Riverside Girls High School provides a caring and dynamic learning environment where girls can achieve their individual potential and become confident, independent and creative young women.

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Hello students of year 11 2015

Welcome to the best years of your school life. The important decisions you are about to make will enable you to establish the foundations for tertiary studies and careers. Both the Preliminary and HSC courses offer many challenges and at times you will feel pushed to the limit as you strive to achieve your personal best. But mostly, you will enjoy the exciting opportunities Riverside offers you as you progress towards the world outside school. The work habits and analytical and evaluative skills you develop in the next two years will set the foundations for a lifetime of learning.

Riverside Girls High has a tradition of academic excellence and each year we celebrate HSC success. We also create opportunities for every student to achieve through extracurricular activities and a broad subject choice. This booklet outlines these subjects and, together with the information at the subject selection evening, will assist you in selecting the pathway to graduation that suits you best.

Some students, after their HSC, move straight to TAFE or work or a combination of these. Students who decide that they do not wish to go to university will be completing a pathway we have called HSC PLUS. More and more TAFE courses require experiences beyond the classroom, such as experiences in working in groups or in lateral thinking. HSC PLUS students will be given opportunities to ensure their list of experiences is long. They may choose to do the coffee school, the responsible serving of alcohol course, TAFE pre-employment short courses or be involved in school leadership initiatives and so on.

It is important to make an informed choice about your subjects. The most important advice I can give you when selecting subjects for the HSC is to choose subjects you are interested in. When you are studying a subject that you really enjoy, you are more likely to complete your work enthusiastically and do so well that you will achieve a high ranking. It is this high ranking, and not a specific subject choice, that is most beneficial in gaining an ATAR of greater than 90. This will be explained in greater detail at the subject selection evening.

This booklet also outlines the set requirements of the BOSTES (Board of Studies and Teaching and Educational Standards) that students must follow in order to receive a High School Certificate. English remains the only mandatory course. In 2015 there will be only one prerequisite for entry into University and that is Mathematics for Primary Teaching (although some University courses have recommended prior learning in Maths and in particular Chemistry). This means there really is opportunity for all students to select the subjects in which they feel very confident.

So, enjoy the selection process. I look forward to sharing your successes in the senior school with you.

Belinda Kelly
Principal
# Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifying for the Higher School Certificate</td>
<td>6</td>
</tr>
<tr>
<td>Satisfactory Completion of a Course</td>
<td>7</td>
</tr>
<tr>
<td>University Entry Requirements</td>
<td>8</td>
</tr>
<tr>
<td>Your ATAR and choosing subjects</td>
<td>9</td>
</tr>
<tr>
<td>Frequently asked questions</td>
<td>11</td>
</tr>
<tr>
<td>Student entering Year 11 on Probation</td>
<td>12</td>
</tr>
<tr>
<td>HSC &amp; Record of Achievement</td>
<td>13</td>
</tr>
<tr>
<td>Glossary of Terms</td>
<td>15</td>
</tr>
</tbody>
</table>

**Board Developed Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Courses Year 11 Table</td>
<td>18</td>
</tr>
<tr>
<td>School Contributions</td>
<td>19</td>
</tr>
<tr>
<td>Ancient History</td>
<td>20</td>
</tr>
<tr>
<td>Biology</td>
<td>22</td>
</tr>
<tr>
<td>Business Studies</td>
<td>23</td>
</tr>
<tr>
<td>Chemistry</td>
<td>24</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>25</td>
</tr>
<tr>
<td>Dance</td>
<td>26</td>
</tr>
<tr>
<td>Drama</td>
<td>27</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>29</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td>30</td>
</tr>
<tr>
<td>Economics</td>
<td>32</td>
</tr>
<tr>
<td>English Courses Overview</td>
<td>33</td>
</tr>
<tr>
<td>Who should study what English Courses</td>
<td>34</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>35</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>37</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>39</td>
</tr>
<tr>
<td>English Extension – Preliminary and HSC</td>
<td>41</td>
</tr>
<tr>
<td>English Fundamentals</td>
<td>43</td>
</tr>
<tr>
<td>Food Technology</td>
<td>44</td>
</tr>
<tr>
<td>French Beginners</td>
<td>45</td>
</tr>
<tr>
<td>Geography</td>
<td>46</td>
</tr>
<tr>
<td>German Beginners</td>
<td>48</td>
</tr>
<tr>
<td>Industrial Technology – Multimedia</td>
<td>49</td>
</tr>
<tr>
<td>Information Processes &amp; Technology</td>
<td>50</td>
</tr>
<tr>
<td>Course</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>51</td>
</tr>
<tr>
<td>Mathematics General Overview</td>
<td>52</td>
</tr>
<tr>
<td>2 Unit Mathematics General 1</td>
<td>54</td>
</tr>
<tr>
<td>2 Unit Mathematics General 2</td>
<td>55</td>
</tr>
<tr>
<td>Mathematics</td>
<td>56</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>57</td>
</tr>
<tr>
<td>Modern History</td>
<td>59</td>
</tr>
<tr>
<td>Music 1</td>
<td>61</td>
</tr>
<tr>
<td>Music 2</td>
<td>62</td>
</tr>
<tr>
<td>Personal Development Health and Physical Education</td>
<td>63</td>
</tr>
<tr>
<td>Physics</td>
<td>64</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>66</td>
</tr>
<tr>
<td>Software Design and Development</td>
<td>67</td>
</tr>
<tr>
<td>Spanish Continuers</td>
<td>68</td>
</tr>
<tr>
<td>Textiles &amp; Design</td>
<td>69</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>70</td>
</tr>
</tbody>
</table>

**Vocational Education and Training (VET) Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>School VET and Tafe VET Courses</td>
<td>73</td>
</tr>
<tr>
<td>Business Services</td>
<td>75</td>
</tr>
<tr>
<td>Hospitality</td>
<td>76</td>
</tr>
<tr>
<td>Information Technology</td>
<td>77</td>
</tr>
</tbody>
</table>

**Board Endorsed Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Endorsed Courses (BEC)</td>
<td>78</td>
</tr>
<tr>
<td>Marine Studies</td>
<td>79</td>
</tr>
<tr>
<td>Photography, Video and Digital Imaging 2 Unit</td>
<td>80</td>
</tr>
<tr>
<td>Photography and Digital Media 1 Unit</td>
<td>81</td>
</tr>
<tr>
<td>Sport, Lifestyle and Recreation Studies</td>
<td>82</td>
</tr>
<tr>
<td>Visual Design</td>
<td>83</td>
</tr>
<tr>
<td>Work Studies</td>
<td>84</td>
</tr>
</tbody>
</table>
Additional information is available @

www.boardofstudies.nsw.edu.au

www.tafe.nsw.edu.au

http://hsc.csu.edu.au
HSC on line at Charles Sturt University

www.mq.edu.au
Macquarie University

www.uac.edu.au
University Admissions Centre

www.usyd.edu.au
University of Sydney

www.uts.edu.au
University of Technology, Sydney

www.unsw.edu.au
University of NSW

www.uws.edu.au
University of Western Sydney

www.det.nsw.edu.au/hsctafe
HSC / TAFE Credit Transfer
Qualifying for the Higher School Certificate

The choice of subjects at senior school is ultimately yours, but there are some requirements dictated by the Board of Studies and tertiary institutions including universities and colleges of Technical and Further Education (TAFE) that you must be aware of before you make your decisions. We will do our best to timetable as many subjects as possible from the handbook, but some subjects may not be timetabled if too few students select them.

Board of Studies/School Requirements

1. **The required pattern of courses for full time students is a minimum of 12 units of Preliminary Year 11 courses** and 10 units of HSC courses in Year 12. Some students may choose to study more than 12 units in Year 11.
   
   **Your selection must include:**
   - at least two units of English
   - at least four subjects
   - at least six of the mandatory 12 units must be Board Developed courses
   - at least three of the courses must be of 2 unit or greater value
   - part time students must study at least six units for the first year of Year 11
   - no more than six units of Science courses may be selected

2. **Participate in experiences which are required by the syllabus.**

3. **Complete tasks required for the assessment program** of each course including practical oral/aural or project works. Students who do not comply with the assessment requirements in any course will be in danger of not being accredited as having completed the course at the end of term 3 in Year 11.

4. **Maintain an excellent record of attendance and application to your studies.** Students may be declared “non serious” and therefore ineligible to proceed in the Preliminary or HSC course, if they do not complete sufficient hours. Successful completion of a course requires achievement of outcomes. These can only be achieved through completing the mandatory hours of the course.

Board of Studies Rules

1. All Preliminary course work must be completed to gain a Preliminary (Year 11) Record of Achievement issued by the Board of Studies. The Principal is required to certify satisfactory completion of each course at the end of Term 3 Year 11. Year 11 Preliminary courses are of 30 weeks duration.

2. Satisfactory completion of a Preliminary course or its equivalent is a prerequisite for entry into an HSC course. Students must complete at least 12 units if they are full time students before they can proceed to Year 12 courses which will commence in Term 4 2015.

3. The study of any prescribed HSC texts cannot commence before the beginning of the HSC courses in Term 4 2015.

4. For HSC examination purposes the outcomes of Preliminary courses will be regarded as "assumed knowledge".

5. One unit Board Endorsed Courses (BECs) may be studied as either Preliminary or HSC courses. They do not count for the ATAR but they do count for HSC eligibility.
Satisfactory Completion of a Course

The following course completion criteria refer to both Preliminary and HSC courses.

**A student will be considered to have satisfactorily completed a course**, if in the Principal’s view, there is sufficient evidence that the student has:

(a) *followed* the course developed or endorsed by the Board of Studies

(b) *applied* herself with diligence and sustained effort to the set tasks and experiences provided by the course

(c) *achieved* most or all of the course outcomes.

Clearly, absences that impact on the achievement of outcomes will be regarded seriously by the Principal who must give students early warning of the consequences of such absences. Students with a pattern of irregular attendance and late arrivals will find it very difficult to complete course requirements and mandatory hours.

If at any time it appears that a student is at risk of being awarded an "N" (non award) determination in any course the Principal must warn the student as soon as possible and advise the parent or guardian *in writing* (if the student is under 18 years of age). This warning should be given in time for the problem to be corrected.

Students who have not complied with all the above requirements, cannot be regarded as having satisfactorily completed the course. The Principal is then obliged to apply the “N” determination.

**Preliminary Courses**

Cases of “N” (i.e. Non Award) determinations are submitted by the school to the Board of Studies. Courses which are not satisfactorily completed will not be printed on the Record of Achievement or Result Notices for Year 11 Preliminary courses from the Board of Studies.

Principals are required to confirm, at the end of Term 3 in the Preliminary year that the student has satisfactorily completed a minimum of 12 Preliminary units and that their entry for each HSC course is valid.

Students who have received a “N” determination have a right of appeal to the Board of Studies.

Students who have not fulfilled course requirements at the end of Year 11 may not proceed to Year 12 in that particular subject.
University Entry Requirements

1. An ATAR is an Australian Tertiary Admission Rank. The top rank of the ATAR will be 99.5. It is a rank not a mark.

   To be eligible for an ATAR (Australian Tertiary Admission Rank) a student must complete at least ten units of Board Developed courses including at least two units of English in Year 12. The Board Developed courses must include at least three courses of two units or greater, and at least four subjects. Only one 2 unit category B course can be included in the 10 units for an ATAR application.

2. The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:
   - the best two units of English
   - the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.

Important things to know:

- the ATAR is calculated by the universities in NSW and the ACT and is released by the Universities Admissions Centre (UAC).

- the Higher School Certificate (HSC) is awarded by the NSW Board of Studies, an independent statutory board.

- the HSC serves many purposes but the ATAR serves only one - to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way across 50,000 – 60,000 students. The ATAR should not be used for any other purpose.

- the ranking of students depends solely on their performance in both school based assessment and HSC exams in Year 12 only.

- the ATAR indicates a student’s position relative to their cohort.
Your ATAR and choosing subjects

There are some myths that selecting certain subjects will help you to gain a higher ATAR. This is not the case.

*Extract of a presentation by George Cooney Professor of Education Macquarie University, Chair of the Technical Committee on Scaling. [http://www.hscandbeyond.mq.edu.au/careers/cooney03.htm]*

“A student’s Record of Achievement for the HSC presents a profile showing the standards they achieved in the courses they studied. On the other hand, a student’s ATAR is a rank indicating their overall academic achievement, not against a standard, but against other students. The ATAR allows the comparison of students who have completed different combinations of courses.

A student’s Record of Achievement for the HSC and their ATAR are used for different purposes. The Record of Achievement shows their strengths and weaknesses across the courses they have studied. The ATAR shows only their overall position in relation to other students. It is used by universities as one way, but not the only way, of selecting entrants for their courses.

*So, what are the major issues regarding ATARs?*

The first is the apparent lack of relationship between HSC marks and ATARs. To use the reported HSC marks to estimate a ATAR is obviously difficult. It is sufficient to say that to get a high ATAR a student must not only have high HSC marks but be ranked highly in their courses across the whole entry across the state.

The second concerned which courses contributed to a high ATAR. Again, this is not an easy question. Sufficient to say is that a student’s position in a course is just as important as the value of the scaled mean. If a student is near the top in a course the scaled mark for that course will be high, almost independent of whether the scaled mean is low or high.

There are many urban myths about which courses students should study to maximise their ATARs. Despite the rumours, the choice of which course to study should not be determined by what is perceived to be the likely effect of scaling. Choice of which courses to study should be determined only by the interests, demonstrated abilities and the utility of individual courses for the future career plans of the student concerned.

ATARS are determined by achievement compared to your cohort:

Table: Two examples of student achievement (same subjects different ATARs)

<table>
<thead>
<tr>
<th></th>
<th>Fred HSC mark</th>
<th>Fred Percentile</th>
<th>Laura HSC mark</th>
<th>Laura Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Advanced</td>
<td>70</td>
<td>9</td>
<td>80</td>
<td>49</td>
</tr>
<tr>
<td>Biology</td>
<td>70</td>
<td>36</td>
<td>80</td>
<td>82</td>
</tr>
<tr>
<td>Mathematics</td>
<td>70</td>
<td>34</td>
<td>80</td>
<td>60</td>
</tr>
<tr>
<td>Business Studies</td>
<td>70</td>
<td>38</td>
<td>80</td>
<td>72</td>
</tr>
<tr>
<td>Modern History</td>
<td>70</td>
<td>30</td>
<td>80</td>
<td>69</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>70</td>
<td>25</td>
<td>80</td>
<td>63</td>
</tr>
<tr>
<td><strong>ATAR</strong></td>
<td><strong>55.35</strong></td>
<td></td>
<td></td>
<td><strong>82.90</strong></td>
</tr>
</tbody>
</table>
Consider two students who completed the same courses. The first student, Fred, receives an HSC mark of 70 in each course, while the second, Laura, receives an HSC mark of 80 in each course (Table above)

Their HSC marks in each course differ by only 10, yet their ATARs differ by 27.55. Laura’s ATAR is similar to her HSC marks while Fred’s ATAR is much lower than his HSC marks.

With the exception of Advanced English, Fred performs better than 25-38% of other students in his courses, whereas Laura achieves better than 70% of other students in two of her courses and better than 60% in three others.

From this you would expect that their ATARs will be very different.

The 27.55 difference in their ATARs is a consequence of the large number of students receiving HSC marks in the range 70 to 80.

