



**Year 11**

**Curriculum Information Booklet**

**2017**

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## Message from the Principal

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Year 10 students have come to a significant junction in their educational journey at Mercy Catholic College, as they prepare to embark on the selection of subjects for Stage 6. This booklet has been written to assist our students on their journey.

Mercy students are known for their outstanding achievement in the Higher School Certificate, results which have marked Mercy College as a school of excellence of teaching and learning within the Broken Bay diocese. One of the factors which has allowed our students to achieve consistently well above the State average, is the wise choice of subjects; subjects which suit the individual's interests and ability, whilst keeping in mind future career options.

I encourage students and their parents/carers to take advantage of the assistance given by Mercy staff in this process. Read carefully the information contained in this booklet about each subject taught at Mercy College, this will not only clarify your ideas about subjects you are familiar with, but it may also broaden your thinking about other options. Listen carefully to the KLA Co-ordinators when they are giving information about the subjects in their faculty and continue to ask questions of the subject teacher. The more information you can gather, the more prepared you will be for making the right choices.

May this time of anticipation and excitement as Year 10 move towards becoming senior students be one shared by the family, as they continue their educational journey at Mercy Catholic College.



Ms Suzanne Kavanagh  
Principal

# Subject Selections – Year 11 2017

**Please complete and return to Mrs Morgan by 12 August 2016**

<p>Choose subjects that add up to 13 or 14 units.</p> <p>Students who select Extension Mathematics and/or Extension English <b>must</b> choose at least 13 units.</p> <p>You <b>must</b> choose at least 1 Unit of Studies of Religion and 2 Units of English and at least List your subject choices in order of preference. Complete all seven preferences.</p> <p>Only 2 units of TVET can be included in the calculation of the ATAR.</p> <p>Be mindful of prerequisite that may exist at universities.</p> <p><b>Subjects offered at Mercy College</b></p> <p>2U Ancient History                  2U Biology                  2U Business Studies                  2U Chemistry                  2U Community and Family Studies                  2U Design and Technology                  2U Drama                  2U Economics                  1U English Extension                  2U Food Technology                  2U French Continuers                  2U Geography                  2U Information Process and Technology                  2U Italian Continuers                  2U Legal Studies                  2U Maths General                  2U Maths                  1U Maths Extension 1                  2U Modern History                  2U Music 1                  2U Music 2                  2U PDHPE                  2U Physics                  2U Society and Culture                  2U Textile and Design                  2U Visual Arts</p> <p><b>Languages offered externally</b></p> <p>Students who wish to study a language through an external provider need to indicate the provider below and include the language in the preferences list.</p> <p>Provider: _____</p> <p><b>TVET Courses</b></p> <p>Students who wish to study a TVET course need to include it in the preferences list. For example: Hospitality♦ Business Services♦Entertainment Industry♦Human Services♦Retail Services♦Tourism, Travel and Events</p>	<p><b>Name:</b> _____</p> <p><b>Tutor Group:</b> _____</p> <p><b>Total Units:</b> _____</p> <hr/> <p>Studies of Religion (1 Unit or 2 Unit)</p> <hr/> <p>English Level (2U Standard or 2U Advanced):</p> <hr/> <p>Preference 1</p> <hr/> <p>Preference 2</p> <hr/> <p>Preference 3</p> <hr/> <p>Preference 4</p> <hr/> <p>Preference 5</p> <hr/> <p>Preference 6</p> <hr/> <p>Preference 7</p> <hr/> <p>Preference 8</p>
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# Subject Selection Process

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Choosing subjects for senior years of study is an important decision-making process and at Mercy College we approach it very seriously.

Initially students follow a programme of career research that provides a framework for further exploration. Each student is also provided with a copy of the current JOB GUIDE to help the process.

There are a number of additional steps in assisting students to choose their subjects wisely and many opportunities to ask for information and guidance.

The process is as follows:

- Careers programme begins in Pastoral Care periods
- The Year 11 Information Handbook is distributed to students
- Studies Coordinators give talks to students about the subjects on offer in their area
- Year 11 students give talks about different subjects
- Subject Selection evening for students and parents is held
- All Year 10 students are interviewed by a panel of teachers
- Lines for the timetable are formed on the basis of student interest and then students make a final selection

**Since whether a subject is offered next year depends on the number of students that select it, there is no guarantee that all subjects will run.**

## Processing of Preliminary Subject Selections

The College reserves the right of placement of students in courses in cases where:

- ◆ Demand does not justify the running of a course.
- ◆ There is excess demand for a course for which the College has no capacity to provide extra classes.
- ◆ The degree of difficulty of the course is deemed beyond the demonstrated ability of the student that is evidenced by Year 10 results.

Consequently all application forms received by the College are considered 'subject selection indicators', until such time as all the information regarding individual students and total course demand is available.

Having collected all the relevant data, KLA Co-ordinators, the Director of Curriculum and Year Co-ordinator will review proposed course candidature. All students will have an interview with the Director of Curriculum or Year Co-ordinator to discuss the subject selections. The focus of this interview will be to discuss the selected program of study and its suitability. In situations in which students are advised to amend their course combinations, further interviews will be conducted to review the most appropriate options.

# What are the Ingredients of Success?

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- 1. A good attitude**
- 2.** Recognise that no matter what courses you choose **you will need to work** at them – in the classroom and in your study time.
- 3.** Accept that you have now moved past younger-kid stuff into “post compulsory education”. **You will only get the marks you earn.**
- 4. Work out a balance between all the activities you do** out of school: part-time work, sport, social life, and HOMEWORK!!!!!! If any one or two of these gets out of control, the others **will** suffer.
- 5. Choose your subjects carefully.** Ask for advice, from people who know. Don't get caught up in myths or silly reasons.
- 6. Make a commitment to give it a good go.** It's your life, and you are the one who will gain the Year 11 Record of Achievement and the HSC. Make them worth receiving.

# How do you Choose your Courses?

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## 1. Choose the courses you like

They may be a continuation of courses from Years 7-10, or they may be completely new to you. Find out about each course on offer.

*If you do subjects that you like and enjoy, these are the subjects you will do the most work in; you will feel motivated and this will bring results.*

## 2. Get advice

Especially from your teachers and KLA Coordinators. Read about courses. Talk to older students.

*Subject teachers, KLA Coordinators, Year Coordinators, Careers Adviser, Curriculum Coordinator, parents, older brothers and sisters, older students' experiences can cover all your concerns and provide you with the support necessary to choose wisely.*

## 3. Study each course at the highest level you are capable

Your school reports in Years 9 and 10 and the Careers Programme in Year 10 will be very useful in guiding you in this choice.

