Artwork by Jessica Onrust
Year 12 - 2012
“Concrete Jungle”
A MESSAGE FROM THE PRINCIPAL

Kanahooka High School is able to offer a wide range of senior subjects and work related experiences for students seeking to complete Year 12 and gain a Higher School Certificate, a Certificate of Attainment or RoSA.

Our teachers have the highest levels of qualification and training and combined with a special commitment and professionalism equips them with the skills to assist students to best reach their potential and prepare for the world of work.

Kanahooka High School offers programs that develop student responsibility, respect, excellence and fairness in a caring and supportive environment.

It is important that subject choice be completed carefully and wisely.

This booklet describes the full range of courses available to students. However, it is also important to understand that staffing allocated to subjects for Year 11, 2013 is not finalised until next year, and it will not be possible to offer all subjects listed in this booklet in 2013.

Peter K Jones
PRINCIPAL
RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The Record of School Achievement (RoSA) is a new credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC).

A Cumulative Credential – Recognising all your Academic Achievements

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

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

A Credential for School Leavers

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

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

Fair Grades for Everyone

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

- Grades for all your courses in Year 10 and 11 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school.
- Teachers are very experienced already in providing grades based on assessments. As part of introducing the RoSA, the Board of Studies will provide further support and resources to make sure grades are given fairly and consistently from school to school.

Literacy and numeracy tests

If you are leaving school before getting your HSC you will have the option of sitting literacy and numeracy tests.

- The tests will be offered online and will be taken at your school under the supervision of a teacher. If you are leaving school you do not have to do these tests. The tests are a useful option if you are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy.
- These will not be pass/fail tests – they will be designed to show levels of achievement that are reasonable to expect from students leaving school after the end of Year 10.
- The tests will be offered in schools during a number of ‘windows’ each year. You will only be able to sit the tests once during each window but, if you later decide to stay at school longer, you will be able to take the tests again.
- The literacy and numeracy test results will be reported separately to the RoSA credential.
- The most recent results will be the results you are issued with when you leave school.
- More information on the voluntary, online literacy and numeracy tests will be available later in 2012.
Subject Choices 2013

- Year 10 will be given lessons on subjects offered by individual faculties and advice for further study or work, rules for the HSC and the ATAR (Australian Tertiary Admission Rank).
- A Parent and Student Information evening will be held on Tuesday evening, 24th July in the Library from 6.00pm to 8.00pm.
- Subject choice sheets are to be returned to Mr Panecasio by Friday 27th July.
- Students need to choose a minimum of 6 subjects or 12 Units. Students will be given open choice, however, not all subjects will run, depending on numbers. Subject lines will be made up after collation of student preferences.

From your Careers Adviser

You are now entering the final two school years of your education and you will have to make important decisions about your future.

A very important part of the process will be choosing the subjects and courses you will undertake in Year 11 and Year 12.

The choices you make will be influenced by such factors as:

- Your goals - think about why you want a HSC.
- Your ability and performance in your school subjects up to now.
- Your interests - think about the subjects you like, and can do well in.
- What you would like to do after the HSC. Do you want to go to University, TAFE or the workforce?
- Are there subject prerequisites for the University course you wish to do following the HSC?
- The work skills or qualifications you wish to gain.

Whatever your goals, you will need to be prepared to take a realistic look at your abilities and interests and be prepared to research the career options you are considering.

Read the following information in this booklet carefully. It is intended to help you make sound and appropriate subject selections.

HSC Requirements

- Students must study a minimum of 12 Units of Preliminary Courses (Year 11)
- HSC students must study a minimum of 10 Units of HSC Courses (Year 12)

In each year students must study:

- at least two (2) units of English
- at least six (6) units from Board Developed Courses
- at least three (3) courses of 2 unit value or greater
- at least four (4) subjects
- no more than six (6) units of courses in Science
- at most 6 units of courses in Science can contribute to Higher School Certificate eligibility.

Units of Study

Units of study describe the amount of time allocated to each course and the mark value of a course.

1 unit of study = 4 periods per fortnight = final mark of 50
2 units of study = 7 periods per fortnight = final mark of 100

Some VET courses may be delivered through 4 units over 1 year.
4 units of study = 14 periods per fortnight = students complete Certificate II in 12 months

Please note: Mathematics: more able students can choose to do Mathematics Extension I in Year 11 with an option of doing Extension II in Year 12. These Extension courses carry an additional value of 1 unit.
Subject Contributions

Before selecting subjects, please be aware that fees are applicable to some subjects, to allow purchase of additional materials. The school has an expectation that these contributions will be paid.