The ATAR is all about position or rank order, whereas HSC marks indicate standards achieved on a performance scale in individual courses.
## Frequently asked questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the school I attend matter?</td>
<td>No. The school attended does not feature in the ATAR calculation. The ATAR calculation is based only on marks provided by the Board of Studies; no other information is used.</td>
</tr>
<tr>
<td>Are certain courses always “scaled down”?</td>
<td>No. As scaling is carried out afresh each year, if the quality of the candidature changes, the scaled mean will also change.</td>
</tr>
<tr>
<td>Is it true that if I study this course I can’t get a high ATAR?</td>
<td>No. As the tables shows there are students in every course who achieve high ATARs.</td>
</tr>
<tr>
<td>Why can’t I use my HSC marks to check the calculation of my ATAR?</td>
<td>There are two reasons. The first is that scaled marks are used in the calculation of the ATAR, and secondly, the ATAR is not an average mark. It is a rank that indicates your position in relation to other students.</td>
</tr>
<tr>
<td>Can I find out what my scaled marks are?</td>
<td>No. Scaled marks are not reported to students. They are determined during an interim phase in the ATAR calculation.</td>
</tr>
<tr>
<td>I have similar HSC marks to my friend, but we don’t have similar ATARs.</td>
<td>Your ATARs would be similar if your courses were the same. If your courses were different your ATARs are likely to be different as different courses have different scaled means.</td>
</tr>
<tr>
<td>Which course should I study?</td>
<td>Choice of which courses to study should be determined only by the interests, demonstrated abilities and the utility of the courses for the future career plans of the student concerned.</td>
</tr>
<tr>
<td>Do I get a better ATAR if I study more units?</td>
<td>This is a common question but difficult to answer. The data show that students who study more units tend to gain higher ATARs but determining causality is difficult. The relationship between number of units studied and ATAR might result from personal attributes including interest, motivation, effort and time management. One cannot assume that simply by studying more units one’s ATAR will be increased!</td>
</tr>
<tr>
<td>What happens if I repeat a course?</td>
<td>If a course is repeated only the last satisfactory attempt is used towards the calculation of the ATAR.</td>
</tr>
</tbody>
</table>
Students entering Year 11 on Probation

- A few Year 11 students will be allowed to commence Year 11 Preliminary Course on probation. They will be students with poor attendance and poor levels of achievement or co-operation in years 9 and 10.
- Their progress will be reviewed every five weeks. Parents will be given regular interim reports on their progress.
- If students on probation in Year 11 do not show sustained effort through
  1. poor attendance
  2. and complete work

  Alternative options, TAFE certificate courses, workplace traineeships or apprenticeships combined with work, will be discussed with family by the Learning Support Team.
This is to certify that of Riverside Girls High School has satisfactorily completed the courses listed below:

<table>
<thead>
<tr>
<th>2007 Board Developed Courses</th>
<th>Examination Mark</th>
<th>Assessment Mark</th>
<th>HSC Mark</th>
<th>Performance Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 unit Economics</td>
<td>90/100</td>
<td>80/100</td>
<td>90</td>
<td>6</td>
</tr>
<tr>
<td>2 unit English as a Second Language</td>
<td>90/100</td>
<td>90/100</td>
<td>90</td>
<td>6</td>
</tr>
<tr>
<td>2 unit Legal Studies</td>
<td>88/100</td>
<td>94/100</td>
<td>90</td>
<td>6</td>
</tr>
<tr>
<td>2 unit Mathematics Extension 1</td>
<td>96/100</td>
<td>96/100</td>
<td>96</td>
<td>E4</td>
</tr>
<tr>
<td>2 unit Mathematics Extension 2</td>
<td>90/100</td>
<td>89/100</td>
<td>90</td>
<td>E4</td>
</tr>
</tbody>
</table>

| 2006 Board Developed Courses (Preliminary)            |                   |                  |          |                  |
| 2 unit Business Studies                               |                   |                  |          |                  |
| 2 unit Community and Family Studies                   |                   |                  |          |                  |
| 2 unit Economics                                      |                   |                  |          |                  |
| 2 unit English as a Second Language                   |                   |                  |          |                  |
| 2 unit Legal Studies                                  |                   |                  |          |                  |
| 2 unit Mathematics                                    |                   |                  |          |                  |
| 1 unit Mathematics Extension                          |                   |                  |          |                  |

**ELIGIBLE FOR HIGHER SCHOOL CERTIFICATE**

*Mathematics (Extension 2) students are not required to sit for the 2 Unit Mathematics examination. If this student had sat for the 2 Unit Mathematics examination it is likely that he/she would have achieved Band 6 in that course.*

This student has completed 10 units of Year 12 HSC courses and she is eligible for the award of a full HSC.

She is also eligible for an ATAR and university entrance.
This student has completed 8 units of Year 12 HSC courses and the Record of Achievement from the Board of Studies recognises the 8 units.

If the student completed an additional 2 units of a Year 12 HSC course between 2016 and 2019, then the full HSC certificate would be reissued.

This student was eligible for TAFE entry but not for an ATAR.
Glossary of Terms

Assessment

(i) Internal Assessment
School based assessment contributes half the marks a student obtains in the HSC. The final assessment mark is based on a variety of tasks e.g. practical tasks, group work, individual research projects, class tests and examinations. The assessment mark which appears on the HSC is not simply the total of all marks gained on tasks as the school's rank order of marks is moderated by all students' performances in the HSC exam for that particular course at Riverside. However, the actual rank order of students and the gap between students for each course submitted by the school remains unchanged in this moderation process, (moderation will be explained on subject selection evening).

(ii) External Assessment
External assessment refers to the externally set and marked HSC examination in each Board Developed course.

Australian Tertiary Admission Rank (ATAR)
The ATAR is a ranking of all eligible HSC students from <15.00 to 99.95, devised by the Universities on the basis of scaled HSC results. Approximately 65,000 students will sit for the HSC. About 55,000 of these candidates will be eligible for an ATAR. The ATAR is used to determine entrance to particular courses at University. Minimum ATARs for entry to particular University courses change each year, according to supply and demand for those courses. The ATAR is a number obtained from a calculation made by the University of Sydney to rank all eligible students. It is based on the student's ten best Board-Developed unit scores combining examination and assessment results.

The University Admission Centre will advise students on a separate notice of their ATAR. The ATAR is reported on a scale of <15.00 to 99.95 with intervals of .05. Students are able to see where they stand in relation to all other HSC candidates who are seeking university entrance.

Students on the top rank will receive an ATAR of 99.95. Students at the lowest end will receive an ATAR of <15.00.

Please Note: Schools receive a print out of all HSC results from the Board of Studies but not ATARs. We text or email students individually to find out their ATAR. Some students would rather not tell us and there is no problem about that. Knowing which HSC results align with particular ATARs helps us to advise students wisely the following year.

Board of Studies
The Board is an independent statutory body which is responsible for curriculum development, examinations and assessment for the School Certificate and the Higher School Certificate in NSW.

Category A/Category B
Most Board-Developed Courses are classified as Category A for University entrance. Only 2 units of Category B subjects can be counted towards an ATAR calculation (see previous information on University requirements).

Courses

(i) Board-Developed Courses
1U, 2U courses whose syllabuses have been developed by the Board of Studies. They are examined by the HSC examination. Marks for Board-Developed Courses count towards the ATAR.

(ii) Extension Courses
An Extension course builds on the content of the 2 unit course and requires students to work beyond the standard of the 2 unit course. Where there is a second HSC Extension course in English and Mathematics, the Extension 2 course requires students to work beyond the standard of the Extension 1 course.

(iii) Board Endorsed Courses (BECs)
These courses are endorsed (i.e. approved) by the Board of Studies but they are not subject to an external HSC examination. Any BEC studied for the HSC contributes to the award of an HSC or the Preliminary ROA but does not count towards the ATAR.
Vocational Education and Training Courses (VET)
These courses can be delivered by either schools or TAFE. They can also be delivered by a range of training providers. Courses are available within seven Industry Frameworks. VET courses include Hospitality, Tourism, Retail, Business Services and Information Technology. These vocational HSC courses give students opportunities to achieve work related competencies and qualifications that are recognised nationally in industry.

Matriculation
The conditions for entry to a university. These requirements may vary from year to year according to the institution/s involved and it is important to check with the Careers Adviser what these requirements are if you are contemplating tertiary study.

Performance Bands
Performance bands are levels of achievement in a course. Each band has a statement that describes observable and measurable features of students’ knowledge, skills and understanding in a course. These statements are arranged hierarchically to describe the different levels of achievement typically demonstrated by students in each of the six bands. Band 1 indicates that performance is below the minimum standard expected (MSE), ie below 50%, Band 6 represents the highest level of performance, ie a mark between 90-100%

Performance Scale
A performance scale is a scale of marks between 0-100 or 0-50 for HSC courses. On a scale of 0-100 there are six performance bands which describe student achievement aligned to the scale of marks. On a scale of 0-50 there are four performance bands aligned to the scale of marks.

Standards
Standards refer to the knowledge, skills and understanding expected to be learned by students as a result of studying a course, together with the levels of achievement of the knowledge, skills and understanding.

Syllabus Package
A syllabus package contains the syllabus, examination specifications, a specimen HSC examination paper, a HSC marking guide and draft performance bands.

Units of Study
All senior school courses are of one, two, three or four unit value. This unit value has two purposes:

A unit of study refers to the amount of time allocated to a course per week with each unit involving lesson time of 2 hours per week.

Each unit of study is worth a maximum of 50 marks.

One Unit: A course of study that involves lesson time of 2 hours a week (approx 60 hours) in Preliminary (Year 11) and/or HSC (Year 12). It is worth 50 marks.

Two Unit: A course of study that involves lesson time of 4 hours a week (approx 120 hours). This is the basic course which is worth a maximum of 100 marks.

Extension: A course of study that involves lesson time of 2 hours a week (approx 60 hours) in addition to the 2 Unit Course. (Total = 180 hours)

Extension 2: A course of study that involves lesson time of 2 hours a week in addition to Two both the 2 Unit Course and the Extension 1 Course (Total = 240 hours).

Credit Transfer
- Many HSC courses will give you Advanced Standing for TAFE courses after you complete the HSC. You can access this information on www.det.nsw.edu.au/hsctafe. Seek assistance from the Careers Adviser if you require further clarification about Credit Transfer or Advanced Standing from HSC courses to TAFE courses.
Board Developed Courses
### Preliminary Courses Year 11

#### Board Developed Courses

<table>
<thead>
<tr>
<th>English/Drama</th>
<th>Maths</th>
<th>Science</th>
<th>TAS</th>
<th>HSIE</th>
<th>LOTE</th>
<th>Creative and Performing Arts/</th>
<th>PDHPE</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2U English (Advanced)</td>
<td>2U Maths</td>
<td>2U Biology</td>
<td>2U Community &amp; Family Studies</td>
<td>2U Ancient History</td>
<td>2U French Beginners</td>
<td>2U Drama</td>
<td>2U Dance</td>
<td></td>
</tr>
<tr>
<td>2U English (Standard)</td>
<td>2U Maths (General)</td>
<td>2U Chemistry</td>
<td>2U Modern History</td>
<td>2U French Beginners</td>
<td>2U German Beginners</td>
<td>2U Music (Course 1)</td>
<td>2U Music (Course 1)</td>
<td>2U PDHPE</td>
</tr>
<tr>
<td>2U English (ESL)</td>
<td>1U Maths (Extension 1)</td>
<td>2U Earth and Environmental Science</td>
<td>2U Design &amp; Technology</td>
<td>2U German Beginners</td>
<td>2U Spanish Continuers</td>
<td>2U Music (Course 2)</td>
<td>2U Visual Arts</td>
<td></td>
</tr>
<tr>
<td>1U English (Extension 1)</td>
<td>2U Physics</td>
<td>2U Food Technology</td>
<td>2U Business Studies</td>
<td>2U Spanish Continuers</td>
<td>2U Visual Arts</td>
<td>2U Visual Arts</td>
<td>2U PDHPE</td>
<td>2U PDHPE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2U Information Processes &amp; Technology</td>
<td>2U Economics</td>
<td>2U Business Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2U Industrial Technology - Multimedia</td>
<td>2U Geography</td>
<td>2U Business Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2U Software Design and Development</td>
<td>2U Legal Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2U Textiles &amp; Design</td>
<td>2U Society and Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>2U Hospitality (VET)</td>
<td>2U Business Services (VET)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2U Information Technology (VET)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**NOTE:** Subjects in *italics* are Category B subjects, only ONE 2U Category B subject can be counted in the best 10 units for a ATAR.

#### Board Endorsed and Content Endorsed Courses (these do NOT contribute to a ATAR)

<table>
<thead>
<tr>
<th>1U English (Fundamentals)</th>
<th>1U Marine Studies</th>
<th>2U Photography, Video and Digital Imaging</th>
<th>1U Photography &amp; Digital Imaging</th>
<th>1U Visual Design</th>
<th>2U Work Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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**Student Handbook   Beyond Year 10**

Page | 18
# General & Elective Subject Contributions 2015

## General Contributions

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Subject Fees

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Drama</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Food Technology</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Hospitality (VET)</td>
<td>$125</td>
<td>$125</td>
</tr>
<tr>
<td>Hospitality uniform (to be purchased by Wk 6 Term 1 in Year 11) $80-$100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Processing &amp; Technology</td>
<td>$55</td>
<td>$55</td>
</tr>
<tr>
<td>All Languages</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Languages – HSC Extension courses</td>
<td></td>
<td>$45</td>
</tr>
<tr>
<td>Music (Course 1 or 2)</td>
<td>$60</td>
<td>$60</td>
</tr>
<tr>
<td>Photography 2U</td>
<td>$120</td>
<td>$120</td>
</tr>
<tr>
<td>Photography 1U</td>
<td>$85</td>
<td>$85</td>
</tr>
<tr>
<td>Software Design &amp; Development</td>
<td>$55</td>
<td>$55</td>
</tr>
<tr>
<td>Textiles &amp; Design</td>
<td>$55</td>
<td>$55</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>$75</td>
<td>$75</td>
</tr>
<tr>
<td>Marine Studies 1U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs are approximate $110 First Aid Course + $20 Aquarium visit + $400 Scuba Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Correct as of printing
### Ancient History

2 units for each of Preliminary and HSC

<table>
<thead>
<tr>
<th>Course Description:</th>
<th>Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome</th>
</tr>
</thead>
</table>
| Preliminary course: | **Students investigate and learn about:**  
  - People, groups, events, institutions, societies and historical sites;  
  - Archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies.  
  **Part I:** Introduction  
  - Investigating the Past: History, Archaeology and Science  
  - Case Studies – possible topics include: Ur, Homer & The Trojan War, Tutankhamun’s Tomb, Masada, Boudicca: resistance to Roman Rule  
  **Part II:** Studies of Ancient Societies, Sites and Sources  
  At least ONE study of ancient societies, sites and sources should be undertaken. Possible topics: Alexandria; Deir-el Medina; Greek drama, City of Rome or Roman Britain  
  **Part III:** Historical Investigation  
  The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. It may be conducted individually or as part of a group. The investigation must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or Extension History courses.  
  The historical investigation is designed to provide opportunities for all students to develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. The investigation should extend a particular area of individual student interest and could underpin the development of research skills in preparation for Extension History. It provides the context for a practical application of the key competencies. Students should be encouraged to select a topic and presentation style that reflects their individual interests and abilities. However, the historical investigation need not be confined to one task.  
  The topic for investigation should be drawn from a different content area from those undertaken in Parts I and II of the Preliminary course. The historical investigation can be integrated into any aspect of the Preliminary course. Possible topics could include:  
  - Individuals of importance  
  - Aspects of everyday life  
  - Specific sites and buildings  
  - Aspects of an ancient culture and society  
  - Historical debates  
  - Discoverers and interpreters of the past  
  - Myths and legends  
  - Groups in ancient societies  
  - Important events  
  - Ancient wonders  
  - Representations of the ancient past in various media  
  Choices of studies in Parts I, II and III, other than those offered here, must be chosen from different civilizations. |
| The HSC Course: | The course comprises a study of:  
  **Part I:** Core Cities of Vesuvius: Pompeii and Herculaneum  
  **Part II:** ONE Ancient Society  
  **Part III:** ONE Personality in Their Time  
  **Part IV:** ONE Historical Period  
  The course requires study from at least TWO of the following areas: Egypt, Near East, Greece, Rome  
  **Part I:** Core Cities of Vesuvius: Pompeii and Herculaneum |
| The HSC Course Cont’d |
### Part II: Ancient Society
- Society in New Kingdom Egypt to the death of Amenhotep III
- Society in New Kingdom Egypt during the Ramesside period, Dynasties XIX and XX
- Persian society at the time of Darius and Xerxes
- Athenian Society in the time of Pericles
- Spartan Society to the Battle of Leuctra 371 BC

### Part III: Personalities in Their Times
- Hatshepsut
- Akhenaten
- Xerxes
- Ramesses II
- Cleopatra
- Tiberius Gracchus
- Julius Caesar
- Agrippina the Younger
- Alexander the Great

### Part IV: Historical Periods
- Egypt: New Kingdom Egypt to the death of Thutmose IV
- Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II
- Rome: The Fall of the Roman Republic 76 – 31 BC
- Rome: The Augustan Age 44BC – AD 14
- Rome: Rome in the time of the Julio-Claudians AD 14-69.
- Greece: The Greek World 500 – 440 BC

---

**Assessment:**

**HSC course**

**External Assessment**
- A 3 hour written examination in four parts

**Internal Assessment**
- The knowledge and understanding of course content are assessed through a range of tasks including:
  - Historical inquiry + research
  - Source analysis
  - Oral and written communication
Biology
2 units for each of Preliminary and HSC
Board Developed Course

This course is designed for those students who have a substantial achievement level (Grade C) based on the Stage 4 – 5 course performance descriptions. The subject matter of this course recognises the different needs and interests of students by providing a structure that builds upon the foundations laid in stage 5 yet recognises that students entering Stage 6 have a wide range of abilities, circumstances and expectations.

Exclusions: Senior Science (Preliminary)

General:
When did we arrive here? Have you heard about our strange ancestor Gondwana? Imagine this world of ours without any animals at all. Imagine there were no plants in sight. Yet there was time when nothing grew or crawled on earth; there was no earth to walk on.

Patterns in structure and function can be identified when we look across a range of living organisms – both at a micro and macro level. Evolutionary relationships are studied as well as the way in which humans interact with their environment.