*Do subjects you are good at. There is no point doing a subject you are not talented in because you have been told it could be useful. If you can't cope with it at school, you will definitely not cope with it at University or TAFE.*

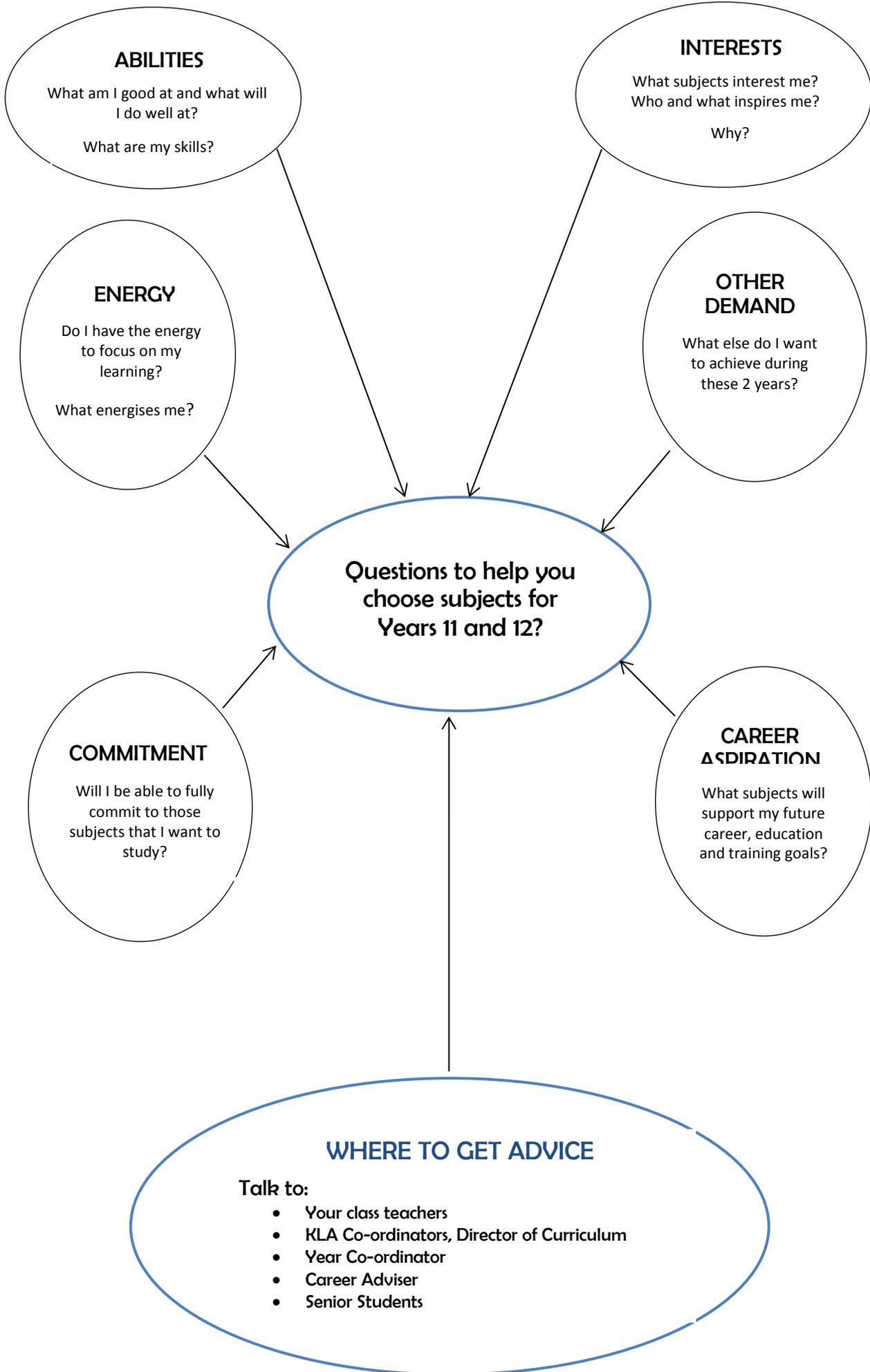
## 4. Check carefully any prerequisites for TAFE or University courses you are considering

Your careers report will give you guidance on possible job areas that might suit you. If your career choice requires a subject you are poor at and not interested in, you may need to reassess your career ambitions.

## 5. Do NOT choose any subject on the basis of rumours

eg. If you have heard that it is 'scaled up' (for ATAR calculation). These rumours give a very limited and inaccurate picture of what actually happens in ATAR calculation. Both your HSC and your ATAR are optimised by choosing subjects you like; working hard in those subjects; and obtaining good results in those subjects.

## 6. Choose a broad range of subjects to maximise your career choice and don't be misled into thinking you must do a particular subject for a certain career unless you know this for a fact.



# Preliminary Course Requirements

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## Preliminary Courses

Courses studied in Year 11 are known as “Preliminary Courses”. The Preliminary Course in any subject must have been “satisfactorily completed” before the HSC course in that subject can be attempted.

## The Board of Studies Requirements are:

- A minimum of 12 units, made up of:
  - At least 2 units of a Board Developed Course in English
  - At least six units of Board Developed Courses
  - At least three courses of 2 units value or greater
  - At least four subjects

NB. No more than 6 units of courses in Science can contribute to the Higher School Certificate.

## Additional requirements of Mercy Catholic College

- Students will study at least 1 Unit of Religious Education, choosing one of the two courses available. (Studies of Religion is a Board Developed Course available as a 1 unit and a 2 unit course and could also be used to satisfy the requirements for ATAR applications).
- Students should take a total of thirteen (13) or fourteen (14) units of study in Preliminary courses.

# HSC Course Requirements

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## HSC Courses

These begin in Term 4 of Year 11. Although content and skills covered in Preliminary Courses may constitute assumed knowledge for HSC courses, the HSC examination will generally be based on HSC course work only.

## The Board of Studies Requirements are:

- A minimum of 10 units, made up of:
  - At least 2 units of a Board Developed Course in English
  - At least six units of Board Developed courses
  - At least three courses of 2 units value or greater
  - At least four subjects
  - Only one VET Course can be included in the calculation of the ATAR

NB No more than 6 units of courses in Science can contribute to the Higher School Certificate.

## Additional requirement of Mercy Catholic College

- All students will continue to complete Study Religion one or two unit that they began in the Preliminary Course.
- Students will be permitted to alter their study programme so that a minimum of 10 units are completed for their HSC.

# The Unit System of Preliminary and HSC Courses

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- All Preliminary or HSC courses offered to students are assigned a UNIT value.
- Courses may have a value of 1 or 2 units. Most courses are 2 unit.
- Each unit requires a total course time of 60 hours.
- In the HSC, each unit has a value of 50 marks. Hence a 2 Unit course has a value of 100 marks.