An additional information sheet is provided later in the year, which outlines the contributions for each subject. It also outlines the clothing and safety equipment required for each course.

If you require assistance with these contributions, please make an appointment with the Principal to discuss this matter.

Types of Courses in the Senior School

Board Developed Courses

These are courses in the traditional subject areas. The curriculum has been prepared and approved by the Board of Studies.

They are:
- examined at the HSC examination
- appear on the Higher School Certificate Record of Achievement
- are used in calculating an Australian Tertiary Admission Rank (ATAR) for entry to University Courses
- may be considered as either Category A or Category B for purposes of calculating the ATAR

Industry Curriculum Framework Courses

The school offers:
- Business Services
- Information Technology
- Construction
- Retail Services
- Hospitality
- Hospitality

These courses:
- are Board Developed Courses that may count towards an ATAR as a Category B subject
- are based on national training packages
- are designed to meet industry needs
- provide clear pathways to employment and further education and training such as TAFE, apprenticeships and traineeships
- include a compulsory Work Placement

School Developed Board Endorsed Courses

These courses are endorsed as HSC subjects by the Board of Studies.

These courses:
- are examined/assessed within the school
- have no external examination
- appear on the HSC Record of Achievement
- are offered in Year 11 and Year 12 and may be studied for 1 year or over both years
- are not used when calculating the ATAR (Australian Tertiary Admission Rank)

TAFE Delivered Vocational Courses

Students who undertake TAFE-delivered courses receive dual accreditation from the Board of Studies and from TAFE. Students study at TAFE with students from a range of high schools. Courses include:

1. Board Developed Courses: Accounting (Category B)

2. Industry Curriculum Framework Courses (Category B)
   - Construction
   - Entertainment Industry
   - Information Technology
   - Electrotechnology
   - Tourism & Events
   - Primary Industries
   - Business Services
   - Automotive

3. Board Endorsed Courses: including Hairdressing, Child Studies, Animal Care, Design Fundamentals and many more courses. Students who complete TAFE, gain entry level vocational skills which may count towards traineeships, apprenticeships and other TAFE courses.
Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a number between 0 and 99.5. It provides a measure of overall academic achievement in the HSC that assists universities in ranking applicants for university selection. Admission to most university courses is based on the performance in the HSC with applicants ranked on the basis of their ATAR. The ATAR is not used for entry into TAFE courses.

To Be Eligible For an Australian Tertiary Admission Rank (ATAR)

- students must include at least 8 units from Category A courses
- students must include 2 units of English (not English Studies)
- students must not have more than 2 units of Category B

Category B courses include Financial Services, Hospitality, Retail, Business Services, Information Technology, Primary Industries, Construction, Entertainment Industry, Automotive, Metal and Engineering, Tourism and Events, and Electrotechnology.

Prerequisites and Assumed Knowledge for Tertiary Study

Some University courses have prerequisites and/or assumed knowledge for entry to specific courses. **Prerequisites:** Compulsory HSC Courses needed for entry to a particular course at University. **Assumed Knowledge:** HSC courses which, although not compulsory, indicates the background knowledge required to be successful in a particular course. Courses in the Sciences, Engineering and Visual Arts are more likely to have prerequisites, or assumed knowledge. Check carefully the prerequisites and assumed knowledge for courses in “University Entry Requirements 2015 Year 10 Booklet”, on University websites and through discussion with your Careers Adviser.

Assessment Procedures for the HSC

You are required to complete school-based assessment tasks for each Board Developed Course you study. School-based assessment counts for 50% of your overall mark in each course, and is reported on your Higher School Certificate Record of Achievement. The HSC Examination and/or major project accounts for the remaining 50% of the mark. School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.

Getting Advice

Once you have decided on your subjects, talk with your class teachers (or Head Teachers) to ensure you have chosen the appropriate course within a subject, in relation to your present level of achievement and performance. This is particularly important in English, Mathematics and Science. All courses in the senior school are demanding, but some require a greater depth of understanding and knowledge than others. Don’t choose a course because you think it will be “easy” and requires little effort from you. Also, don’t choose a course that is too far beyond your present level of achievement in that subject. Some courses include major projects which require good time management skills. Your class teachers know your capabilities and understand the demands of each course in their subject areas - follow their advice. The TAFE Handbook, the JOB GUIDE, myfuture.edu.au and the UAC Guide are also available to help with your research and career decision making. See the Careers Adviser for assistance.