Do you want to know how living things function? Are you interested in learning about Australian animals and plants? The Biology course provides you with a range of scientific activities to answer these questions and many more. Modern research methods as well as a look at some of the history of biological developments are involved.

Preliminary Course Description:
The course takes you on a journey starting with the local area. You ask questions: What is found in the local ecosystem? How do we know about these factors? The journey continues by looking at the small picture—cells—so that you can understand their importance. Extending to look at life through past ages, as shown by the fossil record, you are able to see how Australia’s unique plants and animals developed and became adapted to the Australian environment and therefore gain an understanding of the big picture too.

Having been enthralled by this journey, the HSC course leads you into areas of great relevance in a technological world. A study of the ways organisms maintain an internal balance while coping with the effects of the external environment and how evolution has changed these ways builds the knowledge needed to understand the effects of some of the diseases that afflict humans and what has been done in the 20th Century to control these diseases.

Main Topics Covered:
Preliminary
A Local Ecosystem
Life on Earth
Patterns in Nature
Evolution of Australian Biota
HSC Core Topics
Maintaining a Balance
The Search for Better Health
Blueprint of Life
Genetics
One Option from the following:
Biotechnology
Communication
The Human Story

Particular Course Requirements
The Preliminary course includes a field study related to either the local terrestrial or aquatic environment. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

NB It is possible to complete the preliminary course in this subject and then transfer to the HSC course in ‘Senior Science’. This will only be possible if the Senior Science course is offered and you are able to change your timetable lines to attend those lessons.

Assessment:
HSC course
External Assessment
A 3 hour written exam
Core 75%
Option 25%

Internal Assessment
Knowledge & Understanding 40%
Scientific Thinking / Communication Skills 30%
Investigative Planning / Communication Skills 30%
**Business Studies**

2 units for each of Preliminary and HSC

**Board Developed Course**

<table>
<thead>
<tr>
<th>General:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you interested in participating in the world of business? Do you want to know how you influence business decisions? Possibly run your own business one day?</td>
</tr>
</tbody>
</table>

Business activity is a feature of everyone’s life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life.

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. Students also investigate business planning and use a range of information to assess and evaluate business performance. The role of incentives, personal motivation and entrepreneurship, especially in small business, is recognised as a powerful influence in business success.

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. In addition, a significant feature of Business Studies is its relevance to the full range of HSC students, as it provides useful knowledge and competencies for life.

<table>
<thead>
<tr>
<th>Preliminary Course Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nature of Business</td>
</tr>
<tr>
<td>2. Business Management</td>
</tr>
<tr>
<td>3. Business Planning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Operations</td>
</tr>
<tr>
<td>2. Marketing</td>
</tr>
<tr>
<td>3. Finance</td>
</tr>
<tr>
<td>4. Human Resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives - through Business Studies, students will develop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>knowledge and understanding about:</strong></td>
</tr>
<tr>
<td>• the nature, role and structure of business</td>
</tr>
<tr>
<td>• internal and external influences on business</td>
</tr>
<tr>
<td>• the functions and processes of business activity</td>
</tr>
<tr>
<td>• management strategies and their effectiveness</td>
</tr>
<tr>
<td><strong>skills to:</strong></td>
</tr>
<tr>
<td>• investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations</td>
</tr>
<tr>
<td>• communicate business information and issues using appropriate formats</td>
</tr>
<tr>
<td>• apply mathematical concepts appropriate to business situations</td>
</tr>
<tr>
<td><strong>values and attitudes about:</strong></td>
</tr>
<tr>
<td>• responsible participation in business activity</td>
</tr>
<tr>
<td>• ethical business behaviour</td>
</tr>
<tr>
<td>• corporate social responsibility</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment: HSC course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External Assessment</strong></td>
</tr>
<tr>
<td>A 3 hour written examination</td>
</tr>
<tr>
<td>Multiple Choice</td>
</tr>
<tr>
<td>Short Response</td>
</tr>
<tr>
<td>Extended Response &amp; Report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Internal Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
</tr>
<tr>
<td>Stimulus-based skills</td>
</tr>
<tr>
<td>Inquiry and research</td>
</tr>
<tr>
<td>Communication of business information, ideas and issues in appropriate forms</td>
</tr>
</tbody>
</table>
# Chemistry

2 units for each of Preliminary and HSC

**Board Developed Course**

This course is designed for those students who have a substantial achievement level (Grade C) based on the Stage 4 – 5 course performance descriptions. The subject matter of this course recognises the different needs and interests of students by providing a structure that builds upon the foundations laid in stage 5 yet recognises that students entering Stage 6 have a wide range of abilities, circumstances and expectations.

### Exclusions:
- Senior Science (Preliminary)

### General:
- Come and discover the fascinating and fantastic world of chemistry.
- Why do substances behave the way they do?
- What is behind chemical reactions and why do they occur?
- How small is big and how big is small?

Find out the why's and how's of all happenings around us on this planet and beyond.

Chemistry provides students with an understanding of the physical and chemical properties of substances and their interactions and how their lives are affected by all the materials around them. Students delve into the nature of things we cannot see directly because they are so small but which have a profound effect on their world.

Students investigate natural and synthesised substances, their structures, changes and environmental importance; they learn about the history and philosophy of science as it relates to Chemistry; students work individually and with others in practical, field and interactive media experiences related to chemistry; they undertake experiments and decide between competing theories. They assess the impact of decisions based on an understanding of chemistry on society.

### Course Description:
In the HSC Course students investigate the role of chemists and the chemical techniques they use in monitoring the state of our environment and the effects of pollution on it caused by human demand and technological development.

The course builds on the foundations laid in Stage 5 Science, and recognises the fact that students bring a wide range of abilities, circumstances and expectations to the course.

### Main Topics Covered:

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course - Core Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Chemical Earth</td>
<td>Resources and Materials</td>
</tr>
<tr>
<td>Metals</td>
<td>The Acidic Environment</td>
</tr>
<tr>
<td>Water</td>
<td>Chemical Monitoring and Management</td>
</tr>
<tr>
<td>Energy</td>
<td>One Option from the following:</td>
</tr>
<tr>
<td></td>
<td>• Industrial Chemistry</td>
</tr>
<tr>
<td></td>
<td>• The Biochemistry of Movement</td>
</tr>
<tr>
<td></td>
<td>• Shipwrecks and Salvage</td>
</tr>
<tr>
<td></td>
<td>• The Chemistry of Art</td>
</tr>
<tr>
<td></td>
<td>• Forensic Chemistry</td>
</tr>
</tbody>
</table>

### Particular Course Requirements

Practical experiences will occupy a minimum of 80 indicative hours across Preliminary and HSC course time, with no less than 35 hours in the HSC course.

*NB It is possible to complete the preliminary course in this subject and then transfer to the HSC course in ‘Senior Science’. This will only be possible if the Senior Science course is offered and you are able to change your timetable lines to attend those lessons.*

### Assessment:

<table>
<thead>
<tr>
<th>HSC course</th>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A 3 hour written exam</td>
<td>Knowledge and Understanding</td>
</tr>
<tr>
<td></td>
<td>Core Option</td>
<td>Scientific Thinking / Communication Skills</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>Investigative Planning / Communication Skills</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>
# Community and Family Studies

**Board Developed Course**

<table>
<thead>
<tr>
<th>Who choose this subject?</th>
<th>This course will provide students with the knowledge and skills which will enable them to be productive in all aspects of their lives – interpersonal relationships, at work, in the wider community and within their families.</th>
</tr>
</thead>
</table>
| General                 | Students will work to develop the following:  
|                         | - Conflict resolution skills  
|                         | - Management skills  
|                         | - Negotiation skills  
|                         | - Skills in assertion  
|                         | - Interpersonal skills – getting along with others  
|                         | - Leadership skills  
|                         | - Skills in interacting with others  
|                         | - Skills in the management of time, energy and other resources  
|                         | - Skills to gain access to community resources  
|                         | - Problem solving skills  
|                         | - Skills in managing groups of people  
|                         | - Research and investigation skills  
|                         | - Skills in understanding others |
| Course Description      | Community and Family Studies is designed to enable students to gain the necessary knowledge and skills to plan and manage resources effectively in order to address contemporary issues facing us all in families, at work and as members of the wider community. We examine the pressures of family life, work and parenting. The course also studies special groups in society allowing students to gain an understanding of the lives of other people and the role the community has in assisting families and individuals. |
| Main Topics Covered     | **Preliminary Course**  
|                         | **Resource Management** ~ 20% course time  
|                         | - Management of resources and decision making to enhance well-being at a personal level, in the family and workplace.  
|                         | - Applying the process of management to a variety of life situations  
|                         | **Individuals and Groups** ~ 40% course time  
|                         | - Developing skills in leadership and team work as required in the family, community, workplace  
|                         | **Families and Communities** ~ 40% course time  
|                         | - Parenting  
|                         | - Managing family life and coping with change in the family eg divorce,  
|                         | - The community – its role and function, our input into the community  
|                         | **HSC Course**  
|                         | **Research Methodologies** ~ 25% course time  
|                         | Independent Research Project – personal research on topic of your choice  
|                         | **Groups in Context** ~ 25% course time  
|                         | - Understanding the needs and problems faced by specific groups in society eg gay and lesbians, families in crisis, the aged, homeless.  
|                         | **Parenting and Caring** ~ 25% course time  
|                         | - Issues facing individuals and groups who adopt roles of parenting and caring  
|                         | **Option Topic - Individuals and Work** ~ 25% course time  
|                         | Contemporary issues confronting individuals as they manage roles within both their family and work environments |
| Particular Course Requirements | As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management |
| Assessment: HSC course | **External Assessment**  
|                         | A 3 hour written examination  
|                         | 100 %  
|                         | **Internal Assessment**  
|                         | Research Methodology 25 %  
|                         | Groups in Context 25%  
|                         | Parenting and Caring 25%  
|                         | Work 25% |
## Dance

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

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>There are no prerequisites for Dance, although it is recommended that students have experienced some form of formal dance training, for example contemporary, ballet or jazz.</th>
</tr>
</thead>
</table>
| Course Description: | Dance in Stage 6 is designed for students to experience, understand and value dance as an artform. Through Dance studies, students will develop knowledge and understanding, skills, values and attitudes about: Dance Performance, Dance Composition and Dance Appreciation. In *Dance Performance* students gain knowledge, understanding and skills about dance technique, physically preparing the body to dance, anatomical requirements and performance quality. In *Dance Composition* students learn about the theories, principles, processes and practices of dance composition. Students are encouraged to create and develop a personal response that communicates intent. In *Dance Appreciation* students study seminal artists and works for their contribution to the development of dance. The study of dance as an artform within the school environment is of special educational value to the students’ total development, as it offers students new ways of learning through the performance, composition and appreciation of dance.

The Dance Stage 6 Syllabus emphasises dance both as an artform in its own right and as an exciting medium for learning that fosters students’ intellectual, social and moral development. The artform of dance has a theoretical base that challenges the mind and the emotions, and its study contributes to the students’ artistic, aesthetic and cultural education. |

| Preliminary Content: | Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. Components to be completed are:  
- Performance (40%)  
- Composition (20%)  
- Appreciation (20%)  
- Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class). |
| HSC Content: | Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology  
- Core (60%) - Performance 20%, Composition 20%, Appreciation 20%  
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology. |

| Assessment:  
HSC Course | **External Assessment**  
- **Core Performance** – 20  
  (Performance and Interview)  
- **Core Composition** – 20  
  (Composition and Interview)  
- **Core Appreciation** – 20  
  (1 hour written exam containing 2 extended response questions – one for each of the assigned dance works)  
- **Major Study** – 40  
  (The dancer’s choice of component. The assessment will be the same medium as the core assessment)  

**Internal Assessment**  
- **Core Performance** – 20  
  (Performance, Interview and Dance Journals)  
- **Core Composition** – 20  
  (Composition, Interview and Composition Journals)  
- **Core Appreciation** – 20  
  (Extended question response and written exam)  
- **Major Study** – 40  
  (The dancer’s choice of component. The assessment will be the same medium as the core assessment with accompanying Dance Journals)  

| Further Information: | For more information see Ms Mitchell in the PDHPE Staffroom. |
### Drama

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

**Board Developed Course**

| Prerequisites: | Although there are no formal prerequisites, students must display self-discipline and a willingness to work cooperatively in small groups and within the class as a whole. The ability to concentrate and follow instructions are vital prerequisites for success in this course. All applications for this course will be reviewed by Drama teachers and the HT English. |
| What does this course involve? | The aim of this course is to develop students’ awareness of Drama as an expressive, collaborative and creative art form. Students will: * develop an appreciation of the processes involved in Drama and Theatre * appreciate the contribution made by Drama and Theatre to societies * develop a range of performance and production skills * gain self-discipline, confidence and an awareness of group work responsibilities * increase their communication skills through a variety of dramatic techniques. Drama students in both Year 11 and 12 will learn about Australian and World Drama and Theatre Practitioners. These components will be investigated through academic research and kinaesthetic exploration. Contextual studies of theatre are a key element of the Senior Drama syllabus. As such, the impact of the theatre types and practitioners studied will also be a major element of each topic. Focus will also be placed on the influences and repercussions of these practitioners in subsequent theatrical forms as well as the wider social implications. Once the ‘theory’ element of Drama has been completed, students move into the more performance based topics of the course. As the Year 11 program mirrors that of Year 12, students in both years are required to complete an Individual Project and a Group Devised Performance. |
| Preliminary Course Description: | Content comprises an interaction between the components of: * Improvisation, Playbuilding and Acting * Elements of Production in Performance * Theatrical Traditions and Performance Styles. Learning is experiential in these areas. 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. |
| HSC Course | The topics covered in the HSC course are: * Australian Drama and Theatre (Core content) * Studies in Drama and Theatre * Group Performance (Core content) * Individual Project Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces. The Group Performance of between 3 and 6 students, involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate her performance skills. For the **Individual Project** students demonstrate their expertise in a particular area. |

Drama is the only HSC Course which involves group assessment for performance. How well each student performs really matters and this affects the final mark of fellow students. We cannot allow any students who fail to work co-operatively in performance groups to jeopardise the HSC results of fellow students. All students selecting HSC Drama must have the endorsement of the HT English.
They choose one project from:
- Critical Analysis
- Design
- Performance
- Script-writing
- Video Drama.

<table>
<thead>
<tr>
<th>Assessment: HSC course</th>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group Presentation (Core)</td>
<td>Australian Drama and Theatre</td>
</tr>
<tr>
<td></td>
<td>Individual Project</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>A one and a half hour Written Examination comprising two compulsory sections:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian Drama and Theatre(Core)</td>
<td>Development of Group Performance</td>
<td>20</td>
</tr>
<tr>
<td>Studies in Drama and Theatre</td>
<td>Development of Individual Project</td>
<td>20</td>
</tr>
<tr>
<td>Studies in Drama and Theatre</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>
## Design & Technology

2 units for each of Preliminary and HSC

### Board Developed Course

#### Why study this course?

Students interested in designing and making will find this course of interest. The course focus is on designing and producing end products or systems which fulfill a need using a variety of technologies. The course has a unique focus on creativity, innovation and the successful implementation of innovative ideas providing students with the opportunity to develop design projects in areas of individual interest.

#### The Preliminary Course

Students complete a minimum of two design projects which involve working both collaboratively and as individuals. For each project students will produce an end product and a folio which records the processes they used in completion of the design brief.

Knowledge and skills will be developed in:

- the process of design
- creativity
- research
- management
- using resources
- communication
- manufacturing and production
- computer-based technologies
- safety; evaluation
- environmental issues
- analysis
- marketing
- manipulation of materials/ tools and techniques

#### The HSC Course

During the HSC course students work independently to complete a Major Design Project in areas of interest to individual students. The completion of the Major Design Project requires each student to develop an end product or system and a Design Folio for assessment in the HSC. During this year students also gain knowledge and skills in / about:

- Design and design practice
- Factors which may impact on successful innovation
- Entrepreneurial activity
- Innovation and emerging technologies including a case study of innovation.

#### Assessment: HSC course

<table>
<thead>
<tr>
<th></th>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I:</strong></td>
<td>A one and a half hour written exam</td>
<td>Innovation and Emerging Technologies, including a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>compulsory case study of an innovation/design/designer</td>
</tr>
<tr>
<td><strong>Section II:</strong></td>
<td>Major Design Project and Design Folio</td>
<td>Designing and Producing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

40%  

60%  

Page | 29
Earth and Environmental Science
2 units for each of Preliminary and HSC
Board Developed Course
This course is designed for those students who have a substantial achievement level (Grade C) based on the Stage 4 – 5 course performance descriptions. The subject matter of this course recognises the different needs and interests of students by providing a structure that builds upon the foundations laid in stage 5 yet recognises that students entering Stage 6 have a wide range of abilities, circumstances and expectations.

Exclusions: Senior Science (Preliminary)

General:
- What is time?
- Want to take a journey through it?
- Why is the earth like it is? What has changed over time?
- How have people affected the earth and its physical, chemical and biological features?
- How can we better manage our precious resources?
- How can we maintain biodiversity?
If these questions interest you then this is the course you should pick!!