The table below describes the general course levels:

<b>2 Unit Course</b>
This is the basic structure for all courses in most subjects. It is worth 100 marks
<b>Extension Course</b>
<ol style="list-style-type: none"><li><b>1. Extension study is available in a number of subjects.</b> Extension courses build on the content of the 2-unit course and carry an additional value of 1 unit. For students who are able to work beyond the standard of the 2 Unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.</li><li><b>2. English and Mathematics Extension Courses are available at Preliminary and HSC levels.</b> Students must study the Preliminary Extension course in these subjects before proceeding to the HSC extension courses. <b>English and Mathematics offer two Extension Courses – Extension 1 and Extension 2.</b> The Extension 2 requires students to work beyond the standard of the Extension 1 course. Extension 2 is only available in Year 12.</li><li><b>3. HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.</b></li></ol>
<b>1 Unit Course</b>
<ol style="list-style-type: none"><li><b>1. Board Developed Course (BDC)</b> – eg. Studies in Religion. This course counts towards an ATAR and is studied over two years.</li><li><b>2. Content Endorsed Courses (CEC).</b> If these courses are completed in Year 12, a mark will be given on the HSC. However they do not contribute towards any ATAR.</li><li><b>3. Board Endorsed Courses (BEC).</b> These are school-developed courses. Religious Education is the only BEC course available in both Year 11 and Year 12. A mark is recorded on the HSC, but it does not contribute towards an ATAR.</li></ol>

## Changing a Subject or Course

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It may be desirable occasionally for a student to change subjects or courses, but changes usually cannot be made after Term One of Year 11. In some cases they may not be possible at all if a class is full or if the course has progressed too far. It is important to make choices as carefully as possible to avoid the inconvenience and disruption of changing.

Students can apply to change subjects until the beginning of Week 5 Term 1

## Accumulation of the HSC

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The Board of Studies has introduced a number of alternative pathways to the HSC. To encourage people who are unable, or not wanting to study on a full time basis, it is now possible for Year 11 to be completed part-time, and similarly Year 12 to be completed over a period of time up to 7 years. Students will be able to accumulate results and repeat courses allowing the most recent attempt (only) to count.

Students interested in this option of a more flexible and extended programme, are asked to make an appointment with the Director of Curriculum to discuss the matter carefully. Although there are many benefits to this programme, experience also shows there are pitfalls. Careful analysis and discussion of each individual's situation is very necessary.

## RoSA (Record of School Achievement)

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In 2011, the NSW Minister for Education announced that School Certificate tests would not continue beyond that year. From 2012, eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA).

## **Year 12 Higher School Certificate Results and Record of Achievement**

Students will continue to receive their HSC results as in previous years, however the Record of Achievement accompanying the Certificate will have Year 11 grades listed together with the HSC results.

### **A cumulative credential – recognising all your academic achievement**

Instead of just showing what your results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

- The RoSA will show your Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment.
- Your RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

### **A credential for school leavers**

The RoSA will be awarded to all eligible students when they leave school.

- If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at that time.
- To receive a RoSA you will need to meet your school's attendance requirements.
- You will be able to request a RoSA through your school when you talk to your teachers or principal about leaving.
- If you have completed any Life Skills courses you will receive your Life Skills Profile of Student Achievement at the same time as your RoSA.

### **Fair grades for everyone**

Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement.

- Grades for all your courses in Years 10 and 11 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school.
- The RoSA credential will report on your achievements in Stage 5 courses, using A to E grades
- Teachers are very experienced already in determining grades based on your assessments. As part of introducing the RoSA, the Board will provide further support and resources to make sure grades are given fairly and consistently from school to school.

## Literacy and numeracy tests

These are **optional** tests available to students who leave before the end of Year 12 and would like to include these results with their RoSA Certificate.

- The tests will be offered online and will be taken at your school under the supervision of a teacher. The tests are a useful option if you are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy.
- Each test will be of 60 minutes duration, and the two tests will be completed in one sitting.
- These will not be pass/fail tests – they will be designed to show levels of achievement that are reasonable to expect from students leaving school after the end of Year 10.
- The tests will be offered in schools during a number of ‘windows’ each year. You will only be able to sit for the tests once during each window but, if you later decide to stay at school longer, you will be able to take the tests again.
- The literacy and numeracy test results will be reported separately from the RoSA credential.
- More information on the Literacy and Numeracy tests will be available later in 2013.

## Life Skills

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA.

- If you are undertaking one or more courses based on Life Skills outcomes and content you will be eligible to receive a Profile of Student Achievement which will outline the Life Skills outcomes you achieve in each course.
- From 2012, the Profile of Student Achievement will be printed and issued by the Board of Studies to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via [Students Online](#).
- If you want to access your Profile of Student Achievement before leaving school you will be able to download an electronic record of it from [Students Online](#). To access Students Online you will need a PIN number and school email address.
- Life Skills outcomes will be shown on the profile as:
  - Achieved – for outcomes that have been achieved independently
  - Achieved with support – for outcomes that have been achieved with additional support.

# Qualifying for the Preliminary and the HSC

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**To be eligible for the award, students must:**

- attend school for the required period of time
- study the pattern of courses required by the Board of Studies for the required time
- achieve some or all of the course outcomes
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- complete assessment requirements for a sufficient number of courses
- sit for, and make a **genuine attempt at**, the HSC Examination in a sufficient number of Board Determined Courses in compliance with the examination procedures
- achieve some or all of the course outcomes

## Assessment in the Higher School Certificate

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Marks awarded on the HSC for each course, come from two sources:

- 1. School based Assessments**
- 2. The HSC Examination**

School based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on performance in assessment tasks undertaken during the course. These are set out in the Year 11 Assessment Handbook and follow the same rules as in Year 10 and in Year 12.

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

# Reporting the Higher School Certificate

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On satisfactory completion of your HSC you will receive a portfolio containing:

## The HSC Testamur

- the official certificate confirming your achievement of all requirements for the award

## The Record of Achievement

- the document that lists the courses you have studied and reports the marks and bands you have received.

## Course Reports

- for every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.

# Australian Tertiary Admissions Rank

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The ATAR has replaced the UAI from 2009 as the calculated means by which students gain entry to Universities. It is a confidential piece of information sent, on request, to the student's home. It is not received by the school or made available to the media.

Unfortunately, it is the most misused and misunderstood bit of information in the whole HSC process despite the fact that only a minority of students need this information.

