td>
</tr>
<tr>
<td>Personal Development, Health &amp; Physical Education Life Skills</td>
<td>2 in Year 11 and 12</td>
<td>No</td>
</tr>
<tr>
<td>Citizenship &amp; Society Life Skills</td>
<td>2 in Year 11 and 12</td>
<td>No</td>
</tr>
<tr>
<td>Science Life Skills</td>
<td>2 in Year 11 and 12</td>
<td>No</td>
</tr>
<tr>
<td>Creative Arts Life Skills</td>
<td>2 in Year 11 and 12</td>
<td>No</td>
</tr>
<tr>
<td>Technological &amp; Applied Studies Life Skills</td>
<td>2 in Year 11 and 12</td>
<td>No</td>
</tr>
<tr>
<td>Work &amp; Community Life Skills</td>
<td>2 in Year 11 and 12</td>
<td>No</td>
</tr>
</tbody>
</table>

Students who wish to access Life Skills courses for the Higher School Certificate will participate in the development of an Individual Transition Plan (ITP) to address how the student’s study will assist transition from school to adult life.

The ITP is developed in conjunction with the school, the student and the parent/guardian and is an ongoing process throughout the Preliminary and HSC year.
## GLOSSARY

<table>
<thead>
<tr>
<th>Assesments</th>
<th>School assessments are marks that describe a student’s achievement in the given course relative to those of the other students in the school.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Australian Tertiary</strong></td>
<td><strong>Admission Rank (ATAR)</strong> The Australian Tertiary Admission Rank (ATAR) is a rank calculated by the universities. It is a number between 0 and 99.95 that indicates a student’s academic ranking based on their HSC performance in the state. The ATAR is used to assist universities to select students. There is no concept of passing or failing with the ATAR.</td>
</tr>
<tr>
<td><strong>Board Developed Course</strong></td>
<td>Board Developed courses are courses which have been developed by the Board of Studies. They are examined externally at the Higher School Certificate examination.</td>
</tr>
<tr>
<td><strong>BOSTES</strong> (aka Board of Studies)</td>
<td>BOSTES (Board of Studies Teaching and Educational Standards NSW), under the Education Reform Act 1990 (NSW), awards certificates to students who comply with the Act and the Board’s rules. <a href="http://www.boardofstudies.nsw.edu.au/">http://www.boardofstudies.nsw.edu.au/</a></td>
</tr>
<tr>
<td><strong>Category A, B Course</strong></td>
<td>Board Developed courses are classified by the universities as Category A or Category B. The universities allow no more than two units of Category B courses to be included in the calculation of the ATAR. Category B courses include all V.E.T. framework courses.</td>
</tr>
<tr>
<td><strong>Board Endorsed Course</strong></td>
<td>Designed by the Board of Studies. They appear on the HSC, are not HSC examinable and do not contribute to the ATAR.</td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td>A course is a program of study within a subject. For example, courses within the subject of Music are: Music Course 1 and Music Course 2.</td>
</tr>
<tr>
<td><strong>Framework Course</strong></td>
<td>Board Developed courses based on national industry competency standards.</td>
</tr>
<tr>
<td><strong>Higher School Certificate</strong></td>
<td>The Higher School Certificate (HSC) is an exit certificate that marks the completion of 13 years of schooling. It is awarded and released by the Board of Studies.</td>
</tr>
<tr>
<td><strong>Preliminary &amp; HSC Course</strong></td>
<td>Each 2 unit Board Developed course is divided into a Preliminary course and an HSC course. Students must satisfactorily complete the Preliminary course before undertaking the HSC course.</td>
</tr>
<tr>
<td><strong>RoSA</strong></td>
<td>Record of School Achievement.</td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td>A subject is the general name given to an area of study; some subjects have more than one course.</td>
</tr>
</tbody>
</table>
TAFE  
Technical and Further Education

T.V.E.T.  
TAFE-delivered Vocation Education and Training (see V.E.T.).

Unit  
Each course is divided into units of study. Most courses are of 2 unit value, but it is possible to take more than two units in some subjects. There are some 1 unit courses.

V.E.T. Course  
Vocation Education and Training courses are duel accredited. They are recognised by industry and the Board of Studies for the HSC and are competency based.

APPENDIX

INTRODUCTORY NOTES: HSC VET INDUSTRY CURRICULUM FRAMEWORK COURSES

Industry Curriculum Framework (ICF) courses

- An Industry Curriculum Framework course, studied as part of the HSC, enables students to acquire a range of technical, personal and organisational skills valued both within and beyond the workplace.
- Students receive a nationally recognised Australian Qualifications Framework (AQF) credential on successful completion of a course.
- The examination mark from one Industry Curriculum Framework VET course or Accounting, Automotive, Electrotechnology and Human Services may be included in the calculation of a student’s Australian Tertiary Admission Rank (ATAR).

Assessment

School based assessment

- VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.
- Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent.

HSC examination (optional)

- The optional Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up of multiple-choice items, short answers and extended response items.
- The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications or HSC.
Work placement

- Students in Industry Curriculum Framework courses must complete work placement of up to 70 hours for a 2 unit x 2 year course (240 hours). Additional hours are required for any extension courses - typically 35 hours for 120 hours of HSC credit.

School based part-time traineeships

- A school based traineeship prepares students for a career in a particular industry, provides a training wage and skills training both on-the-job and off-the-job at school, TAFE NSW or a private training provider.
- Traineeships are available in a range of HSC VET courses, including all Industry Curriculum Frameworks except Construction.
- A school based traineeship can be completed while students are still at school as part of the HSC.

At Burwood Girls High School

- Students in VET courses have access to language, literacy and numeracy assistance through the Learning Support Team and the English as a Second Language program.
- Flexible learning and assessment procedures apply for students with special needs and/or circumstances through the School Counsellor or the Learning Support Team.
- The Burwood Girls High School Student Welfare Policy (including disciplinary procedures) applies to students studying VET courses.
- Appeals and complaints by students may be made to their teachers, Head Teachers or the VET Coordinator. Further appeals procedures are available in the Vocational Education and Training Handbook for the Sydney Region Registered Training Organisation.
- Procedures are in place to recognise prior learning or current competencies in VET courses. Students should discuss the issues with their teachers and provide the appropriate qualifications for verification. Application forms are available to request recognition of prior learning from the Sydney Region Registered Training Authority. Recognition of prior learning is also available for work placement for students who currently work in the associated industry.

The school careers adviser or school VET coordinator has more information on VET courses and school based part-time traineeships.

For more information visit the internet site for Vocational Education in Schools Directorate at https://www.det.nsw.edu.au/vetinschools/vet/index.html