Course Description:
The Preliminary course takes students on a journey through time. The course begins by describing the sequence of events that lead to the formation of our solar system from the depths of a cosmic ocean to the creation of our own blue planet–Earth. It seeks to increase students understanding of the evolution of life as we know it on this planet. The role that climate plays, both in a global and local sense, is related to the development of ecosystems and most specifically to Australia as a unique sub system. In addition students will become familiar with the tectonic processes which constantly shape and reshape our planet giving rise to an understanding of present day geology. Throughout the course students will examine human impact upon the planet and the need for individuals to identify and examine the principles that underlie environmental policies.

The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of the Australian landmass over time and proceeds to relate this to the impact of urban, mining and agricultural practices upon Australia’s unique and delicate ecosystems.

At the conclusion of this course students will possess a more effective understanding of the role they play in managing our resources to reduce the pressures on this continent’s unique biodiversity.

Main Topics Covered:

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planet Earth and Environment--a five thousand million year journey</td>
</tr>
<tr>
<td>The Local Environment</td>
</tr>
<tr>
<td>Water Issues</td>
</tr>
<tr>
<td>Dynamic Earth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Topics</td>
</tr>
<tr>
<td>Tectonic impacts</td>
</tr>
<tr>
<td>Environments through time</td>
</tr>
<tr>
<td>Caring for the country</td>
</tr>
</tbody>
</table>

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

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

NB It is possible to complete the preliminary course in this subject and then transfer to the HSC course in 'Senior Science'. This will only be possible if the Senior Science course is offered and you are able to change your timetable lines to attend those lessons.
<table>
<thead>
<tr>
<th>Assessment: HSC course</th>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A 3 hour written examination</td>
<td>Knowledge and Understanding</td>
</tr>
<tr>
<td></td>
<td>Core</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Option</td>
<td>25</td>
</tr>
</tbody>
</table>
Economics
2 units for each of Preliminary and HSC

General: The study of economics involves the development of skills which enable students to examine the dynamic issues and policies relating to Australian and global markets.

The study of economics can lead to careers in: share trading, finance or commodities markets; business; economic forecasting; banking; insurance; tourism; resource management; property development and management; government; environmental management; town planning; foreign affairs; economic policy development and engineering projects.

Economics assists students to develop the skills to:
- comprehend the background and implications of contemporary economic issues
- discuss appropriate policies to solve economic problems and issues
- understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy
- identify fluctuations in the global and Australian economies and their likely effects on business
- understand reasons for changes in employment patterns
- identify, using economic thinking, appropriate strategies to protect the natural environment
- understand Australia’s trade position in its region.

Preliminary Course

The Preliminary course focuses on the way elements of the economy interact with one another. The Preliminary course provides an essential foundation for the HSC course.

1. Introduction to Economics 10 % of course time
2. Consumers and Business 10 % of course time
3. Markets 20 % of course time
4. Labour Markets 20 % of course time
5. Financial Markets 20 % of course time
6. Government in the Economy 20 % of course time

HSC Course

The HSC course focuses on the management of an economy. It examines the global framework in which the Australian economy operates.

1. The Global Economy 25 % of course time
2. Australia’s Place in the Global Economy 25 % of course time
3. Economic Issues 25 % of course time
4. Economic Policies and Management 25 % of course time

Assessment: HSC course

<table>
<thead>
<tr>
<th>Assessment: HSC course</th>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I</td>
<td>Objective response questions 20%</td>
<td>Knowledge and understanding of course content 40%</td>
</tr>
<tr>
<td>Section II</td>
<td>Short-answer questions 40%</td>
<td>Stimulus-based skills 20%</td>
</tr>
<tr>
<td>Section III</td>
<td>Candidates answer one stimulus-based extended response question 20%</td>
<td>Inquiry and research 20%</td>
</tr>
<tr>
<td>Section IV</td>
<td>Candidates answer one extended response question 20%</td>
<td>Communication of economic information, ideas and issues in appropriate forms 20%</td>
</tr>
</tbody>
</table>
English

Years 7 – 10
Stages 4 and 5 English

Stage 6
English
ESL
Preliminary and HSC
2 Units

Stage 6
English
Standard
Preliminary and HSC
2 Units

Stage 6
English
Advanced
Preliminary and HSC
2 Units

Stage 6
English
Extension 1
Preliminary and HSC
1 Unit (additional) = 3 Units

Fundamentals of English
(supports students in ESL or Standard)
Preliminary only
2 Units
(1 Unit in Year 11 & 1 Unit in Year 12)
2 Unit ESL OR 2 Unit Standard + 2 Unit Fundamental = 4 Units

English Extension II
(Major Work)
HSC Only
1 Unit additional = 4 Units

English is Compulsory
Remember: a minimum of 2 Units of English are counted in the ATAR.
### Who should study what Year 11 English Courses?

<table>
<thead>
<tr>
<th>Year 10 English Student</th>
<th>Year 11 English Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Year 10 English you:</strong></td>
<td><strong>English Extension</strong></td>
</tr>
<tr>
<td>• enjoy independent wide reading of challenging texts</td>
<td>• detailed study of the relationship between texts and culture</td>
</tr>
<tr>
<td>• as well as enjoying contemporary texts, you also enjoy the study of texts from earlier periods, including Shakespeare</td>
<td>• extended composition</td>
</tr>
<tr>
<td>• are able to write sustained compositions; both imaginative and critical responses</td>
<td>• independent investigation and wide reading</td>
</tr>
<tr>
<td>• have good control over your writing skills</td>
<td>Grade A or B: Excellent or high achievement</td>
</tr>
<tr>
<td>• undertake writing with commitment to drafting, proofreading and editing</td>
<td>Grade B: Substantial achievement, with growing competence over Year 10</td>
</tr>
<tr>
<td><strong>Grade C or D</strong></td>
<td><strong>English (Advanced)</strong></td>
</tr>
<tr>
<td></td>
<td>• study of a wide range of texts, including pre-20th century texts (including Shakespeare)</td>
</tr>
<tr>
<td></td>
<td>• further development of sound writing skills</td>
</tr>
<tr>
<td></td>
<td>• wide reading</td>
</tr>
<tr>
<td><strong>In Year 10 English you:</strong></td>
<td><strong>English (Standard)</strong></td>
</tr>
<tr>
<td>• receive ESL support</td>
<td>• study of a wide range of texts, focusing more on the contemporary world</td>
</tr>
<tr>
<td>• have been learning in English speaking classes for less than 5 years</td>
<td>• attention to consolidating and developing writing skills</td>
</tr>
<tr>
<td><strong>Various grades</strong></td>
<td><strong>Fundamentals of English</strong></td>
</tr>
<tr>
<td></td>
<td>• additional to English (Standard) or English (ESL)</td>
</tr>
<tr>
<td></td>
<td>• will help to improve your basic English skills</td>
</tr>
<tr>
<td></td>
<td>• assist with English skills in all subjects</td>
</tr>
<tr>
<td></td>
<td><strong>English ESL</strong></td>
</tr>
<tr>
<td></td>
<td>• study of a wide range of texts, focusing more on the contemporary world</td>
</tr>
<tr>
<td></td>
<td>• attention to consolidating &amp; developing writing skills</td>
</tr>
<tr>
<td></td>
<td>• attention to language and study skills</td>
</tr>
<tr>
<td></td>
<td>• development of listening skills</td>
</tr>
</tbody>
</table>

---

**Grade A or B:** Excellent or high achievement

**Grade B:** Substantial achievement, with growing competence over Year 10

**Grade C or D:** Various grades
### English as a Second Language (ESL)

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

**Board Developed Course**

<table>
<thead>
<tr>
<th>Exclusions:</th>
<th>English (Standard) Course, English (Advanced) Course, English Extension. Eligibility rules apply</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who should study this course?</strong></td>
<td>This course is designed for students from diverse non-English-speaking, Aboriginal or Torres Strait Island backgrounds who have been educated with English as the language of instruction for five years or fewer prior to the beginning of the Preliminary year of study. Students engage in a variety of learning experiences to develop and consolidate their use, understanding and appreciation of English, so as to enhance their personal, social and vocational lives. <em>English teachers will advise you on whether you are eligible for this course.</em></td>
</tr>
<tr>
<td><strong>Preliminary Course</strong></td>
<td>In the Preliminary course students acquire and develop specific English language skills, knowledge and understanding in the context of an understanding of the ways ideas and processes are represented in texts.</td>
</tr>
</tbody>
</table>
| **Course Description:** | The Preliminary course has two sections:  
- Language Study within Areas of Study which is undertaken through units of work called Areas of Study. Students acquire and develop their specific English language skills, knowledge and understanding through exploration of a concept represented in texts. The Area of Study comprises 60% of the Content.  
- Electives where students develop and use their English language skills in their examination and analysis of particular aspects of shaping meaning. The Electives comprise 40% of the Content.  
The Preliminary course requires students to:  
- study Australian and other texts  
- explore a range of types of text drawn from the categories: prose fiction; drama; poetry; nonfiction; film; media and/or multimedia texts  
- engage in wide reading programs involving texts and textual forms composed in and for a wide variety of contexts  
- integrate the modes of reading, writing, listening, speaking, and viewing and representing whilst engaging in the integrated study of language and text |
| **HSC Course** | The HSC course students reinforce and extend their language skills and develop and apply skills in synthesis.  
The HSC course has two sections:  
- The Language Study within the Area of Study where students reinforce and extend their language skills. The Area of Study comprises 50% of the content.  
- Modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. The Modules comprise 50% of the content. Students are required to choose TWO electives, one from EACH Module:  
  Module A: Experience through Language  
  Module B: Texts and Society  
Main Topics Covered: The HSC course requires students to engage in:  
- The study of at least three types of text drawn from: prose fiction drama poetry non fiction film OR media OR multimedia  
- a wide range of additional related texts and textual forms |
<table>
<thead>
<tr>
<th>Assessment: HSC course</th>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An examination consisting of two written papers and a listening paper</td>
<td>Area of Study</td>
</tr>
<tr>
<td></td>
<td><strong>Paper 1 (1 ½ hours)</strong></td>
<td>Module A</td>
</tr>
<tr>
<td></td>
<td>Area of Study (Common course content)</td>
<td>Module B</td>
</tr>
<tr>
<td></td>
<td><strong>Paper 2 (1 hour)</strong></td>
<td>Assessment across the language modes:</td>
</tr>
<tr>
<td></td>
<td>Module A</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Module B</td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>Listening Paper</strong></td>
<td>15</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Viewing and representing</td>
</tr>
</tbody>
</table>
## English (Standard)

2 units for each of Preliminary and HSC  
Board Developed Course

### Exclusions:

<table>
<thead>
<tr>
<th>Exclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Advanced), ESL English, English Extension</td>
</tr>
</tbody>
</table>

### Who should study this course?

This course is designed for students to increase their expertise in English in order to enhance their personal, social and vocational lives. These students will learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators. **English teachers will advise you on whether you are eligible for this course.**

### Preliminary Course

In the Preliminary course students explore and experiment with the ways events, experiences, ideas and processes are represented in and through texts.

The Preliminary course has two sections:

- **Content common to the Standard and Advanced courses** is undertaken through a unit of work called an Area of Study (40% of course content). Students explore the way a particular idea or concept is presented in a range of texts and develop skills in interpretation and synthesis. Students undertake at least one Area of Study.

- **TWO Electives** (60% course content) in which students explore ideas in a range of texts and analyse the ways in which the language of these texts shapes meaning.

In the Preliminary course students are required to:

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

### HSC Course: In the HSC course students **reflect on and demonstrate the effectiveness** of texts for different audiences and purposes.

The course has two sections:

- **The HSC Common Content** which consists of one Area of Study (40% course content) common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and **apply** skills in interpretation and synthesis.

- **Three Modules** that provide elective choices which emphasize particular aspects of the ways in which meaning is shaped through the language and structure of texts. The effectiveness of texts is examined in terms of their different audiences and purposes. Students are required to choose one elective from each of the Modules:
  - Module A—Experience through Language
  - Module B—Close study of a Text
  - Module C—Texts and Society

The HSC course requires students to engage in:

- 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
**Assessment: HSC course**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination</td>
<td>Area of Study 40</td>
</tr>
<tr>
<td><strong>Paper 1 (two hours)</strong></td>
<td>(Common course content)</td>
</tr>
<tr>
<td>Areas of study 40</td>
<td>Module A 20</td>
</tr>
<tr>
<td>(Common course content)</td>
<td>Module B 20</td>
</tr>
</tbody>
</table>

| Module C 20 | |

<table>
<thead>
<tr>
<th><strong>Paper 2 (two hours)</strong></th>
<th>Assessment across the language modes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A 20</td>
<td>- Listening 15</td>
</tr>
<tr>
<td>Module B 20</td>
<td>- Speaking 15</td>
</tr>
<tr>
<td>Module C 20</td>
<td>- Reading 25</td>
</tr>
<tr>
<td></td>
<td>- Writing 30</td>
</tr>
<tr>
<td></td>
<td>Viewing and representing 15</td>
</tr>
</tbody>
</table>
## English Advanced

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

**Board Developed Course**

<table>
<thead>
<tr>
<th>Exclusions:</th>
<th>English Standard; Fundamentals of English; ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who should study this course?</strong></td>
<td>This course is designed for students to undertake the challenge of higher order thinking to enhance their personal, social and vocational lives. Students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature of complex texts. <strong>English teachers will advise you on whether you should study this course</strong></td>
</tr>
</tbody>
</table>
| **Preliminary Course:** | In the Preliminary course students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values. 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 (40% of course content). Students explore the ways a particular concept is presented in a range of texts and develop skills in interpretation and synthesis.  
- TWO Electives (60% course content) in which students explore, examine and analyse texts and evaluates aspects of shaping meaning and the ways contexts impact on different attitudes and values. |
| **Main Topics Covered:** | Preliminary English course requires students to:  
- study Australian and other texts  
- explore a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts  
- engage in wide reading programs involving texts and textual forms composed in and for a wide variety of contexts  
- integrate the language modes of reading, writing, listening, speaking, and viewing and representing  
- engage in the integrated study of language and text. |
| **HSC Course** | In the HSC course students analyse and evaluate texts and the ways they are valued in their contexts. The HSC course has two sections:  
- The HSC Common Content consists of one Area of Study (40% course content) common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis.  
- Modules (60% course content) which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three Modules:  
  - Module A  
  - Module B  
  - Module C  
  - Comparative Study of Text and Content  
  - Critical Study of Text  
  - Representation and Text |
| **Main Topics Covered** | The HSC course requires:  
- the close study of at least **five** types of prescribed text, one drawn from **each** of the following categories:  
  - Shakespearian drama  
  - Prose fiction  
  - Drama or Film  
  - Poetry  
  - Non-fiction or Media or Multimedia texts  
- a wide range of additional related texts and textual forms. |
<table>
<thead>
<tr>
<th>Assessment: HSC course</th>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A written examination paper consisting of:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Paper 1 (two hours)</strong></td>
<td></td>
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<tr>
<td></td>
<td>Areas of Study (Common course content)</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td><strong>Paper 2 (two hours)</strong></td>
<td></td>
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<tr>
<td></td>
<td>Module A</td>
<td>60</td>
</tr>
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<td></td>
<td>Module B</td>
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<tr>
<td></td>
<td>Module C</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Assessment across the language modes:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Listening</td>
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<td></td>
<td></td>
<td>– Speaking</td>
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<td></td>
<td></td>
<td>– Reading</td>
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<td></td>
<td></td>
<td>– Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viewing &amp; representing</td>
</tr>
</tbody>
</table>

Area of Study (Common course content)
Module A | 20
Module B | 20
Module C | 20
# English Extension – Preliminary & HSC

**1 unit of study for each of Preliminary and HSC**  
**Board Developed Course**

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

## Exclusions:
- English (Standard) Course; Fundamentals of English; ESL

## Who will study this course?
English Extension is designed for students undertaking English (Advanced) who choose to study at a more intensive level in diverse but specific areas. Students engage with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.  

**English teachers will advise you on whether you should study this course.**

## Course Description:
- **Preliminary course**
  - 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.
  - The course has one mandatory section, Module: Texts, Culture and Value, which requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of context and media.

- **HSC Extension Course 1**
  - 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
  - Through the exploration of complex texts students come to understand how and why particular texts are valued. They develop skills sustained composition in theorizing about texts through analysis and understanding of complex ideas. Students also develop an appreciation of the subtlety and aesthetics in language and the pleasure and diversity of language and literature.