The ATAR is a ranking not a mark

It is a figure between 0 to 99.95. It is expressed in steps of 0.05 with the top students receiving 99.95. The ATAR is not a simple addition of marks on the HSC, but is rather a complex process. An ATAR of 73.55 indicates the student has achieved higher than 73.55% of all students in their age group (including those students who chose

to leave at the end of Year 10). This figure is not printed on the HSC. It is, however, provided to students confidentially, at the same time as their Certificate.

The ATAR, computed by the Macquarie University, involves putting the Board's HSC examination and assessment marks through a scaling process, producing a new and different mean and standard deviation for each course.

From these scaled marks each mark has a weighting applied to it according to the quality of the candidature who sit the course. Then the best 10 units of Board Developed courses are totalled, and students are then placed in rank order. The ATAR is calculated on 10 units, comprising 2 compulsory units of English and the student's next best 8 units (in accordance with the requirements of the HSC).

# An Important Change to Note Regarding Sydney University Prerequisites

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ARTICLE: Mathematics to become a prerequisite for University of Sydney admission  
1 February 2016

The University of Sydney will lead the charge to address the national crisis in science, technology, engineering and mathematics (STEM) by introducing mathematic prerequisites for a number of its courses from 2019.

Amid growing concerns over falling standards in subjects requiring mathematics, the University of Sydney will become the first university in NSW to require year 12 students to have completed at least two-unit mathematics for 62 of its courses in order to meet requirements for admission.

The changes, which apply from 2019 in order to allow sufficient time for current year 10 students to select senior subjects which fulfill the new entry requirements, will impact a range of courses, including economics, commerce, engineering and IT, psychology, pharmacy, vet science and science.

"Our research shows a large gap between students who arrive at university with only a general mathematics background and those who have studied more complex two-unit mathematics and above," said Professor Tyrone Carlin, Deputy Vice-Chancellor (Registrar).

"We want to encourage students, particularly female students, to engage with mathematics at a level higher than general maths, and so lift the marked decline in enrolments across Australia and our declining national performance in the subject on global leagues tables.

"If Australia is to fully embrace the opportunities afforded by the innovation agenda we must lift mathematics as the cornerstone of STEM fields. Our graduates will be ready to tackle the challenges of the industries of the future thanks to this higher-level mathematical knowledge and will attain the necessary skills to thrive in their STEM related degrees."

The changes were passed by the University of Sydney's Academic Board in December 2015. The full list of courses affected by the new prerequisites is available online at:

<http://sydney.edu.au/study/admissions/apply/entry-requirements/undergraduateacademic-requirements/mathematics-prerequisite.html>

The new prerequisites will be listed in the 2016 Universities Admissions Centre (UAC) Year 10 guide, distributed to schools in May 2016, and are set to apply to admissions for 2019. <http://sydney.edu.au/news-opinion/news/2016/02/01/mathematics-to-become-a-prerequisite-for-university-of-sydney-ad.html>

# TVET Curriculum Frameworks

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Business Services  
Entertainment Industry  
Financial Services  
Hospitality  
Human Services  
Information Technology  
Retail Operations  
Tourism, Travel and Events

- **Students may study any number of these courses but only **ONE** of these courses may count towards an ATAR as they are classed as Category B Courses.**
  - **Content Endorsed Courses, and other Board Endorsed Courses do not count towards an ATAR.**
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Concern is often expressed that too many students restrict their choice of subjects in order to obtain an ATAR which they never require. This is particularly true for students who are not pursuing a pattern of study of an academic nature. Further, non-academic courses, and lower level courses have their marks scaled down by the Universities while calculating the ATAR. For these students, although they may be eligible for an ATAR, the resulting ATAR may be too low to be useful. It gives a completely distorted picture of just how successful a certain student may have been in the subjects they did.

**In summary:**

1. All students need an HSC, but a much smaller percentage require an ATAR - only required for University entrance.
2. An ATAR of less than 55 has probably limited use.
3. Slavish dependence on an ATAR pushes students into courses which they neither like nor show talent for. This often results in low marks, leaving students with a sense of failure and low self-esteem.
4. It is often wiser to consider designing a pattern of study which will lead to a successful HSC, but not an ATAR. A much wider range of courses becomes available.
5. For students who do need or may need an ATAR, seek careful advice on subject selection and ways of maximising your ATAR.

# Who to Contact

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## KEY LEARNING AREA CO-ORDINATORS

Careers	Mr Regoli
Director of Curriculum (including TVET)	Mrs Wilson
Drama	Ms Lennon
English	Mrs Morgan
Human Society & Its Environment	Ms Clare Thorpe Mrs Fairbanks
Languages	Ms Salina Bussien
Learning Support	Ms Munro
Mathematics	Ms Genevieve Hanlon
Music	Ms Lennon
Personal Development/Health/Physical Education	Mr Cuttler
Religious Education	Ms Stojanovski
Science	Mrs Lau
Technological and Applied Studies	Mr Russell
Visual Arts	Ms Lennon

## Courses Offered (Index)

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- Ancient History
- Biology
- Business Services +
- Business Studies
- Chemistry
- Community and Family Studies
- Design & Technology
- Drama
- Economics
- English Advanced
- English Extension
- English Standard
- Entertainment Industry +
- Financial Services +
- Food Technology
- French Beginners
- French Continuers
- Geography
- Hospitality +
- Human Services +
- Information Technology +
- Information Processes and Technology
- Italian Beginners
- Legal Studies
- Mathematics
- Mathematics Extension 1
- Mathematics General
- Modern History
- Music 1
- Personal Development, Health and Physical Education
- Physics
- Retail Services +
- Society and Culture
- Studies of Religion I
- Studies of Religion II
- Textiles & Design
- Tourism & Events +
- Visual Arts

+ designates a TVET course.

## Course: HSC Ancient History

Course No: 15020

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

### Course Description

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

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

### Main Topics Covered

#### Preliminary Course

- **Part 1: Introduction**
  - Investigating the past: History, Archaeology and Science
  - Case Studies (at least ONE)
- **Part II: Studies of Ancient Societies, Sites and Sources**
  - At least ONE study to be chosen.
- **Part III: Historical Investigation**
  - The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.

#### HSC Course

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

### Particular Course Requirements

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

## Course: Biology

**Course No:** 15030

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Senior Science (Preliminary only)

### Course Description

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

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

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

### Topics Covered

#### Preliminary Course

Biology Skills Module 8.1

#### Core Modules

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

#### HSC Course

Biology Skills Module 9.1

#### Core Modules

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

#### One Option from the following modules:

- Communication
- Biotechnology
- Genetics: The Code Broken?