Websites

http://www.illawarra.tafensw.edu.au/tvet
www.uow.edu.au
www.uac.edu.au
www.myfuture.edu.au
Board Developed and Industry Curriculum Framework Courses

The following Board Developed Courses have been grouped according to the Learning Areas.

English
- English Advanced
- English Extension
- English Standard
- English Studies

Creative and Performing Arts
- Drama
- Music 1
- Visual Arts

HSIE
- Aboriginal Studies
- Ancient History
- Business Studies
- Legal Studies
- Modern History
- Society & Culture

Mathematics
- General Mathematics
- Mathematics
- Mathematics Extension 1

Personal Development, Health and Physical Education
- Community and Family Studies
- PD/H/PE

Sciences
- Biology
- Chemistry
- Earth & Environmental Studies
- Physics
- Senior Science

Technological and Applied Studies – Home Science and Industrial Arts
- Food Technology
- Industrial Technology – Timber Products and Furniture Technologies

Industry Curriculum Framework Courses
- Construction
- Hospitality
- Retail Services
- Information Technology
- Business Services

Languages
- Japanese Beginners

Life Skills Courses

The following courses do not contribute towards the ATAR for University entrance:

Board Endorsed Courses
- Applied Mathematics
- Exploring Early Childhood
- Marine Studies
- Photography, Video & Digital Imaging
- Sport Lifestyle and Recreation Studies
- Work Studies

TVET Courses – see Page 44
<table>
<thead>
<tr>
<th>Course: English (Standard)</th>
<th>Course No: 15130</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: English (Advanced); English (ESL); English (Extension)</td>
</tr>
</tbody>
</table>

**Course Description**

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

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

**Main Topics Covered**

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

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

**Particular Course Requirements**

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

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

**Assessment**

External Assessment (HSC Course only)
A written examination paper consisting of
Paper 1 (2 hours)
Paper 2 (2 hours)

Internal Assessment
Area of Study = 40%
Modules = 60%

Assessment is across the language modes:
- Listening
- Speaking
- Reading
- Writing
- Viewing and representing

**Fee**
Nil

*Contact Person: Mr Philpot*
**Course:** English (Advanced)  
**Course No:** 15140

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: English (Standard); Fundamentals of English; English (ESL) |

**Course Description**

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

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

**Main Topics Covered**

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

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

**Particular Course Requirements**

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

**HSC English (Advanced) Course** requires the close study of:
- at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts
- a wide range of additional related texts and textual forms

**Assessment**

External Assessment (HSC Course only)
A written examination paper consisting of
Paper 1 (2 hours) – Area of Study
Paper 2 (2 hours) – Modules A, B and C

Internal Assessment
Area of Study  = 40%
Modules  = 60%

Assessment is across the language modes:
- Listening  
- Speaking  
- Reading  
- Writing  
- Viewing and representing

**Fee**
Nil

Contact Person: Mr Philpot
**Course:** English (Extension)
May only be taken by students undertaking English (Advanced).

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<th>Course No: 15160</th>
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1 unit for each of Preliminary and HSC Board Developed Course

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

### Course Description

English (Extension) is designed for students undertaking English (Advanced) who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

**English (Extension)**
- The Preliminary English (Extension) course, which consists of 60 indicative hours of study. It is a prerequisite for HSC English (Extension) course 1.
- The HSC English Extension Course 1, which consists of 60 indicative hours of study.

The HSC English Extension Course 2, which consists of a Major Work undertaken over 60 indicative hours of study. This course may only be undertaken in addition to the HSC Extension Course 1.

The Preliminary and HSC English (Extension) courses enable students who are accomplished, analytical and imaginative in their use of English to refine their understanding and appreciation of the cultural roles and significance of texts. The courses are designed for students with a desire to pursue a specialised study of English.

These courses provide students with the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Through extended engagement in investigation and composition, students explore multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation.

### Course Requirements

Students undertaking the Preliminary English (Extension) course must complete:

**Module: Texts, Culture and Value**

Students explore the ways in which aspects of texts from the past have been appropriated into popular culture. The module develops students’ understanding of how and why cultural values are maintained and changed.

Students examine a key text from the past and its manifestations in one or more popular cultures. Through close study they:
- consider the relationships between the text and its culture
- explore the language of the texts and examine the ways in which language shapes and reflects values
- consider the effects of different ways of responding to texts
- consider the ways and reasons the original and later manifestations of the text are valued.

Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media, including some appropriations of their own choosing.

Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in popular culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in sustained composition.

**Fee**
Nil

**Contact Person:** Mr Philpot
Course: English Studies  
Course No: 15120

2 units for each of Preliminary and HSC years  
Content Endorsed Course

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

Course Entry Guidelines
This course is designed to meet the specific needs of students who are seeking an alternative to the English (Standard) course and who intend to proceed from school directly into employment or vocational training.

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

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

Main Topics Covered
**Preliminary Course** (120 indicative hours):
- The module ‘Achieving through English – English and the worlds of education, careers and community’ is mandatory in the Preliminary course.
- Students will study a total of 3-5 modules (including the mandatory module), 20-40 indicative hours per module

**HSC Course** (120 indicative hours):
- The module ‘We are Australians – English in citizenship, community and cultural identity’ is mandatory in the HSC course
- Students will study a total of 3-5 different modules (including the mandatory module), 20-40 indicative hours per module

The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.

Schools may develop and offer one 20-hour module of their own design for the Preliminary year.

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

Assessment
There is no external examination for this course. Assessment will consist of regular assessment tasks.

Fee
Nil

Contact Person: Mr Philpot
**Course:** Japanese Beginners  
**Course No:** 15820

| Exclusions: Japanese Continuers; Japanese Extension; Heritage Japanese; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board’s ACE Manual. |

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

<table>
<thead>
<tr>
<th>Main Topics Covered</th>
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<tbody>
<tr>
<td>Family life, home and neighbourhood</td>
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<tr>
<td>People, places and communities</td>
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<tr>
<td>Education and work</td>
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<tr>
<td>Friends, recreation and pastimes</td>
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<tr>
<td>Holidays, travel and tourism</td>
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<tr>
<td>Future plans and aspirations</td>
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<tr>
<th>Particular Course Requirements</th>
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<tbody>
<tr>
<td>Nil</td>
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<table>
<thead>
<tr>
<th>Assessment</th>
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<tr>
<td>Speaking and written testing components</td>
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<table>
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<tr>
<th>Fee</th>
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<tbody>
<tr>
<td>Nil</td>
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**Contact Person:** Mr Glasgow
Course: Drama  

<table>
<thead>
<tr>
<th>Course No: 15090</th>
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<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
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<tr>
<td>Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</td>
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Course Description

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

Preliminary Course

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

HSC Course

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

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

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

Main Topics Covered

**Preliminary Course**

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

**HSC Course**

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

Particular Course Requirements

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

Assessment

- External Assessment (HSC Course only)
  - Group presentation (Core)
  - Individual project
  - A 1½ hour written examination

Fee

$25.00

Contact Person: Mr Philpot
Course: Visual Arts  
Course No: 15400

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. |

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

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

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

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

Particular Course Requirements
Preliminary Course:
- artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history

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

Assessment
External Assessment (HSC Course only)
- A written paper
- Submission of a body of work

Internal Assessment
- Development of the body of work
- Art criticism and art history

Fee
Artwork costs

Contact Person: Mr Philpot
<table>
<thead>
<tr>
<th>Course: Music 1</th>
<th>Course No: 15290</th>
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<tbody>
<tr>
<td>2 units for each of Preliminary and HSC</td>
<td>Exclusions: Music 2</td>
</tr>
<tr>
<td>Board Developed Course</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**

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

**Main Topics Covered**

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

**Particular Course Requirements**

**HSC course**

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

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

**Assessment**

External Assessment (HSC Course only)

- Core Performance (one piece)
- A 60 minute aural exam
- 3 Electives from the following: Performance, Composition, Musicology

**Fee**

$14.00

Contact Person: Mr Philpot
<table>
<thead>
<tr>
<th>Course: Aboriginal Studies</th>
<th>Course No: 15000</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: None</td>
</tr>
</tbody>
</table>

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

**Main Topics Covered**

**Preliminary Course – Preliminary Course**
Pre-contact to 1960’s (120 indicative hours)

- **Part I** – Aboriginality and the Land
- **Part II** – Heritage and Identity
- **Part III** – International Indigenous Community: Comparative Study
- **Part IV** – Research and Inquiry Methods: Local Community Case Study
  An aspect of the local community from pre-contact to the present (see section 8.4)

**HSC Course**
1960’s onwards (120 indicative hours)

- **Part I** – Social Justice and Human Rights Issues
  - A – Global Perspective
  - AND
  - B – Comparative Study

  A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics:
  1. Health
  2. Education
  3. Housing
  4. Employment
  5. Criminal Justice
  6. Economic Independence

  Different communities may be studied for each topic (see section 9.1).