## Assessment:
### HSC course
- **External Assessment**  
  A written examination of 2 hours duration  
  50 %

- **Internal Assessment**  
  Module A, B or C  
  2-3 tasks comprising the following:  
  1. Knowledge & understanding of complex texts and of how and why they are valued.  
  2. Skills in:  
     - Complex analysis  
     - Sustained composition  
     - Independent investigation  
  25 %
### HSC Extension Course 2

Students are required to complete a Major Work proposal, a statement of reflection and the Major Work (approximately 5,000 words or equivalent) for submission. The course requires students to complete a Major Work in any of the following forms:

- **Print** - Short story; Poetry; Critical Responses; or Radio, TV, Film or Drama Script
- **Sound** - Speeches; Radio Drama; Performance Poetry
- **Video**
- **Film**
- **Multimedia**

### Assessment: HSC course

<table>
<thead>
<tr>
<th><strong>External Assessment</strong></th>
<th><strong>Internal Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submission of Major work</strong></td>
<td><strong>Proposal:</strong> Presentation of proposal for Major work 10</td>
</tr>
<tr>
<td>Including a 1000–1500 word (maximum) reflection statement</td>
<td><strong>Viva Voce:</strong> Interview and discussion/exploration of the work in progress 20</td>
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<td></td>
<td><strong>Report:</strong> The impact of independent investigation on the development of the Major work 20</td>
</tr>
</tbody>
</table>

**NOTE**

If students elect to study both Extension 1 English and Extension 2 English for the HSC they will be studying a total of 4 units of English.
## English Fundamentals

### 2 units Preliminary course of study

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Students will study 1 unit in Year 11 and 1 unit in Year 12  <em>(units count for Year 11 only)</em></th>
</tr>
</thead>
</table>
| Exclusions:    | English (Advanced) course; English extension  
**NB.** This course does not count towards an ATAR |
| General:       | **Who should study this course?**  
Students who need extra help to develop skills in literacy and effective communication will benefit from this course. As well as helping you to improve your achievement in Standard English or ESL English, this course is designed to assist you with your writing in other subjects such as Business Studies, History, Legal Studies, Chemistry, Physics. |
| Course Description: | Through the study of a range of texts including film and mass media students will develop their skills in reading, writing, viewing, listening, speaking and presenting visual interpretations of texts. You will also have the opportunity to create your own texts.  
Students will also have the opportunity to develop their skills to help meet the literacy demands of subjects other than English |
| Main Topics Covered: | Students study Module A plus at least two other Modules listed below:  
- **Module A**—Approaches to Area of Study in English  
  Students will develop skills in close reading and viewing of texts as well as skills in creating and responding to texts  
- **Module B**—Oral Communication Skills  
  This Module will involve students in a range of speaking and listening activities to improve oral and aural communication skills. Students will learn how to interpret spoken texts by looking closely at what is said and the way it is said.  
- **Module C**—Writing for Study  
  This Module will assist students in meeting the writing demands of English as well as other subjects.  
- **Module D**—Research Skills  
  Students develop their skills in locating, interpreting, recording and making use of written, electronic and oral resource materials.  
- **Module E**—Workplace Communication  
  In this Module students explore written, visual and oral texts which are typical of a range of workplace contexts |
| Particular course requirements: | All modules involve a minimum of 24 indicative hours of study. **Module A is compulsory.**  
Students must complete a minimum of three modules.  
They may undertake other modules (with a minimum of 24 indicative hours of study) or apply the balance of time to additional work in the modules they have already undertaken |
| Assessment: HSC course | This course involves **school based assessment** only. Students will be assessed across the language modes of Listening, Speaking, Reading, Writing, Viewing and Representing. |

*The 2 units of English Fundamentals will be studied over the two years of Year 11 and 12 but the 2 units will be credited to the total number of Preliminary units. There is no HSC exam in this course.*
# Food Technology

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

**Board Developed Course**

## Why choose this subject?

When we select what, where and when to eat food we are influenced by an overwhelming amount of information – magazines, newspapers, friends, television, our cultural heritage, our religion. We are faced with myths, trends, misinformation, marketing hype, health scares and doubts about food processing and manufacture as well as fads and fallacies. Food Technology will assist you to unravel all the overwhelming amount of information which surrounds you to make valid decisions about the food you eat. It also creates a firm foundation for students wishing to work in the food industry.

## Preliminary Course

- Factors influencing the foods we choose to eat
- Preparing foods which reflect the various factors influencing food selection
- Food consumption in Australia
- Safe and hygienic work practices when handling food
- Appropriate preparation and cooking techniques when preparing food
- Examining the functional properties of food and applying these properties when preparing a variety of foods
- The nutritional value of foods and daily nutritional requirements
- Selecting foods to maintain a healthy diet
- Food styling and photography

## HSC Course

- The Australian Food Industry
- Legislation and policies impacting on food production and processing
- Safe and Nutritious foods – being nutritionally aware and smart about labeling.
- Food Manufacturing Processes, including domestic production of preserved foods in practical classes.
- The design and development of new food products, including steps in food product development – try your hand at developing a new food product.
- Relationship between diet and the health status of Australians.
- The health problems seen in Australia.
- Food intake, lifestyle factors, foods for special dietary needs.
- Plan and prepare foods, linking to the dietary requirements of a variety of groups.

### Plan diets and prepare foods which address the dietary requirements of specific groups

## Particular course requirements:

Practical food preparation and experimental lessons will occur approximately once every two weeks during the preliminary course and a little less during the HSC course.

## Assessment: HSC course

### External Assessment

A three hour written examination 100%

### Internal Assessment

- Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace) 20%
- Research, analysis and communication 30%
- Experimentation and preparation 30%
- Design, implementation and evaluation 20%
French Beginners

2 units for each of Preliminary and HSC

Board Developed Course

| Prerequisites: | Check with the LOTE staff for eligibility rules (Generally students who have more than the equivalent of Year 8 competence in the language are ineligible to do the Beginners courses) |
| Exclusions: | French Continuers students. Other eligibility rules apply to the study of this subject. Check with your teacher – See also note above. |
| General: | The Beginners courses are specifically designed for students who wish to take up the study of a new language in Years 11 and 12. Those students who have already studied another language will find that their language learning skills will be of considerable benefit in the learning of an additional language. |
| Course Description: | French is one of the most important languages internationally. French-speaking countries have emerged as international leaders in trade, commerce and politics. Not only is French spoken in a number of countries in Europe, it is also widely spoken in many nations of Africa, in Canada, in the Caribbean, in the Pacific and in South-East Asia. English and French also share a linguistic heritage. Learning a language is both rewarding and interesting. The Beginners course offers students the opportunity to develop the ability to use and understand French in a range of situations relevant to the world of young adults. Learning French is always enhanced by a growing awareness and appreciation of the culture, lifestyle and traditions of people living in France and French-speaking communities. Undertaking the study of a language would be of particular benefit to students who are interested in careers in public relations, commerce, education, hospitality, marketing, international relations, media and tourism. Over the course of two years, students develop their knowledge and understanding of French across a range of topics, which will be explored through the use of four skills: listening, speaking, reading and writing. In the HSC course, study may cover new topics or more detailed treatment of topics previously studied. |
| 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 |

| Assessment: HSC course | | |
|---|---|
| **External Assessment** | **Internal Assessment** |
| An oral examination: | |
| Speaking Skills | 20 | Listening Skills | 30 |
| A written examination: | |
| Listening Skills | 30 | Speaking Skills | 20 |
| Reading Skills | 30 | Reading Skills | 30 |
| Writing Skills | 20 | Writing Skills | 20 |

The use of dictionaries is permitted during assessment tasks and examinations, including the HSC.
# Geography

2 units for each of Preliminary and HSC

## General:

Are you interested in what is happening in our world?
Do you see yourself as wanting to create a globally sustainable future?
If you care about the world in which you live, this course is for you.

Geography is a life-long interest, stimulating a natural curiosity about how and why the world’s people and their environments are so varied. There are four primary reasons why students should study the subject of Geography:

- **By definition, Geography provides knowledge of the earth and helps people to plan and make decisions about the spatial dimensions of the world.**
- **Geography provides an intellectual challenge to reach a deeper understanding of the variable character of life on our planet.**
- **With a strong grasp of Geography, students are well prepared to explore issues as informed citizens in a changing world.**

Geography is an investigation of the world providing students with the opportunity to interpret and describe the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world.

Studies in both physical and human geography provide an important information base on which students investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society. Clarifying, analysing, acquiring and judging values and attitudes allows students to respond to geographical issues, questions and problems. Studying Geography Stage 6 prepares students for post-school studies and future employment, and for active participation as informed citizens.

Geography provides students with knowledge helpful in understanding key issues involved in a wide a variety of exciting careers such as Oceanography, Environmental Management, Town Planning, Geographical surveying just to name a few. Geography is for people who CARE about the world in which we live.

## Course Description:

### Preliminary Course

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

### HSC Course

- **Ecosystems at Risk** (33.3% of course time)
- **Urban Places** (33.3% of course time)
- **People and Economic Activity** (33.3% of course time)

## Main Topics Covered:

In both the Preliminary and HSC courses the order of topics is not prescriptive and may be influenced by students’ needs, interests and access to fieldwork sites and/or resources.

Objectives - Through the study of Geography students will develop knowledge and understanding about:

- the characteristics and spatial distribution of environments
- the processes that form and transform the features and patterns of the environment
- the global and local forces which impact on people, ecosystems, urban places and economic activity
- the contribution of a geographical perspective

**skills to:**

- investigate geographically
- communicate geographically
- and informed and responsible **values and attitudes** towards:

- ecological sustainability
- a just society
- ethical research practices
- active and informed citizenship
- responsible, autonomous life-long learning
<table>
<thead>
<tr>
<th>Assessment: HSC course</th>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A three-hour written examination –</td>
<td>Field work 10</td>
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<tr>
<td></td>
<td>Multiple Choice 20</td>
<td>Geographical research 20</td>
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<tr>
<td></td>
<td>Short Responses 40</td>
<td>Interpretation and synthesis of geographical stimulus 30</td>
</tr>
<tr>
<td></td>
<td>Extended Responses 40</td>
<td>Geographical explanations, discussion, expositions and reports 40</td>
</tr>
</tbody>
</table>
**German Beginners**

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

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Check with the LOTE staff for eligibility rules (Generally students who have more than the equivalent of Year 8 competence in the language are ineligible to do the Beginners courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions:</td>
<td>German Continuers students. Other eligibility rules apply to the study of this subject. Check with your teacher – See also note above.</td>
</tr>
<tr>
<td>General:</td>
<td>The Beginners courses are specifically designed for students who wish to take up the study of a new language in Years 11 and 12. Those students who have studied and are intending to continue the study of another language will find that their language learning skills are transferable and will be of considerable benefit in the learning of an additional new language.</td>
</tr>
<tr>
<td>Course Description:</td>
<td>German is an important language internationally. German-speaking countries are considered international leaders in trade, commerce, environmental protection and politics. German is widely spoken as a first language in Europe and millions of people in countries throughout the world also speak it as a second language. English and German also have a common origin. Learning a language is both rewarding and interesting. The Beginners course offers students the opportunity to develop the ability to use and understand German in a range of situations relevant to the world of young adults. Learning German is always enhanced by a growing awareness and appreciation of the culture, lifestyle and traditions of people living in Germany and German-speaking communities. Undertaking the study of a language would be of particular benefit to students who are interested in careers in public relations, commerce, education, hospitality, marketing, international relations, media and tourism. Over the course of two years, students develop their knowledge and understanding of German across a range of topics, which will be explored through the use of four skills: listening, speaking, reading and writing. In the HSC course, study may cover new topics or more detailed treatment of topics previously studied.</td>
</tr>
</tbody>
</table>
| 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 |

**Assessment: HSC course**

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

The use of dictionaries is permitted during assessment tasks and examinations, including the HSC.
## Why study this course?

Students interested in designing and making with a focus on computer technology will find this course of interest. The area of study for this course is Multimedia Technologies. In this course we consider the current industry practices in the areas of graphic design, web design and film design and produce high quality products that meet the current industry standards. If you have a flair for design and interested in using computer based technologies this is a course for you.

## The Preliminary Course

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Students also undertake the study of an individual business within a focus area industry.

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

## The HSC Course

During the HSC course students work independently to design, develop and construct a Major Project (60%) and a study of the relevant industry:
- **Industry Study** (15%)
- **Major Project** (60%)
  - Design, Management and Communication
  - Production
- **Industry Related Manufacturing Technology** (25%)

## Assessment: HSC course

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>40</th>
<th>Internal Assessment</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>A one and a half hour written exam</td>
<td></td>
<td>Knowledge of the industry and it’s processes</td>
<td></td>
</tr>
<tr>
<td><strong>Section I:</strong> Industry Related Manufacturing Technology (10 marks)</td>
<td></td>
<td>Major practical project</td>
<td>60</td>
</tr>
<tr>
<td><strong>Section II:</strong> Industry Related Manufacturing Technology (15 marks)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section III:</strong> Industry Study (15 marks)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Project</td>
<td>60</td>
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</tbody>
</table>
**Information Processes and Technology**

2 units for each of Preliminary and HSC  
Course No: 15210  
Board Developed Course

### Why study this subject?

Information Technology applies to all areas of our lives. We use computerised information systems on a daily basis at work, at home, and for leisure. The information systems we use vary from Facebook, Twitter, Instagram, borrowing books from a library and to complex World Wide Networks of computers used for business/banking, the World Wide Web and Email. This computing studies course applies to all students as it provides them with the knowledge and skills to use and design computerised information systems of varied complexity. It will ensure students have invaluable life and work skills in a world in which the ability to understand and use computers is essential.

Information Processes and Technology complements the course ‘Software Design and Development’ and Information Technology VET and students may elect to study all three courses.

### Main Topics Covered:

#### Preliminary Course

1. **Introduction 20% of course**
   - what is an information system? Computerised information systems in use today.
   - how computerised information systems work, why the use of computerised information systems is increasing.

2. **Tools Used in Information Systems 50% of course**
   - methods of input and processing data in information systems.
   - the role of computer hardware and software
   - using available software to produce information systems which solve a problem. Software used might include Dreamweaver, HTML, Photoshop, Illustrator, Stop Motion Studio, iPads and various apps, Access, Excel etc
   - social and ethical issues associated with the use of information systems – privacy, security, accuracy of information, appropriate use of information, changes to the nature of work.

3. **Creating Your own information system 30% of course**
   - developing a personal information system using available software.
   - developing group information systems.

#### HSC Course

1. **Project management 20% of course**
   - designing and implementing an information system of your choice.

2. **Information Systems and databases 20% of course**
   - the use of databases as information systems in a variety of contexts.

3. **Communication Networks 20% of course**
   - computer communication systems – how computers communicate, computer networks on both local and global levels. The impact of such information systems.

4. **Two Option Strands 40% of course**
   - multimedia information system
   - transaction processing systems

### Particular Course Requirements

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.

### Assessment: HSC course

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>Assessment will be based on the HSC course content including project work</td>
</tr>
</tbody>
</table>
# Legal Studies

2 units for each of Preliminary and HSC

**Board Developed Course**

## General:

A few questions for you:
1. How many TV programs can you name that involve a legal firm or theme?
2. Do you watch these programs frequently?
3. Do you enjoy these programs?
4. Would you like to know more about the legal system?
5. Would you be interested in debating/discussing issues about how to achieve justice for victims of a crime?

If the above interests you READ ON.

## Course Description:

The Preliminary course aims to develop your knowledge and understanding about the nature and social functions of law and law making. *Sir Justice Kirby once said that in any recent year there are over 1000 new laws introduced into Australian Parliaments—you don’t have to know them all!!!* You will learn about the importance of law for society, the development of law as a reflection of society and the role of the individual in our legal system. You will also undertake practical investigations through case studies eg law and DNA.

The HSC course investigates the key areas of law and justice through a variety of focus studies and core components. The core components are Human Rights and Crime. The focus studies are listed below. Issues such as the effectiveness of the legal system and law reform measures are also considered. Both the preliminary and HSC Courses provide practical experience of the knowledge learnt through visits to courts, legal museums, guest speakers and mock trials.

## Main Topics Covered:

### Preliminary course:
- **The Legal System**: 40% of course time
- **The individual and the Law**: 30% of course time
- **Law in Practice**: 30% of course time

### HSC course:
- **Human Rights**: 20% of course time
- **Crime**: 30% of course time
- **Additional Focus Studies**: 50% of course time

The two additional focus studies are chosen from Consumers, Family, Global Environmental Protection, Indigenous Peoples, Shelter, Workplace and World Order. Key themes incorporated across all topics: Justice and Rights; Morals, Values and Ethics; Conflict and Cooperation; Law Reform; Legal Processes and Institutions; Effectiveness of the Legal System.