- The Human Story
- Biochemistry

### **Particular Course Requirements**

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

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

## HSC VET COURSE INFORMATION 2014

### Business Services (240 indicative hours)

\*Students interested are to see Mrs Wilson re any update to this course

Board Developed Course Minimum mandatory work placement – 70 hours Exclusions with other Board Developed Courses – nil	A total of 4 units of credit – Preliminary and/or HSC Category B status for the Australian Tertiary Admission Rank (ATAR)
<b>Course Description</b> This course provides students with the opportunity to obtain national vocational qualifications for employment in the business services industry. Students will be able to gain skills in office administration, business communication, safe and environmentally sustainable work practices and the use of technology in an office environment. Skills gained in this industry transfer to other industries. Occupations in the business services industry include sales clerk/officer, secretary/personal assistant, receptionist, payroll clerk/officer and office manager/owner of a small business.	
<b>AQF VET Qualification(s)</b> Depending on the selection and achievement of units of competency the possible qualification outcomes are: <ul style="list-style-type: none"><li>• Certificate II in Business (BSB20107) [amend as appropriate]</li><li>• Statement of Attainment towards Certificate III in xxx (BSB3xxxx) [amend as appropriate]</li></ul> Summaries of the employability skills developed through these qualifications can be downloaded from: <a href="http://employabilityskills.training.com.au">http://employabilityskills.training.com.au</a>	
<b>Units of Competency</b>	
<b>Compulsory</b>	<b>Elective</b> – minimum <b>95</b> HSC indicative hours
<i>Unit code</i>	<i>Unit title</i>
BSBCMM201A	Communicate in the workplace
BSBCUS201A	Deliver a service to customers
BSBIND201A	Work effectively in a business environment
BSBINM201A	Process and maintain workplace information
BSBOHS201A	Participate in OHS processes
BSBSUS201A	Participate in environmentally sustainable work practices
BSBWOR202A	Organise and complete daily work activities
BSBWOR203A	Work effectively with others
BSBWOR204A	Use business technology
<b>Recognition of Prior Learning</b> Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.	
<b>Students with Special Education Needs</b> Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.	
<b>Assessment and Course Completion</b>	
<b>Competency-based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.	
<b>Optional HSC examination</b> Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.	
<b>N Determinations</b> Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.	
<b>Appeals</b> Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.	
<b>School-based Traineeship</b> A school-based traineeship is available. For more information: <a href="http://www.sbatinnsw.info">www.sbatinnsw.info</a>	
<b>More Information</b> For more information on this course: <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html">www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html</a>	

## **Course: Business Studies**

**Course No:** 15040

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

### **Course Description**

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

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

### **Preliminary Course**

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

### **HSC Course**

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

## Course: Chemistry

**Course No:** 15050

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Senior Science (Preliminary only)

### Course Description

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

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

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

### Topics Covered

#### Preliminary Course

Chemistry Skills Module 8.1

#### Core Modules

- The Chemical Earth
- Metals
- Water
- Energy

#### HSC Course

Chemistry Skills Module 9.1

#### Core Modules

- Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

#### One Option from the following modules:

- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation

- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

### **Particular Course Requirements**

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

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

## Course: Community and Family Studies

Course No: 15060

2 units for each of Preliminary and HSC  
Board Developed Course

Exclusions: Nil

### Course Description

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

### Main Topics Covered

#### Preliminary Course

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

#### HSC Course

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

#### HSC Option Modules

Select **one** of the following (approximately 25% of course time):

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

### Particular Course Requirements

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.

## **Course: Design and Technology**

**Course No:** 15080

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

### **Course Description**

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

### **Main Topics Covered**

#### **Preliminary Course**

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

#### **HSC Course**

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

### **Particular Course Requirements**

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a

variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

## Course: Drama

Course No: 15090

2 units for each of Preliminary and HSC  
Board Developed Course

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

### Course Description

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

#### Preliminary Course

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

#### HSC Course

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

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

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

### Main Topics Covered

#### Preliminary Course

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

#### HSC Course

- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

### Particular Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the

texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

## **Course: Economics**

**Course No:** 15110

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

### **Course Description**

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economies. 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 and global context within the course.

### **Main Topics Covered**

#### Preliminary Course

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

#### HSC Course

- The Global Economy – Features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management – the range of policies to manage the economy.

## Course: English (Advanced)

**Course No:** 15140

2 units for each of Preliminary and HSC  
Board Developed Course

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

### Course Description

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

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

### Main Topics Covered

**Preliminary Course** – The course has two sections:

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

**HSC Course** – The course has two sections:

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

### Particular Course Requirements

In the **Preliminary English (Advanced) Course** students are required to:

- study Australian and other texts
- explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts

- integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- engage in the integrated study of language and text.

**HSC English (Advanced) Course** requires the close study of:

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

## **Courses: Preliminary English Extension, HSC English Extension 1, HSC English Extension 2**

**Course No:** HSC English Extension 1 – 15160

**Course No:** HSC English Extension 2 – 15170

1 unit of study for each of Preliminary and HSC

### **Prerequisites**

(a) English (Advanced)

(b) Preliminary English (Extension) is a prerequisite for English Extension Course 1

(c) English Extension Course 1 is a prerequisite for English Extension Course 2

### **Exclusions**

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

### **Course Description**

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

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

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

### **Main Topics Covered**

#### **Preliminary English (Extension) Course**

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

#### **HSC English Extension Course 1**

The course has one section. Students must complete one elective chosen from one of the three modules offered for study:

- Module A: Genre
- Module B: Texts and Ways of Thinking
- Module C: Language and Values.

#### **HSC English Extension Course 2**

The course requires students to complete a Major Work.

## **Particular Course Requirements**

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

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

**HSC English Extension Course 2** requires completion of a Major Work and a statement of reflection.

## Course: English (Standard)

**Course No:** 15130

2 units for each of Preliminary and HSC  
Board Developed Course

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

### Course Description

In the Preliminary English (Standard) course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts.

In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least four types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts.

### Main Topics Covered

**Preliminary Course** – The course has two sections:

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

**HSC Course** – The course has two sections:

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

### Particular Course Requirements

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

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

**HSC English (Standard) Course requires the close study of:**

- at least four types of prescribed text, one drawn from **each** of the following categories: prose fiction; drama; poetry; nonfiction **or** film **or** media **or** multimedia texts
- a wide range of additional related texts and textual forms.