## Assessment:

### HSC course

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination:</td>
<td>Examination/Class Tests</td>
</tr>
<tr>
<td>Core 1 – Crime and HR: Objective Response Questions</td>
<td>Knowledge/Understanding 60</td>
</tr>
<tr>
<td>Core 2 Pt A HR: Short answer questions</td>
<td>Research 20</td>
</tr>
<tr>
<td>Pt B Crime: One extended response Section 3</td>
<td>Communication 20</td>
</tr>
<tr>
<td>Two Extended Responses (one from each option)</td>
<td></td>
</tr>
</tbody>
</table>
Experience in problem-solving and modelling through the study of courses in Mathematics Learning Area

Continuum of Learning for Stage 6 Mathematics General Students

Early Stage 1 to Stage 3 Mathematics

Stage 4 and Stage 5 Mathematics (including Life Skills outcomes and content)

Stage 6 Mathematics Life Skills

Stage 6 - Preliminary Mathematics General (BDC*)

Stage 6 - HSC Mathematics General 1 (CEC*) General 2 (BDC*)

Stage 6 - Mathematics

Maintenance of eligibility for the HSC award and an ATAR needs to be considered in choosing one of the two HSC courses below**

Workplace/Tertiary Courses/Other Information from universities, TAFE colleges, etc, should be sought regarding assumed knowledge for particular courses offered by institutions in the tertiary sector

* BDC = Board Developed Course (HSC BDCs are examined at the HSC)  CEC = Content Endorsed Course (HSC CECs are not examined at the HSC).

** The HSC Mathematics General 1 course (two units of study in the HSC Year) is a Content Endorsed Course and cannot be used to meet the requirement that to be eligible for the HSC award, students must study at least six units of Board Developed Courses. Also, the two units of study for the HSC Mathematics General 1 course cannot be counted in the 10 units required for the calculation of an ATAR. For further information, Please refer to the Board’s Assessment Certification Examination (ACE) website at http://ace.bos.nsw.edu.au
Preliminary Mathematics General/HSC Mathematics General 1 pathway

<table>
<thead>
<tr>
<th>Preliminary Mathematics General*</th>
<th>HSC Mathematics General 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 2</td>
<td>Units: 2</td>
</tr>
<tr>
<td>Indicative hours: 120</td>
<td>Indicative hours: 120</td>
</tr>
</tbody>
</table>

Total indicative hours: 240

Preliminary Mathematics General/HSC Mathematics General 2 pathway

<table>
<thead>
<tr>
<th>Preliminary Mathematics General*</th>
<th>HSC Mathematics General 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 2</td>
<td>Units: 2</td>
</tr>
<tr>
<td>Indicative hours: 120</td>
<td>Indicative hours: 120</td>
</tr>
</tbody>
</table>

Total indicative hours: 240

Mathematics ('2 Unit')

<table>
<thead>
<tr>
<th>Preliminary Mathematics (2 Unit)</th>
<th>HSC Mathematics (2 Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 2</td>
<td>Units: 2</td>
</tr>
<tr>
<td>Indicative hours: 120</td>
<td>Indicative hours: 120</td>
</tr>
</tbody>
</table>

Total indicative hours: 240

* Satisfactory completion of the Preliminary Mathematics General course may be followed by study of either the HSC Mathematics General 2 course or the HSC Mathematics General 1 course. (Note: The HSC Mathematics General 2 course is a Board Developed Course (examined at the HSC), while the HSC Mathematics General 1 course is a Content Endorsed Course (not examined at the HSC).
### Mathematics General 1

**Board Developed Course**

#### Prerequisites:

The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2002) up to, and including, the content and outcomes of Stage 5.1.

#### Exclusions:

Students may not study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics General 1 course.

#### Course Description:

The Preliminary Mathematics General course and the HSC Mathematics General 1 (Content Endorsed) course (CEC) are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 1 course content is written in the same five Strands and includes a further four Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC Mathematics General 2 pathway. The Preliminary Mathematics General/HSC Mathematics General 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training. **Note:** As for other Content Endorsed Courses, the HSC Mathematics General 1 course will be subject to internal assessment only, and not formal examination at the HSC. **Also, the two units of study for the HSC Mathematics General 1 course cannot be counted in the 10 units required for the calculation of an ATAR.**

#### Main Topics Covered:

<table>
<thead>
<tr>
<th>Preliminary Mathematics General Course</th>
<th>HSC Mathematics General 1 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strand: Financial Mathematics</td>
<td>• Strand: Financial Mathematics</td>
</tr>
<tr>
<td>• Strand: Data and Statistics</td>
<td>• Strand: Data and Statistics</td>
</tr>
<tr>
<td>• Strand: Measurement</td>
<td>• Strand: Measurement</td>
</tr>
<tr>
<td>• Strand: Probability</td>
<td>• Strand: Probability</td>
</tr>
<tr>
<td>• Strand: Algebra and Modelling</td>
<td>• Strand: Algebra and Modelling</td>
</tr>
<tr>
<td>• Focus Study: Mathematics and</td>
<td>• Focus Study: Mathematics and</td>
</tr>
<tr>
<td>Communication</td>
<td>Design</td>
</tr>
<tr>
<td>• Focus Study: Mathematics and</td>
<td>• Focus Study: Mathematics and</td>
</tr>
<tr>
<td>Driving</td>
<td>Household Finance</td>
</tr>
<tr>
<td></td>
<td>• Focus Study: Mathematics and</td>
</tr>
<tr>
<td></td>
<td>the Human Body</td>
</tr>
<tr>
<td></td>
<td>• Focus Study: Mathematics and</td>
</tr>
<tr>
<td></td>
<td>Personal Resource Usage</td>
</tr>
</tbody>
</table>

---
# Mathematics General 2

2 units for each of Preliminary and HSC  
Board Developed Course

## Prerequisites:

The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2002) up to, and including, the content and outcomes of Stage 5.1. For students who intend to study the HSC Mathematics General 2 course, it is recommended that they study at least some of the Stage 5.2 content of the Mathematics Years 7–10 Syllabus (2002), particularly the Patterns and Algebra topics and Trigonometry, if not all of the content.

## Exclusions:

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

## Course Description:

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

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

## Main Topics Covered:

### Preliminary Mathematics General Course

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

### HSC Mathematics General 2 Course

- **Strand:** Financial Mathematics
- **Strand:** Data and Statistics
- **Strand:** Measurement
- **Strand:** Probability
- **Strand:** Algebra and Modelling
- **Focus Study:** Mathematics and Health
- **Focus Study:** Mathematics and Resources
## Mathematics

### Prerequisites:*

The course is constructed on the assumption that students have achieved the outcomes in the core of the 5.2 (Intermediate) Mathematics course and achieved a grade of B7 or better for the School Certificate, along with the recommended options.

### 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:

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

### Assessment:

**External Assessment**

A single written examination paper of three hours duration, consisting of ten questions of equal value.

No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

**Internal Assessment**

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (80%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (20%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment in both components.

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

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

| Prerequisites: | The course is constructed on the assumption that students have achieved the outcomes in the core of the 5.3 (Advanced) Mathematics course and achieved a grade of A9 or better for the School Certificate, along with the recommended options |
| 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 | HSC Course |
| Other inequalities | Methods of integration |
| Further geometry | Primitive of \( \sin^2 x \) and \( \cos^2 x \) |
| Further trigonometry | Equation \( \frac{dN}{dt} = k(N - P) \) |
| Angles between two lines | Velocity and acceleration as a function of \( x \) |
| Internal and external division of lines into given ratios | Projectile motion |
| Parametric representation | Simple harmonic motion |
| Permutations and combinations | Inverse functions and inverse trigonometric functions |
| Polynomials | Induction |
| Harder applications of the Mathematics Preliminary course topics | Binomial theorem |
| | Further probability |
| | Iterative methods for numerical estimation of the roots of a polynomial equation |
| | Harder applications of Mathematics HSC course topics |
| Assessment: HSC course | External Assessment |
| Two written examination papers. One paper is the Mathematics course paper and is of three hours duration. The other paper, of two hours duration, is based on the Mathematics Extension 1 course and consists of seven questions of equal value. | Internal Assessment |
| No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary | The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (70%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (30%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment in both components. |
A course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

School assessment for the Mathematics Extension 1 HSC course can be based on the whole of the Mathematics Extension 1 course (Preliminary and HSC courses). Assessment for this course should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).
Modern History

2 units for each of Preliminary and HSC

Board Developed Course

<table>
<thead>
<tr>
<th>General:</th>
<th>Modern History involves the study of international, national events and people who have had an impact on the modern world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Topics Covered Preliminary Course</td>
<td>The Preliminary course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their HSC studies.</td>
</tr>
<tr>
<td>Part I Case Studies - (50%)</td>
<td>At least TWO case studies should be undertaken.</td>
</tr>
<tr>
<td></td>
<td>ONE case study must be from Europe, North America or Australia.</td>
</tr>
<tr>
<td></td>
<td>ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.</td>
</tr>
<tr>
<td></td>
<td>Topics may include:</td>
</tr>
<tr>
<td></td>
<td>- The Reign of Terror in France 1792 – 1795</td>
</tr>
<tr>
<td></td>
<td>- The Decline &amp; Fall of the Romanov dynasty</td>
</tr>
<tr>
<td></td>
<td>- Yankees &amp; Confederates in the American States in the mid nineteenth century</td>
</tr>
<tr>
<td></td>
<td>- Bismark &amp; the Unification of the German States</td>
</tr>
<tr>
<td></td>
<td>- The Civil Rights movement in the USA in the 1950s and 1960s</td>
</tr>
<tr>
<td></td>
<td>- Post Communist Russia</td>
</tr>
<tr>
<td></td>
<td>- Decolonisation in Indochina</td>
</tr>
<tr>
<td></td>
<td>- The Cuban Revolution and its impact in Latin America</td>
</tr>
<tr>
<td></td>
<td>- Allende, Pinochet and the 1973 military coup in Chile</td>
</tr>
<tr>
<td></td>
<td>- Ayatollah Khomeini and Muslim fundamentalism</td>
</tr>
<tr>
<td>Part II Historical Investigation - 20%</td>
<td>Students will investigate a case study of their own, an aspect of a case study or an aspect of the Preliminary core study.</td>
</tr>
<tr>
<td></td>
<td>The historical investigation is designed to provide opportunities for all students to develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. The investigation should extend a particular area of individual student or group interest and could underpin the development of research skills in preparation for Extension History. It provides the context for a practical application of the key competencies. Students should be encouraged to select a topic and presentation style that reflects their individual interests and abilities. The historical investigation need not be confined to one task.</td>
</tr>
<tr>
<td></td>
<td>The historical investigation can be integrated into any aspect of the Preliminary course. The topic for investigation could be a case study, an aspect of a case study or an aspect of the Preliminary core study.</td>
</tr>
<tr>
<td></td>
<td>Possible historical investigations could include:</td>
</tr>
<tr>
<td></td>
<td>- a case study</td>
</tr>
<tr>
<td></td>
<td>- aspects of a case study</td>
</tr>
<tr>
<td></td>
<td>- aspects of the Preliminary core study</td>
</tr>
<tr>
<td></td>
<td>- a personality</td>
</tr>
<tr>
<td></td>
<td>- group or groups</td>
</tr>
<tr>
<td></td>
<td>- events of significance</td>
</tr>
<tr>
<td></td>
<td>- aspects of culture and society</td>
</tr>
<tr>
<td></td>
<td>- historical debates</td>
</tr>
<tr>
<td></td>
<td>- historical concepts</td>
</tr>
<tr>
<td></td>
<td>- historical sites</td>
</tr>
<tr>
<td>Part III Core Study: The World at the Beginning of the 20th Century – 30%</td>
<td>Students will investigate the Preliminary core study using a source-based approach. This topic is critical to understanding the HSC Core Study</td>
</tr>
</tbody>
</table>
Students are required to study Parts I, II, III and IV of the course.

**Part I** Core Study: World War I 1914 – 1919: A Source-based Study 25%

**Part II** ONE National Study 25%
Students will undertake ONE national study
   - Russia and the Soviet Union 1917 – 1941
   - USA 1919 – 1941
   - Germany 1918 – 1939

**Part III** ONE Personality in the Twentieth Century 25%
Students will undertake ONE personality from those listed.
The personality selected may or may not align with a student’s national or international study giving teachers and students greater flexibility of choice and the opportunity for a broader study of Modern History.

<table>
<thead>
<tr>
<th>A Yasser Arafat</th>
<th>I Alexandra Kollontai</th>
<th>Q Albert Speer</th>
</tr>
</thead>
<tbody>
<tr>
<td>B Joseph Benedict Chifley</td>
<td>J Douglas Macarthur</td>
<td>R Achmad Sukarno</td>
</tr>
<tr>
<td>C Mikhail Gorbachev</td>
<td>K Nelson Mandela</td>
<td>S Sun Yixian (Sun Yat-sen)</td>
</tr>
<tr>
<td>D Xanana Gusmao</td>
<td>L Golda Meir</td>
<td>T Hideki Tojo</td>
</tr>
<tr>
<td>E Emperor Hirohito</td>
<td>M Robert Gordon Menzies</td>
<td>U Leon Trotsky</td>
</tr>
<tr>
<td>F Ho Chi Minh</td>
<td>N Ian Paisley</td>
<td>V Harry S Truman</td>
</tr>
<tr>
<td>G J. Edgar Hoover</td>
<td>O Leni Riefenstahl</td>
<td>W Isoruku Yamamoto</td>
</tr>
<tr>
<td>H Mohammed Ali Jinnah</td>
<td>P Eleanor Roosevelt</td>
<td>X Zhu De (Chu The)</td>
</tr>
</tbody>
</table>

**Part IV**: ONE International Study in Peace and Conflict 25%
Students will undertake ONE International Study in Peace and Conflict from those listed:
A Ango-Irish Relations 1968-1998
B Conflict in Europe 1935 – 1945
C Conflict in Indochina 1954 – 1979
D Conflict in the Pacific 1937 – 1951
E The Arab- Israeli Conflict 1956 – 1996
F The Cold War 1945 – 1991

**Assessment: HSC course**

**External Assessment**
A three hour written examination in four parts
- Core Study (Source-based)
- Extended essay for National Study + Study in Peace + Conflict
- Personality structured written response

**Internal Assessment**
Knowledge + understanding of core, national and international studies are assessed through a range of tasks including:
- Research
- Source analysis
- Oral and written communication
Music 1
2 units for each of Preliminary and HSC
Board Developed Course

<table>
<thead>
<tr>
<th>Who can study this course?:</th>
<th>Anyone who is interested in Music. You do not need to have studied music as an elective in years 9-10.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions:</td>
<td>You cannot choose this course if you are studying Music 2</td>
</tr>
<tr>
<td>What will I study?</td>
<td>Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover many different styles, times and genres.</td>
</tr>
<tr>
<td>Particular course requirements:</td>
<td>HSC course</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment: HSC course</th>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance (one piece) = practical exam</td>
<td>20</td>
<td>Core Performance 10</td>
</tr>
<tr>
<td>A 1 hour aural = written exam</td>
<td>30</td>
<td>Core Composition 10</td>
</tr>
<tr>
<td>Electives: Any combination of Performance (one piece)</td>
<td>20</td>
<td>Core Musicology 15</td>
</tr>
<tr>
<td>Composition (submitted composition)</td>
<td>20</td>
<td>Core Aural 20</td>
</tr>
<tr>
<td>Musicology (viva voce examination)</td>
<td>20</td>
<td>Elective 1 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 2 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 3 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_____ 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100*</td>
</tr>
</tbody>
</table>

Footnote:
*In the HSC external assessment the marks for the Core performance and the three Electives will be converted to a mark out of 70, which combined with the written aural exam giving a total mark out of 100 for the examination.
Music 2
2 units for each of Preliminary and HSC

Who can study this course?:
Students who have studied Music as an Elective (in Yrs 9 or 10) or who have studied music outside school (to approximate Grade 4 AMEB).

Exclusions:
You cannot study this course if you are studying Music 1

What will I study?
In the Preliminary and HSC courses, students will study:
The concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.
Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary course the Mandatory Topic is Music 1600 – 1900, in the HSC course the Mandatory Topic is Music of the Last 25 Years (Australian focus).

Particular course requirements:
In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to 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.
All students will be required to develop a composition portfolio for the core composition.

### Assessment: HSC course

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance (one piece reflecting the mandatory topic)</td>
<td>Performance</td>
</tr>
<tr>
<td>Sight Singing 8 bars only</td>
<td>Composition</td>
</tr>
<tr>
<td>Core Composition (reflecting the mandatory topic) (2 minutes)</td>
<td>Musicology</td>
</tr>
<tr>
<td>Musicology/Aural Skills</td>
<td>Aural</td>
</tr>
<tr>
<td>One elective Additional Topic in either Performance (2 pieces) or Submitted Composition (3 minutes) or Submitted Essay (1500 words)</td>
<td>Elective in either Performance or Composition or Musicology</td>
</tr>
</tbody>
</table>
## Personal Development Health and Physical Education

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

**Board Developed Course**

<table>
<thead>
<tr>
<th>Course Description:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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 participate in a range of practical options in areas such as:</td>
<td></td>
</tr>
<tr>
<td>✓ first aid</td>
<td></td>
</tr>
<tr>
<td>✓ outdoor recreation</td>
<td></td>
</tr>
<tr>
<td>✓ fitness choices.</td>
<td></td>
</tr>
</tbody>
</table>

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 also 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 the opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

<table>
<thead>
<tr>
<th>Main Topics Covered:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preliminary Course</strong></td>
<td></td>
</tr>
<tr>
<td>Core Topics (60%)</td>
<td></td>
</tr>
<tr>
<td>• Better Health for Individuals 30%</td>
<td></td>
</tr>
<tr>
<td>• The Body in Motion 30%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Components (40%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Two options each from</td>
<td></td>
</tr>
<tr>
<td>• First Aid</td>
<td></td>
</tr>
<tr>
<td>• Composition and Performance</td>
<td></td>
</tr>
<tr>
<td>• Fitness Choices</td>
<td></td>
</tr>
<tr>
<td>• Outdoor Recreation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>HSC Course</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Topics (60%)</td>
<td></td>
</tr>
<tr>
<td>• Health Priorities in Australia 30%</td>
<td></td>
</tr>
<tr>
<td>• Factors Affecting Performance 30%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Component (40%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sports Medicine</td>
<td></td>
</tr>
<tr>
<td>• Equity and Health</td>
<td></td>
</tr>
<tr>
<td>• Improving Performance</td>
<td></td>
</tr>
<tr>
<td>• The Health of Young People</td>
<td></td>
</tr>
<tr>
<td>• Sport and Physical Activity in Australian Society</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment: HSC course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>A three hour written paper</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>60</td>
</tr>
<tr>
<td>Options</td>
<td>40</td>
</tr>
</tbody>
</table>
Physics

2 units for each of Preliminary and HSC

This course is designed for those students who have a substantial achievement level (Grade C) based on the Stage 4 – 5 course performance descriptions. The subject matter of this course recognises the different needs and interests of students by providing a structure that builds upon the foundations laid in stage 5 yet recognises that students entering Stage 6 have a wide range of abilities, circumstances and expectations.

Exclusions:
Senior Science (Preliminary)

Something to shout about:
Like to drive a car? Driving a car looks cool and easy, doesn’t it? Why then are there so many car crashes?
Want to be a better and safer driver? Then learn about the physics of the behaviour of vehicles in motion in this course. It is not only interesting and thought provoking but it may also save your life one day!
Yes, talking about life, can you live without a mobile phone? Ever wonder why mobile phones need no wire to communicate? What energy sources power a mobile phone?
And ultimately, we know that there is a beginning of the Universe. Will there be an end?
Interested? Read on!

Course Description:
The Preliminary course involves applying investigative, problem-solving and communication skills in the study of the behaviour of vehicles in motion, the properties of waves (seen and unseen) around us, electricity and magnetism as sources of energy, the beginning and end of the Universe as an interaction between energy and matter.
The HSC course builds upon the Preliminary course. It looks deeper into the effects of gravitational fields, momentum, projectile and circular motion and how they relate to the future of space travel and exploration.
It is clear that theories, experiments, discoveries and inventions must work together to advance our understanding of the physical world around us into the 21st century. And with a better understanding of the beauty and fragility of our environment comes better application of our new found technology for ourselves and for the future generations.

Main Topics Covered:

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course Core Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The World Communicates</td>
<td>• Space</td>
</tr>
<tr>
<td>• Electrical Energy in the Home</td>
<td>• Motors &amp; Generators</td>
</tr>
<tr>
<td>• Moving About</td>
<td>• From Ideas to Implementation</td>
</tr>
<tr>
<td>• The Cosmic Engine</td>
<td></td>
</tr>
</tbody>
</table>

One Option from the following:

• Medical Physics
• Astrophysics
• Geophysics
• From Quanta to Quarks
• The Age of Silicon
Practical experiences will occupy a minimum of 80 indicative hours across Preliminary and HSC course time, with no less than 35 hours in the HSC course. 

NB It is possible to complete the preliminary course in this subject and then transfer to the HSC course ‘Senior Science’. This will only be possible if the Senior Science course is offered and you are able to change your timetable lines to attend those lessons.

<table>
<thead>
<tr>
<th>Assessment: HSC course</th>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A 3 hour written examination</td>
<td>Knowledge and Understanding</td>
</tr>
<tr>
<td></td>
<td>Core 75</td>
<td>Scientific Thinking / Communication Skills</td>
</tr>
<tr>
<td></td>
<td>Option 25</td>
<td>Investigative Planning / Communication Skills</td>
</tr>
</tbody>
</table>

| Knowledge and Understanding | 40 |
| Scientific Thinking / Communication Skills | 30 |
| Investigative Planning / Communication Skills | 30 |
## Society and Culture

2 units for each of Preliminary and HSC

### Board Developed Course

<table>
<thead>
<tr>
<th>General:</th>
<th>The central goal of Society and Culture Stage 6 is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course. Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology. Society and Culture is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse social theories and complementary and contrasting viewpoints about people, societies and cultures. Society and Culture promotes an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication.</th>
</tr>
</thead>
</table>
| Main Topics Covered: | Preliminary course (120 indicative hours)  
• The Social and Cultural World (30% of course time)  
• Personal and Social Identity (40% of course time)  
• Intercultural Communication (30% of course time)  
HSC course (120 indicative hours)  
Core  
• Personal Interest Project (30% of course time)  
• Social and Cultural Continuity and Change (30% of course time)  
Depth studies (40% of course time) TWO to be chosen from the following:  
• Popular Culture  
• Belief Systems and Ideologies  
• Social Inclusion and Exclusion  
• Social Conformity and Nonconformity |
| Assessment: HSC course | External Assessment | Internal Assessment |

**Please Note:**
A new syllabus for Society and Culture has been introduced for 2014 and the assessment requirements are currently pending approval with the BOS at the time of printing.
## Software Design and Development

2 units for each of Preliminary and HSC

### Why choose this subject?
Ever wonder how software is developed? If the answer is yes and you have good problem solving and analytical skills, this course is for you.

### Course Description:
The Preliminary course introduces students to the basic concepts of computer software design and development. It does so by looking at the different ways in which software can be developed, the tools that can be used and the processes. Students will design a series of programs ranging from simple to complex using different tools eg HTML, Visual Basic and Pascal.

The HSC course builds on the knowledge, skills and experiences from the Preliminary course, and asks students to **develop and document an individual piece of software** using a variety of data structures and language facilities, thus learning to solve a number of interesting and relevant software problems.

### Main Topics Covered:

#### Preliminary Course
- Concepts and issues in the design and development of software
  - Social and ethical issues
  - Hardware and software
  - Software development approaches
- Introduction to software development
  - Planning
  - Building
  - Checking
  - Modifying

Developing software solutions

#### HSC Course
- Development and impact of software solutions
  - Social and ethical issues
  - Application of software development approaches
- Software Development cycle
  - Understanding
  - Planning and designing
  - Implementation
  - Testing and evaluation
  - Maintenance

Developing a solution package
  - Project work

Option strands
  - Evolution of programming language or
  - The software developers view of the hardware

### Assessment:

#### HSC course
- **External Assessment**
  - A three hour written examination

- **Internal Assessment**
  - Knowledge and understanding about development and impact of software solutions, the software development cycle
  - Design and development of software solutions
  - Project management techniques including documentation, teamwork and communication project
Spanish Continuers
2 units for each of Preliminary and HSC

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>200–300 hours study of the language or equivalent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description:</td>
<td>The Preliminary and HSC courses have as their focus three themes and associated topics: The Individual, The Spanish-speaking Communities and The Changing World. The Continuers course enables the class to use a wide range of texts and text types (e.g. films, TV and radio programs, songs, stories, magazines, the Internet) to support the student’s development of skills in and knowledge of, Spanish, within the broad context of the three themes. This wide range of texts will also ensure that the student gains an insight into the culture and language of the many Spanish-speaking communities throughout the world.</td>
</tr>
<tr>
<td>Main Topics Covered:</td>
<td>The Individual enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals. Topics are as follows: Personal identity: self, family and friends, my home, surroundings and community, daily routine, personal memories Education and future aspirations: school life, skills/abilities, growing up Leisure and interests: sports/hobbies, keeping fit/healthy Feelings, opinions, attitudes and preferences The Spanish-speaking Communities explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures. Topics are as follows: Travel and tourism: requesting passports/visas, getting there, organising accommodation and meals, planning an itinerary, travelling around significant sights and places of interest Lifestyles: socialising, leisure pursuits, food/drink, significant festivals and celebrations, cultural diversity, traditions Arts and entertainment: significant people and contributions to music, sport, art, theatre, film, literature The Changing World enables students to explore change as it affects aspects of the world of work and other topics such as current issues and youth issues. Topics are as follows: The world of work: careers/occupations, advertisements, applications, interviews, duties and responsibilities, equality in the workplace Current issues: unemployment, technology, equality, environment, prominent people and events Youth issues: relationships, health, drugs, alcohol, tobacco</td>
</tr>
<tr>
<td>Themes:</td>
<td></td>
</tr>
<tr>
<td>Skills:</td>
<td>Students’ language skills are developed through tasks such as: Conversation Responding to an aural stimulus – listening Responding to a variety of different written material – reading Writing for a variety of purposes – letters, notes, e-mails, etc Studying Spanish culture through texts – stories, films, songs, internet, etc</td>
</tr>
<tr>
<td>Assessment:</td>
<td>HSC course</td>
</tr>
<tr>
<td>External Assessment</td>
<td>Internal Assessment</td>
</tr>
<tr>
<td>A ten minute conversation</td>
<td>20</td>
</tr>
<tr>
<td>A three hour written examination:</td>
<td>25</td>
</tr>
<tr>
<td>Listening and responding</td>
<td>Reading and Responding</td>
</tr>
<tr>
<td>Reading and responding</td>
<td>Writing in Spanish</td>
</tr>
<tr>
<td>Part A</td>
<td></td>
</tr>
<tr>
<td>Part B</td>
<td></td>
</tr>
<tr>
<td>Writing in Spanish</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>The use of bilingual and/or monolingual dictionaries is permitted during assessment tasks and examinations, including the HSC Examinations</td>
<td></td>
</tr>
</tbody>
</table>
Textiles and Design

2 units for each of Preliminary and HSC

Board Developed Course

### Why select this subject?
This course will be of interest to those students who would like to develop skills in:
- fashion design,
- fashion drawing
- making clothing or furnishings from textile fabrics
- dyeing and printing fabrics
- being creative
- sculpturing fabrics
- fabric manipulation

This new course has a much greater focus on design and practical work, designing and making form a major part of lesson time.

In the **preliminary course** students will design and make two products from textiles and develop folios which illustrate the students progress throughout the designing and making stages.

The **HSC course** culminates in the development of a Major Textiles Project worth 50% of the final HSC mark – the other 50% comes from the HSC examination.

This course provides students with the opportunity to design and work within the areas of specific interest to them eg fashion design, fabric dyeing and printing, costume design

Focus areas include:
- Apparel
- Costume
- Furnishing
- Textile Arts
- Non Apparel

### Main Topics Covered:

#### Preliminary Course
- Design clothing, furnishings, costumes and textiles arts.
- Fashion Drawing.
- Construction techniques for making articles from textiles, as well as reading and modifying patterns.
- Design Project 1 - design and make a furnishing item
- Investigate the properties of textile fibres and fabrics.
- Practical Project 2 - an article of your choice e.g. clothing, costume, or textile art
- Research the Australian Textiles, Clothing, Footwear Industries

#### HSC Course
- Examine the work of contemporary designers and designers from the past (historical perspective), and the influence of culture on design,
- Complete a major Design Project
- Examine Innovations in the Textiles Industry

### Assessment: HSC course

<table>
<thead>
<tr>
<th></th>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
</table>
| Preliminary     | 10                  | Textile, Clothing, Footwear and Allied Industries  
| HSC course      | 50                  | Properties and Performance  
| Major Textile Project | 50            | Design  
|                  |                     | 50                  
|                  | A written examination of one and a half hours | 10          
|                  | Major Textile Project | 20              
|                  |                     | 20                  
|                  |                     | 50                  
|                  |                     | Major Textiles Project |
Visual Arts
2 units for each of Preliminary and HSC
Board Developed Course

Course Description:
In Visual Arts you will be involved in artmaking, art criticism and art history. Students will be guided in the development of artworks which culminate in a ‘body of work’ in the HSC course. This ‘body of work’ should reflect your knowledge and understanding of art processes and skills and should demonstrate your ability to develop a conceptually strong artwork. In art criticism and art history you will investigate artworks, art critics, art historians and artists from Australia, as well as those from other cultures, traditions and times. This study becomes more exciting and involving when it relates to the development of your own work.

Main Topics Covered:

In the Preliminary course you will:
- Investigate different practices and processes through artmaking, art history and art criticism.
- Explore the role and function of artists’ artwork, the world and audiences in the art world.
- Develop your own point of view using the frames in an informed way.
- Develop meaning and focus and an involved interest in the development of your own artwork.
- Work in different forms of artmaking to build understanding over time through various investigations.

In the HSC course you will:
- Develop your own informed point of view in increasingly more independent ways using the frames.
- Select areas of interest to further develop your own artmaking practices and your investigations into art criticism and art history.
- Learn more about the relationships between artists and the art audience.
- Develop your own artworks with conceptual meaning and sustained technically resolved focus.

Particular course requirements:
Preliminary course:
- artworks in at many expressive forms and use of a process diary
- a broad investigation of ideas in art criticism and art history.
HSC course:
- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

Assessment:

<table>
<thead>
<tr>
<th>HSC course</th>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A written Exam paper</td>
<td>Development of the Body of Work</td>
</tr>
<tr>
<td></td>
<td>Submission of a Body of Work</td>
<td>Art criticism and art history</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Exclusions:
C.E.C. - Ceramics—Ceramics Body of Work
C.E.C. - Photography—Photography Body of Work
Any Bodies of Work developed in the above Content Endorsed Courses (C.E.C.’s) cannot be used as a Body of Work in Visual Arts
School VET and Tafe VET Courses

School VET

- are Board developed Courses
- count towards your HSC
- count towards your UAI (as Category B courses)
- include specified units of competency which have been drawn from Industry Training Packages. The competency standards have been developed by industry to reflect the real requirements for employment in the relevant industry.
- incorporate knowledge and skills recognised by industry and training organisations
- include an HSC exam if students wish to have the course counted in their ATAR
- lead to dual accreditation of the HSC and TAFE Diplomas / Certificates

Industry Curriculum Frameworks

The frameworks have been developed to provide students will the opportunity to gain dual accreditation: ie credit towards the HSC and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF)

VET Courses offered at Riverside are:
- Business Services (first time offered at Riverside)
- Hospitality – Kitchen Operations and Cookery Stream
- Information and Digital Technology

Tafe VET (TVET)

While some VET courses are offered at Riverside, a huge variety are offered by local TAFE colleges. These are known as TVET courses.

TVET courses offer dual accreditation. They not only count as units towards your HSC but also offer advanced standing in that course if you decide to continue at TAFE after your HSC.

If you are considering a VET course at TAFE it is strongly recommended you find out as much information about it as you can. You will not be allowed to change if you find you don't like it. So choose carefully.

A list of TAFE colleges and the courses they offer is available from Mr Blundell or on the TAFE website. While you can study TVET at a number of TAFE colleges, most Riverside students attend Meadowbank or Ryde TAFE.

North Sydney Institute comprises- Ryde, Meadowbank, Hornsby, North Sydney (St Leonards), Seaforth, Bradfield and Crows Nest.

Sydney Institute, Animal Attending and Design Fundamentals (Fashion) are available at Ultimo TAFE.

If you think you would like to do a TAFE -VET Course you will need to do the following
- Read the information then check the course outline available from Mr Blundell or on the school intranet.
- Ask yourself are you prepared to travel to TAFE? Even in winter when it's cold and dark?
- You must go every week; a minimum 80% attendance is required to pass. You must let Mr Blundell know if you can’t go and provide a note / doctor’s certificate to him on your return.
- Most TAFE classes are usually held on Tuesday afternoons from 1.30 / 2.00pm till 5.30 / 6.00pm. If your class starts at 1.30 you will need to leave early from period 3. Any work missed must be caught up.
- As most TAFE classes are held on Tuesday afternoons from 2-6pm, you can only choose one course.
- Choose courses carefully, you can’t change if you don’t like it.
- If you are unsure about anything or have questions see Mr Blundell.
Complete a TVET Expression of Interest application form and return it with your subject selection.

A list of TVET courses and an application form are available from Mr Blundell.

Popular TAFE courses Riverside students have completed include Nursing, Accountancy, Child care, Retail Services, Hairdressing, Beauty, Real Estate, Accountancy, Animal Care, Fitness Instruction, Fashion Design, Photography, Event Management and Welfare.

**School Based Apprenticeships / Traineeships – SBA’s, SBT’s.**

**VET Courses with other Registered Training Organizations**

Students are able to combine part time employment and HSC study by registering as a SBT or SBA.