## HSC VET COURSE INFORMATION 2014

### Entertainment Industry (240 indicative hours)

\*Students interested are to see Mrs Wilson re any update to this course

Board Developed Course	A total of 4 units of credit – Preliminary and/or HSC
Minimum mandatory work placement – 70 hours	Category B status for the Australian Tertiary Admission Rank (ATAR)
Exclusions with other Board Developed Courses – nil	
<b>Course Description</b> This course provides students with the opportunity to obtain national vocational qualifications for employment in the entertainment industry. Students will be able to gain skills in communication, safe work practices, working with others, resolving complaints, staging and using audio, lighting and vision systems. Possible occupations include stage hand, booking/front of house clerk, lighting technician, set designer and sound technician.	
<b>AQF VET Qualification(s)</b> Depending on the selection and achievement of units of competency the possible qualification outcomes are: <ul style="list-style-type: none"><li>• Certificate III in Live Production, Theatre and Events (Technical Operations) (CUE30203) [amend as appropriate]</li><li>• Certificate III in Venues and Events (Customer Service) (CUE30303) [amend as appropriate]</li><li>• Statement of Attainment towards Certificate III in xxx (CUx30xxx) [amend as appropriate]</li></ul> Summaries of the employability skills developed through these qualifications can be downloaded from: <a href="http://employabilityskills.training.com.au">http://employabilityskills.training.com.au</a>	
<b>Units of Competency</b>	
<b>Compulsory</b>	<b>Compulsory cont/d</b>
<i>Unit code</i>	<i>Unit code</i>
<i>Unit title</i>	<i>Unit title</i>
BSBCMM201A	Communicate in the workplace
BSBOHS201A	Participate in OHS processes
CUEAUD06B	Apply a general knowledge of vision systems to work activities
CUECOR01C	Manage own work and learning
CUCCOR02C	Work with others
CUECOR03B	Provide quality service to customers
CUECOR04B	Deal with conflict and resolve complaints
CUEIND01C	Source and apply entertainment industry knowledge
	<b>Elective</b> – minimum <b>100</b> HSC indicative hours
<b>Recognition of Prior Learning</b> Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.	
<b>Students with Special Education Needs</b> Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.	
<b>Assessment and Course Completion</b>	
<b>Competency-based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.	
<b>Optional HSC examination</b> Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.	
<b>N Determinations</b> Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.	
<b>Appeals</b> Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.	
<b>School-based Traineeship</b> A school-based traineeship is available. For more information: <a href="http://www.sbatinnsw.info">www.sbatinnsw.info</a>	
<b>More Information</b> For more information on this course: <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/entertainment.html">www.boardofstudies.nsw.edu.au/syllabus_hsc/entertainment.html</a>	

## HSC VET COURSE INFORMATION 2014

### Financial Services (240 indicative hours)

*\*Students interested are to see Mrs Wilson re any update to this course*

Board Developed Course A total of 4 units of credit – Preliminary and/or HSC  
Minimum mandatory work placement – 70 hours Exclusions with other Board Developed Courses – nil  
Australian Tertiary Admission Rank (ATAR) category for results from optional HSC examination – tba

#### Course Description

This course provides students with the opportunity to obtain national vocational qualifications for employment in the financial services industry. Students will be able to gain skills in financial processes and operations, numeracy and financial calculations, communication, safety and working with others as well as skills in accounting or financial services. Skills gained in this industry transfer to other industries. Occupations in the financial services industry include accounts clerks, accountants, bookkeepers, bank workers, finance managers and payroll clerks.

#### AQF VET Qualification(s)

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

- Certificate II in Financial Services (FNS20111 [amend as appropriate])
- Statement of Attainment towards Certificate III in Financial Services (FNS30111) or Accounts Administration (FNS30311) [amend as appropriate]

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

<http://employabilityskills.training.com.au>

#### Units of Competency

##### Mandatory

<i>Unit code</i>	<i>Unit title</i>
BSBOHS201A	Participate in OHS processes
BSBWOR203A	Work effectively with others
FNSACC301A	Process financial transactions and extract interim reports
FNSACC303A	Perform financial calculations
FNSINC301A	Work effectively in the financial services industry

##### Stream [insert stream title]

<i>Unit code</i>	<i>Unit title</i>
[insert]	[insert]

**Elective** – course total to minimum **240** HSC indicative hours  
[amend as appropriate]

<i>Unit code</i>	<i>Unit title</i>
[insert]	[insert]

#### Recognition of Prior Learning

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

#### Students with Special Education Needs

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

#### Assessment and Course Completion

##### Competency-based Assessment

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

##### HSC examination

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

##### N Determinations

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

##### Appeals

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

##### School-based Traineeship

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

##### More Information

For more information on this course: [www.boardofstudies.nsw.edu.au/syllabus\\_hsc/financial-services.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/financial-services.html)

## **Course: Food Technology**

**Course No:** 15180

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

### **Course Description**

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

### **Main Topics Covered**

#### **Preliminary Course**

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

#### **HSC Course**

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

### **Particular Course Requirements**

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

## Course: French Beginners

**Course No:** 15670

2 units for each of Preliminary and HSC  
Board Developed Course

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

### Course Description

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

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

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

### Main Topics Covered

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

**Particular Course Requirements:** Nil

## Course: French Continuers

**Course No:** 15680

2 units for each of Preliminary and HSC  
Board Developed Course

**Prerequisites:** School Certificate French or equivalent knowledge is assumed

**Exclusions:** French Beginners

### Course Description

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory 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.

#### Prescribed Themes

- The individual
- The French-speaking communities
- The changing world

#### Mandatory Topics

- Personal identity
- Relationships
- School life and aspirations
- Leisure and interests
- Daily life/lifestyles
- Arts and entertainment
- Travel and tourism
- The world of work
- Current issues
- The young people's 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 the culture of French-speaking communities through texts.

**Particular Course Requirements:** Nil

## Course: Geography

Course No: 15190

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

### Course Description

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

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

### Preliminary Course

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

### HSC Course

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

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

### Particular Course Requirements

Students complete a Senior Geography Project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

## HSC VET COURSE INFORMATION 2014

### Hospitality (240 indicative hours)

\*Students interested are to see Mrs Wilson re any update to this course

Board Developed Course Minimum mandatory work placement – 70 hours Exclusions with other Board Developed Courses – nil	A total of 4 units of credit – Preliminary and/or HSC Category B status for the Australian Tertiary Admission Rank (ATAR)
<b>Course Description</b> This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in accommodation services, commercial cookery or food and beverage service. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner.	
<b>AQF VET Qualification(s)</b> Depending on the selection and achievement of units of competency the possible qualification outcomes are: <ul style="list-style-type: none"><li>• Statement of Attainment towards Certificate II in xxx (SIT2xxxx) [amend as appropriate]</li><li>• Certificate II in xxx (SIT2xxxx) [amend as appropriate]</li><li>• Statement of Attainment towards Certificate III in xxx (SIT3xxxx) [amend as appropriate]</li></ul> Summaries of the employability skills developed through these qualifications can be downloaded from: <a href="http://employabilityskills.training.com.au">http://employabilityskills.training.com.au</a>	
<b>Units of Competency</b>	
<b>Compulsory</b>	<b>Stream</b> [insert stream title]
<i>Unit code</i>	<i>Unit code</i>
<i>Unit title</i>	<i>Unit title</i>
SITHIND001A	[insert]
Develop and update hospitality industry knowledge	[insert]
SITXCOM001A	
Work with colleagues and customers	
SITXCOM002A	
Work in a socially diverse environment	
SITXENV001A	
Participate in environmentally sustainable work practices	<b>Elective</b> – minimum <b>xx</b> HSC indicative hours [amend as appropriate]
SITXOHS001B	<i>Unit code</i>
Follow health, safety and security procedures	<i>Unit title</i>
SITXOHS002A	[insert]
Follow workplace hygiene procedures	[insert]
<b>Recognition of Prior Learning</b> Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.	
<b>Students with Special Education Needs</b> Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.	
<b>Assessment and Course Completion</b>	
<b>Competency-based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.	
<b>Optional HSC examination</b> Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.	
<b>N Determinations</b> Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.	
<b>Appeals</b> Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.	
<b>School-based Apprenticeship/Traineeship</b> A school-based apprenticeship/traineeship is available. For more information: <a href="http://www.sbatinnsw.info">www.sbatinnsw.info</a>	
<b>More Information</b> For more information on this course: <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html">www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html</a>	

## HSC VET COURSE INFORMATION 2014

### Human Services (360 indicative hours)

\*Students interested are to see Mrs Wilson re any update to this course

Board Developed Course	A total of 6 units of credit – Preliminary and/or HSC
Minimum mandatory work placement – 105 hours	Category B status for the Australian Tertiary Admission Rank (ATAR)
Exclusions with other Board Developed Courses – nil	
<b>Course Description</b> Provide students with the opportunity to obtain a nationally recognised Certificate III vocational qualification for employment in the health and/or aged care industries. Students can gain skills in safe work practices, infection control, communication, client care, service delivery, duty of care, ethical practice and problem solving. Skills gained in this industry transfer to other industries. Occupations in the community services and/or health industries include: aged care worker, physiotherapy assistant, podiatry assistant, occupational therapy assistant, speech pathology assistant, assistant in nursing, or operating theatre technician.	
<b>AQF VET Qualification(s)</b> Depending on the selection and achievement of units of competency the possible qualification outcomes are: <ul style="list-style-type: none"><li>• Certificate III in Aged Care (CHC30208) or Allied Health Assistance (HL T32407) or Health Services Assistance (HLT32507) [amend as appropriate]</li></ul> Summaries of the employability skills developed through these qualifications can be downloaded from: <a href="http://employabilityskills.training.com.au">http://employabilityskills.training.com.au</a>	
<b>Units of Competency</b>	
<b>Mandatory</b>	<b>Elective</b> – course total to minimum of 360 HSC indicative hours
<i>Unit code</i>	<i>Unit code</i>
<i>Unit title</i>	<i>Unit title</i>
CHCICS303A	[insert]
Support individual health and emotional well being	[insert]
HLTAP301B	
Recognise healthy body systems in a health care context	
HLTFA301C	
Apply first aid	
HLTHIR403C	
Work effectively with culturally diverse clients and co-workers	
HLTIN301C	
Comply with infection control policies and procedures	
[insert]	
[insert OHS unit of competency]	
[insert]	
[insert work effectively unit of competency]	
<b>Recognition of Prior Learning</b> Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.	
<b>Students with Special Education Needs</b> Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.	
<b>Assessment and Course Completion</b>	
<b>Competency-based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.	
<b>HSC examination</b> Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.	
<b>HSC course completion</b> Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.	
<b>Appeals</b> Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.	
<b>School-based Traineeship</b> A school-based traineeship is available. For more information: <a href="http://www.sbatinnsw.info">www.sbatinnsw.info</a>	
<b>More Information</b> For more information on this course: <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/human-services.html">www.boardofstudies.nsw.edu.au/syllabus_hsc/human-services.html</a>	

## HSC VET COURSE INFORMATION 2014

### Information Technology (240 indicative hours)

\*Students interested are to see Mrs Wilson re any update to this course

<p>Board Developed Course</p> <p>Minimum mandatory work placement – 70 hours</p> <p>Exclusions with other Board Developed Courses – nil</p>	<p>A total of 4 units of credit – Preliminary and/or HSC</p> <p>Category B status for the Australian Tertiary Admission Rank</p> <p>(Note however, exclusion with Computing Applications CEC.)</p>																								
<p><b>Course Description</b></p> <p>This course provides students with the opportunity to obtain national vocational qualifications for employment in the information and communications technology industry. Students will be able to develop knowledge and skills to enable them to be an effective ICT user and/or employer. Skills acquired in this course are transferable to other industries. Specialised occupations in ICT include technical support officer, desktop publisher, computer programmer, software designer/developer, website developer and systems analyst.</p>																									
<p><b>AQF VET Qualification(s)</b></p> <p>Depending on the selection and achievement of units of competency the possible qualification outcomes are:</p> <ul style="list-style-type: none"> <li>• Certificate II in Information Technology (ICA201xx) [amend as appropriate]</li> <li>• Statement of Attainment towards Certificate III in Information Technology (ICA301xx) [amend as appropriate]</li> </ul> <p>Summaries of the employability skills developed through these qualifications can be downloaded from:  <a href="http://employabilityskills.training.com.au">http://employabilityskills.training.com.au</a></p>																									
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## **Course: Information Processes and Technology**

**Course No:** 15210

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Computing Applications CEC

### **Course Description**

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

### **Main Topics Covered**

#### **Preliminary Course**

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

#### **HSC Course**

- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.

### **Particular Course Requirements**

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

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

## Course: Italian Beginners

**Course No:** 15790

2 units for each of Preliminary and HSC  
Board Developed Course

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

### Course Description

In the Preliminary and 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.

### Main Topics Covered

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

**Particular Course Requirements:** Nil

## Course: Legal Studies

Course No: 15220

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

### Course Description

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

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

### Preliminary Course

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

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

### HSC Course

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

**Two** options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

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

### Particular Course Requirements

No special requirements

## Course: Mathematics Extension 1

Course No: 15250

1 unit in each of Preliminary (*Preliminary Mathematics Extension*) and HSC Board Developed Course

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

**Exclusions:** General Mathematics

### Course Description

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

### Main Topics Covered

#### Preliminary Course

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

#### HSC Course

- Methods of integration
- Primitive of  $\sin^2 x$  and  $\cos^2 x$
- Equation  $\frac{dN}{dt} = k(N - P)$
- Velocity and acceleration as a function of  $x$
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction

- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics HSC course topics

## Course: General Mathematics

**Course No:** 15230

2 units for each of Preliminary and HSC  
Board Developed Course

**Prerequisites:** For students who intend to study the General Mathematics course, it is recommended that they study at least some of the Stage 5.2 content of *Mathematics Years 7–10 Syllabus*, particularly the Patterns and Algebra topics and *Trigonometry*, if not all of the content.