These can be organized in any job that has an apprenticeship or traineeship as a qualification. They allow a student to start an apprenticeship / traineeship while at school and the training they receive on the job will count as 4un towards their HSC. (2un Yr11 and 2un Yr12)

The most popular SBT/A’s are offered by retail and fast food employers such as Woolworths, McDonalds, KFC, Pizza Hut, Subway etc.

Riverside has also organized them for girls working a variety of part time jobs.
  - Horse riding school – 2un Animal Attending
  - Gymnastics Coaching – 2un Sport and Recreation Fitness Instruction,
  - Hairdressing- 2un Hairdressing Salon Skills
  - Real Estate Agency – 2un Property Services Real Estate
  - Café Barista – 2un Hospitality,( Food and Bev Service)
  - Retail Associate – 2un Retail.
QUALIFICATION: Certificate II in Business (BSB20112)

- Board Developed Course – BOS No: 26101
- 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)

Course Description

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.

HSC Course Structure:

This course is compiled of eight compulsory HSC units of competency and seven elective units.

UNITS OF COMPETENCY

Compulsory – Attempt ALL units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201A</td>
<td>Contribute to health and safety of self and others</td>
<td>15</td>
</tr>
<tr>
<td>BSBCCM201A</td>
<td>Communicate in the workplace</td>
<td>15</td>
</tr>
<tr>
<td>BSBUS201B</td>
<td>Deliver a service to customers</td>
<td>15</td>
</tr>
<tr>
<td>BSBDN201A</td>
<td>Work effectively in a business environment</td>
<td>20</td>
</tr>
<tr>
<td>BSBNM201A</td>
<td>Process and maintain workplace information</td>
<td>20</td>
</tr>
<tr>
<td>BSBSU201A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>15</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
<td>15</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
</tbody>
</table>

Electives - Attempt ALL units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>HSC hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR204A</td>
<td>Use business technology</td>
<td>15</td>
</tr>
<tr>
<td>BSBNM202A</td>
<td>Handle mail</td>
<td>15</td>
</tr>
<tr>
<td>BSBITU201A</td>
<td>Produce simple work processed documents</td>
<td>20</td>
</tr>
<tr>
<td>BSBITU203A</td>
<td>Communicate electronically</td>
<td>15</td>
</tr>
<tr>
<td>BSADM311A</td>
<td>Maintain business resources</td>
<td>15</td>
</tr>
<tr>
<td>BSBITU202A</td>
<td>Create and use spreadsheets</td>
<td>20</td>
</tr>
<tr>
<td>BSBITU102A</td>
<td>Develop keyboard skills</td>
<td>15</td>
</tr>
</tbody>
</table>

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.

Work placement:

Students must complete a minimum of 70 hours work placement in a Business Services related industry workplace (35 hours in each of Years 11 and 12).

Optional HSC examination:

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Compulsory Units of Competency. 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.

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.

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.

Updated March 2014
 QUALIFICATION: Certificate II in Kitchen Operations (SIT20312)

- Board Developed Course - BOS No: 26501
- 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)

Course Description:
This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in commercial cookery. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner. Course HSC Structure: To meet HSC course requirements, students completing the Hospitality (240 indicative hours) course with a kitchen operations and cookery focus must undertake four mandatory and four Kitchen Operations and Cookery stream associated units of competency (six core and two listed electives for Certificate II in Kitchen Operations) plus a minimum of 95 HSC indicative hours of HSC elective units of competency.

UNITS OF COMPETENCY – Compulsory – Attempt ALL units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITFSSA101</td>
<td>Use hygienic practices for food safety</td>
<td>10</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
<td>15</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
<td>20</td>
</tr>
</tbody>
</table>

Kitchen Operations & Cookery Stream - Attempt ALL units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>HSC hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITFSSA201</td>
<td>Participate in safe food handling practices</td>
<td>15</td>
</tr>
<tr>
<td>SITHCCC101</td>
<td>Use food preparation equipment</td>
<td>20</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery</td>
<td>40</td>
</tr>
<tr>
<td>SITKOP101</td>
<td>Clean kitchen premises and equipment</td>
<td>10</td>
</tr>
</tbody>
</table>

Electives - Attempt ALL units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>HSC hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXINV202</td>
<td>Maintain the quality of perishable items</td>
<td>5</td>
</tr>
<tr>
<td>SITHCCC102</td>
<td>Prepare simple dishes</td>
<td>20</td>
</tr>
<tr>
<td>SITHCCC202</td>
<td>Produce appetisers and salads</td>
<td>25</td>
</tr>
<tr>
<td>SITHCCC103</td>
<td>Prepare sandwiches</td>
<td>10</td>
</tr>
<tr>
<td>BSBUSU201A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>15</td>
</tr>
<tr>
<td>SITHCCC204</td>
<td>Produce vegetarian main courses</td>
<td>35</td>
</tr>
<tr>
<td>SITHCCC207</td>
<td>Use cookery skills effectively (holistic unit)</td>
<td>20</td>
</tr>
</tbody>
</table>

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.

Work placement:
Students must complete a minimum of 70 hours work placement in a Hospitality related industry workplace (35 hours in each of Years 11 and 12). For the 240-hour course only, it is permissible for up to 50% of work placement to include school and community functions where students cater for and/or service customers.

Optional HSC examination:
Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of Competency. 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.

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.

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.

Updated March 2014
## QUALIFICATION: SOA towards Certificate III in Information and Digital Technology (ICA30111)

- Board Developed Course – BOS No: 27301
- Minimum mandatory work placement – 70 hours
- A total of 4 units of credit – Preliminary and/or HSC
- Category B status for the Australian Tertiary Admission Rank (ATAR)

### Course Description
This course provides students with the opportunity to obtain a national vocational qualification 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.

### HSC Course Structure:
This course is compiled of seven compulsory units of competency and four elective units.

## UNITS OF COMPETENCY

### Compulsory

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS304A</td>
<td>Participate effectively in WHS communication and consultation processes</td>
<td>20</td>
</tr>
<tr>
<td>ICAICT202A</td>
<td>Work and communicate effectively in an IT environment</td>
<td>25</td>
</tr>
<tr>
<td>ICAICT302A</td>
<td>Install and optimise operating system software</td>
<td>20</td>
</tr>
<tr>
<td>ICASS301A</td>
<td>Run standard diagnostic tests</td>
<td>10</td>
</tr>
</tbody>
</table>

### Stream Focus Area - Web and Software Applications

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAICT203A</td>
<td>Operate application software packages</td>
</tr>
<tr>
<td>ICAICT308A</td>
<td>Use advanced features of computer applications</td>
</tr>
<tr>
<td>ICAWEB302A</td>
<td>Build simple websites using commercial programs</td>
</tr>
</tbody>
</table>

### Electives - Web Technologies

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>HSC hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSSUS301A</td>
<td>Implement and Monitor Environmentally sustainable work practices</td>
<td>25</td>
</tr>
<tr>
<td>ICAWEB201A</td>
<td>Use social media tools for collaboration and engagement</td>
<td>20</td>
</tr>
<tr>
<td>ICAWEB301A</td>
<td>Create a simple mark-up language document</td>
<td>25</td>
</tr>
<tr>
<td>ICAWEB303A</td>
<td>Produce digital images for the web</td>
<td>20</td>
</tr>
</tbody>
</table>

## 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.

### Work placement:
Students must complete a minimum of 70 hours work placement in an Information and Digital Technology related industry workplace (35 hours in each of Years 11 and 12). It is permissible for up to 50% to be undertaken in a simulated Information and Digital environment.

### Optional HSC examination:
Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Compulsory Units of Competency. 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.

### 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:
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### 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.

Updated March 2014
Board Endorsed Courses

Board Endorsed Courses are developed by the Board of Studies to cater for a wide candidature in areas of specific need not served by Board Developed Courses.

There are three categories of Board Endorsed Courses – Content Endorsed Courses (CECs), School Developed Courses and University Developed Courses. Such Content Endorsed Courses have been adapted by the Board to meet the needs of a wider group of students. At Riverside we offer a range of Content Endorsed Courses (CECs).

Assessment and Credentialing of CECs

Content Endorsed Courses when completed as HSC courses, are not externally examined and have an unmoderated school assessment mark recorded on the Higher School Certificate Record of Achievement. Schools are responsible for ensuring that marks submitted to the Board are aligned to the Stage 6 Board Endorsed Course Performance Descriptions.

These courses contribute to the HSC but it is important to note that these courses do not contribute to an ATAR.

Content Endorsed Courses (offered at Riverside)

One Unit courses are studied (3 x 75 min periods per 10 days) or two unit courses (6 x 75 min periods per 10 days).

They may be studied for

(i) Year 11 only
(ii) Year 12 only
(iii) Years 11 and 12 (in some cases)

- Marine Studies 1 Unit
- Photography, Video and Digital Imaging 1 Unit and 2 Unit
- Sport, Lifestyle and Recreation Studies 2 Unit
- Visual Design 1 Unit
- Work Studies 2 Unit
Marine Studies

One unit Preliminary and/or HSC Content Endorsed Course

The aim of Marine Studies Stage 6 is to develop in each student a capacity to think critically about key issues relating to the marine environment, to utilise and protect the resources it offers, and to develop skills that allow students to participate safely in a wide range of practical experiences.

Through the study of Marine Studies students will develop:
- knowledge, understanding and appreciation that will promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- knowledge, understanding and skills of safe practice in the marine context.

Topics
1. Marine Safety and First Aid
2. The Marine Environment
3. Life in the Sea
4. Humans in Water
5. Marine and Maritime Employment

Method of Delivery
The major part of this course will be completed by students in their own time (holidays and/or weekends), completing courses delivered by businesses or organizations.

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior First Aid course</td>
<td>$110</td>
<td>Weekend 2015</td>
</tr>
<tr>
<td>Aquarium visit</td>
<td>$25</td>
<td>1 day excursion 2015</td>
</tr>
<tr>
<td>Research assignment on Employment</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Open Water Scuba</td>
<td>approx $400</td>
<td>Term 4 2014 or Christmas holiday period*</td>
</tr>
</tbody>
</table>

* This aspect MUST be completed before Day 1 Term 1 2015 or the student will have to select another subject to make up their 12 units

Links with Post School Study and Career Options

This course can provide advanced standing in TAFE NSW courses. The AUSI Open water diving qualification assists with pathways to scuba instructor, commercial, technical and clearance diver, as well as employment in dive centers and resorts locally and internationally.
Content Endorsed Course

Overview:
Photography is one of the most commonly used mediums to capture the ever-changing environment and society in which we live today. Ultimately, this course will explore the history of film, the SLR camera, right through to the latest digital and video cameras. Haven’t you ever wanted to know how to take photos like a pro? Are you curious about applying photography make up, hair and styling for a photo shoot. Well this is the course that will not only teach you how to achieve this but will equip you with a photographic portfolio to show friends, family and future employees. This course even features a landscape safari-camp which documents not only iconic natural landmarks by day but it features a photo shoot documenting manmade iconic landmarks by night as well.

Rationale and Aim:
This course is designed to enable students to gain an understanding and independence in their representation of ideas in the fields of photography, video and digital imaging using either the SLR, digital or video camera.

Course Structure:
The objectives of this course are divided in modules and taught over the two year period.
Such modules include units of work in Photography, Video and or Digital Imaging. These modules all include aspects of the following:
- Students develop knowledge, skills and understanding, through the making of photographs, videos and digital images of the world around them.
- Students develop knowledge, skills and understanding of critical and historical investigations of photography, video and digital imaging.
- Exploration and use of a variety of materials and forms including traditional wet plate technologies and forms.
- Use of 35mm film based cameras, digital cameras, video and computer manipulation programs.
- Use of a professional studio setting using commercial type lighting in order to capture portraiture (modeling) and still life imagery used in the advertising world of today.
- Learn how to apply photography make up and style your hair like in a real life photo shoot.
- Students investigate six modules that include introduction to wet plate photography and techniques.
- Occupational Health and Safety within the darkroom.
- Investigation of lighting equipment and techniques.
- Investigation of Digital photography and computer image manipulation programs such as Photoshop.

Assessment: All assessment is deemed as INTERNAL assessment and a major Photographic Body of Work is submitted at the closure of the course.
1 Unit Photography and Digital Media

Content Endorsed Course

Overview:
Photography is one of the most commonly used mediums to capture the ever-changing environment and society in which we live today. Ultimately, this course will explore the history of film, the skills required to operate a film SLR camera, and experience some aspects of digital photography. This course will equip you with a photographic portfolio to show friends, family and future employees.

Rationale and Aim:
This course is designed to enable students to gain an understanding and independence in their representation of ideas in the fields of photography, video and digital imaging using either the SLR, digital or video camera.

Course Structure:
The Objectives of the Photography and Digital Imaging course are:
- Students develop knowledge, skills and understanding, through the making of photographs and digital images of the world around them.
- Students develop knowledge, skills and understanding of critical and historical investigations of photography and digital imaging.
- Exploration and use of a variety of materials and forms including traditional wet plate technologies and forms.
- Use of 35mm film based cameras, digital cameras and computer manipulation programs. Occupational Health and Safety within the darkroom.
- Investigation of lighting equipment and techniques.

Assessment: All assessment is deemed as INTERNAL assessment.
Sport, Lifestyle and Recreation Studies

Two unit Preliminary and/or HSC
Content Endorsed Course

Students may study both the two unit SLR and the two unit PDHPE.

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

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

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

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

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

One Unit Preliminary and/or HSC Content Endorsed Course

**Exclusions:** Products developed cannot be used as a major design project in Design and Technology or a body of work in Visual Arts.

**Would you like to be able to ?:**
- Design images (posters and publications) and objects (jewellery, clothing, furniture, buildings) which communicate ideas about yourself and your world?
- Design images and objects which have a utilitarian function but which may have aesthetic and spiritual dimensions?
- Explore imaginative and innovative approaches to design through a variety of media?
- Discover new computer technologies?

Then Visual Design is the course for you!

The course enables students to:
- understand how designed images are created, interpreted, valued and used in our society
- develop the skills required to design and make works which are functional and which express and communicate their own ideas and feelings
- understand and value the contribution which designers make to our society
- know the practices used by designers and the career options available in these fields.

**Course assessment:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1</td>
<td>20</td>
</tr>
<tr>
<td>Project 2</td>
<td>20</td>
</tr>
<tr>
<td>Process Journal</td>
<td>5</td>
</tr>
<tr>
<td>Major Design Study</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

[Image of student's work samples]
Work Studies

2 Unit Content Endorsed Course

Rationale for the course

For many years, work experience, career education and similar programs have played an important role in assisting secondary school students to understand the world of work. Schools are now increasingly seeking to provide more substantial opportunities for students in Years 11 and 12 to gain knowledge, skills, values and attitudes which will facilitate school to work transition. This reflects the trend towards a convergence of general and vocational education.

Aims of the Course

The broad aims of the course are to:

- develop knowledge, skills, values and attitudes to facilitate school to work transition
- develop an understanding of the changing nature of work organisation and the implications for individuals and society
- develop an understanding of the relationships between education, training, work and lifestyle.

Course structure

The modular structure comprises a compulsory common core and optional course modules. Schools are able to select from the course modules provided, or develop their own modules to meet the identified local needs of their student group.

The core

Core studies are compulsory. The core provides an introductory study of aspects of work and work-related skills which are then taken up in more detail in the course modules. The indicative time allocation for the core is 30 hours. There are two parts to the core

Core 1: Work and Change
Core 2: Experiencing Work

Course modules

The course modules expand on the issues introduced in the core. The twelve course modules supplied are:

- Career Planning
- Job Seeking and Interviews
- Workplace Communication and Interpersonal Skills
- Equity Issues and Work
- Work and Lifestyle
- Workplace Issues
- Self-Employment
- Investigating an Enterprise
- Social Issues and Work
- Occupational Health and Safety and First Aid in the Workplace
- Work Project
- Work Placement

Each module can be studied for an indicative time of either 15 or 30 hours, depending on student interest, teacher expertise, available resources, intended depth of treatment and extent of workplace involvement. The chosen modules may be studied in whatever sequence is most appropriate to the student group and may be integrated with the teaching of the core.
Work Placement
This course has a practical orientation intended to allow students to develop a range of knowledge, skills and attitudes in actual workplace contexts.

The structure of the course allows individual schools the flexibility to determine the proportion of course time a student will spend in the workplace and the nature of this experience. The course and modules may involve integrated work placement, block work placement or may be taught from a classroom perspective, supported by industrial visits and short term workplace investigation studies.

Assessment of student achievement
Student assessment will reflect the extent to which each student has achieved the objectives and outcomes of this course. A range of assessment instruments will be used. Instruments used for assessment purposes could include the following:
- Work diaries/projects
- Resumes/portfolios
- Debates
- Examinations and written tests
- Job application letters
- Individual and group reports
- Oral reports and presentations
- Research assignments
- Video analysis
- Journal reports
- Mock interviews/simulation exercises
- Teacher and peer observation
- Written reports

In the HSC year assessment weighting is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>30</td>
</tr>
<tr>
<td>Skills</td>
<td>70</td>
</tr>
</tbody>
</table>