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

### Course Description

General Mathematics focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.

The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

### Main Topics Covered

#### Preliminary Course

- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling

#### HSC Course

- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling

## Course: Mathematics

Course No: 15240

2 units for each of Preliminary and HSC  
Board Developed Course

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

**Exclusions:** General Mathematics

### Course Description

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

### Main Topics Covered

#### Preliminary Course

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

#### HSC Course

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications

## Course: HSC Modern History

Course No: 15270

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

### Course Description

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

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

### Main Topics Covered

#### Preliminary Course

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

#### HSC Course

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

### Particular Course Requirements

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

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

The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

## Course: Music 1

**Course No:** 15290

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Music 2

### Course Description

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

### Main Topics Covered

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

### Particular Course Requirements

#### HSC course

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

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

## Course: Personal Development, Health and Physical Education

Course No: 15320

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

### Course Description

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

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

### Preliminary Course

#### Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

#### Optional Component (40%)

Students select **two** of the following options:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

### HSC Course

#### Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

#### Optional Component (40%)

Students select **two** of the following options:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine

- Improving Performance
- Equity and Health

### **Particular Course Requirements**

In addition to core studies, students select **two** options in each of the Preliminary and HSC courses.

## Course: Physics

**Course No:** 15330

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Senior Science (Preliminary only)

### Course Description

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

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

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

### Topics Covered

#### Preliminary Course

Physics Skills Module 8.1

#### Core Modules

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

#### HSC Course

Physics Skills Module 9.1

#### Core Modules

- Space
- Motors and Generators
- From Ideas to Implementation

#### One Option from the following modules:

- Geophysics
- Medical Physics
- Astrophysics
- From Quanta to Quarks
- The Age of Silicon

## **Particular Course Requirements**

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

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

## HSC VET COURSE INFORMATION 2014

### Retail Services (240 indicative hours)

\*Students interested are to see Mrs Wilson re any update to this course

Board Developed Course Minimum mandatory work placement – 70 hours Exclusions with other Board Developed Courses – nil	A total of 4 units of credit – Preliminary and/or HSC Category B status for the Australian Tertiary Admission Rank (ATAR)																																												
<b>Course Description</b> This course provides students with the opportunity to obtain national vocational qualifications for employment in the retail services industry. Students will be able to gain skills in communication, safe work practices, customer service, retail technology, stock control and routine work activities within the retail, wholesale or community pharmacy sectors. Occupations in the retail services industry include sales clerk/assistant, customer service representative, checkout operator, wholesale clerk, pharmacy assistant and retail executive.																																													
<b>AQF VET Qualification(s)</b> Depending on the selection and achievement of units of competency the possible qualification outcomes are: <ul style="list-style-type: none"><li>• Certificate I in Retail Services (SIR10107) [amend as appropriate]</li><li>• Statement of Attainment towards Certificate II in xxx (SIR2xxxx) [amend as appropriate]</li><li>• Certificate II in xxx (SIR2xxxx) [amend as appropriate]</li></ul> Summaries of the employability skills developed through these qualifications can be downloaded from: <a href="http://employabilityskills.training.com.au">http://employabilityskills.training.com.au</a>																																													
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## Course: Society and Culture

**Course No:** 15350

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

### Course Description

Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

### Preliminary Course

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

### HSC Course

#### Core

- Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country
- The Personal Interest Project – an individual research project.

#### Depth Studies

Two to be chosen from:

- Popular Culture - the interconnection between individuals and popular culture
- Belief Systems and Ideologies - role of belief systems in societies, cultures and personal life
- Social Inclusion and Exclusion - the nature of social inclusion and exclusion and implications for societies and cultures
- Social conformity and non-conformity - the nature of conformity and non-conformity in societies and cultures.

### Particular Course Requirements

Completion of Personal Interest Project.

## Course: Studies of Religion I

Course No: 15370

1 unit for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Studies of Religion II

### Course Description

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

### Preliminary Course

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

### HSC Course

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

## Course: Studies of Religion II

**Course No:** 15380

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Studies of Religion I

### Course Description

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

### Preliminary Course

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

### HSC Course

- Religion and Belief Systems in Australia post-1945
  - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

- Three Religious Tradition Depth Studies from:
  - Buddhism, Christianity, Hinduism, Islam, Judaism
    - Significant people and ideas
    - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
    - Significant practices in the life of adherents.
- Religion and Peace
  - The distinctive response of religious traditions to the issue of peace.
- Religion and Non-Religion
  - The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

## Course: Textiles and Design

**Course No:** 15390

2 units for each of Preliminary and HSC  
Board Developed Course

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

### Course Description

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

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

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

### Main Topics Covered

#### Preliminary Course

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

#### HSC Course

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

### Particular Course Requirements

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

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

## HSC VET COURSE INFORMATION 2014

### Tourism and Events (240 indicative hours)

\*Students interested are to see Mrs Wilson re any update to this course

<p>Board Developed Course Minimum mandatory work placement – 70 hours Exclusions with other Board Developed Courses – nil</p>	<p>A total of 4 units of credit – Preliminary and/or HSC Category B status for the Australian Tertiary Admission Rank (ATAR)</p>																																						
<p><b>Course Description</b></p> <p>This course provides students with the opportunity to obtain national vocational qualifications for employment in the tourism and events industries. Students will be able to gain skills in customer service, safe work practices and routine tasks within tourism and/or events work environments. Occupations in the tourism and events industries include travel consultant, tour guide, reservations clerk, theme park attendant, museum guide, conference organiser and events manager.</p>																																							
<p><b>AQF VET Qualification(s)</b></p> <p>Depending on the selection and achievement of units of competency the possible qualification outcomes are:</p> <ul style="list-style-type: none"> <li>• Certificate II in Tourism (SIT201xx) [amend as appropriate]</li> <li>• Statement of Attainment towards Certificate III in xxx (SIT3xxxx) [amend as appropriate]</li> <li>• Certificate III in xxx (SIT3xxxx) [amend as appropriate]</li> </ul> <p>Summaries of the employability skills developed through these qualifications can be downloaded from: <a href="http://employabilityskills.training.com.au">http://employabilityskills.training.com.au</a></p>																																							
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## Course: Visual Arts

**Course No:** 15400

2 units for each of Preliminary and HSC  
Board Developed Course

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

### Course Description

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

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

**Preliminary Course** learning opportunities focus on:

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

**HSC Course** learning opportunities focus on:

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

### Particular Course Requirements

**Preliminary Course:**

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

**HSC Course:**

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