- **Part II**
  A case study of an Aboriginal community for each topic
  - A. Aboriginality and the Land
  - OR
  - B. Heritage and Identity

- **Part III** – Research and Inquiry Methods – Major Project
  A student’s Major Research project on an aspect of the HSC course (see section 9.3)

**Assessment**
External Assessment (HSC Course)
Major Project

**Fee**
Nil

**Contact Person:** Mr Glasgow
**Course**: Ancient History  
**Course No**: 15020  
**Exclusions**: Nil

2 units for each of Preliminary and HSC Board Developed Course

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

<table>
<thead>
<tr>
<th>Main Topics Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preliminary Course</strong></td>
</tr>
</tbody>
</table>
| • Part 1: Introduction  
  o Investigating the past: History, Archaeology and Science  
  o Case Studies (at least ONE)  
• Part II: Studies of Ancient Societies, Sites and Sources  
  At least ONE study to be chosen.  
• Part III: Historical Investigation  
  The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group. |
| **HSC Course** |
| • Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25%)  
• Part II: ONE Ancient Society (25%)  
• Part III: ONE Personality in their Times (25%)  
• Part IV: ONE Historical Period (25%) |

<table>
<thead>
<tr>
<th>Particular Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
</table>
| External Assessment: (HSC course only)  
A 3 hour written examination in four parts |

<table>
<thead>
<tr>
<th>History Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1 Unit extension course for talented students in Year 12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
</tr>
</tbody>
</table>

Contact Person: Mr Glasgow
### Course: Modern History

**Course No:** 15270  
**Board Developed Course**  
**Exclusions:** Nil

#### Course Description

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

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

#### Main Topics Covered

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

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

#### Particular Course Requirements

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

#### Assessment

**External Assessment (HSC course only)**  
A 3 hour written examination in the HSC

**History Extension**  
A 1 Unit extension course for talented students in Year 12  
**Fee**  
Nil

**Contact Person:** Mr Glasgow
**Course**: Business Studies  
**Course No**: 15040

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC</th>
<th>Exclusions: Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Developed Course</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**

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

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

**Preliminary Course**

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

**HSC Course**

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

**Assessment**

External Assessment (HSC course only)
A three hour written examination

**Fee**

Nil

**Contact Person**: Mr Glasgow
**Course: Legal Studies**  
**Course No:** 15220  
**2 units for each of Preliminary and HSC Board Developed Course**  
**Exclusions:** Nil

### Course Description

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

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

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

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

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

Two options are chosen from:
- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order

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

**Key themes incorporated across all topics:** Justice, law and society; Culture, values and ethics; Conflict and co-operation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.

### Particular Course Requirements
No special requirements

### Assessment
- External Assessment (HSC course only)
  - 3 hour examination

### Fee
Nil

Contact Person: Mr Glasgow
Course: Society and Culture  
Course No: 15350

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

**Course Description**  
Society and Culture integrates subject matter, concepts and methodologies. It is a conceptually based course that promotes student’s awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse complementary and contrasting views about people.

**Main Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Social &amp; Cultural World</td>
<td>• Core topics – Personal Interest Project (PIP)</td>
</tr>
<tr>
<td>• Personal &amp; Social Identity</td>
<td>• Social &amp; Cultural Continuity &amp; Change</td>
</tr>
<tr>
<td>• Intercultural Communication</td>
<td>• Depth Studies (two to be chosen from):</td>
</tr>
<tr>
<td></td>
<td>- Popular Culture</td>
</tr>
<tr>
<td></td>
<td>- Belief Systems</td>
</tr>
<tr>
<td></td>
<td>- Equality &amp; Difference</td>
</tr>
<tr>
<td></td>
<td>- Work &amp; Leisure</td>
</tr>
</tbody>
</table>

**Particular Course Requirements**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>120 indicative hours are required to complete the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC Course</td>
<td>120 indicative hours and completion of a Personal Interest Project</td>
</tr>
</tbody>
</table>

**Assessment**  
External Assessment (HSC course only)  
3 hour written examination and Personal Interest Project

**Fee**  
Nil

**Contact Person:** Mr Glasgow
Course: Mathematics  
Course No: 15240

2 units for each of Preliminary and HSC Board Developed Course

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

Exclusions: General Mathematics

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

Main Topics Covered

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

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

Assessment
External Assessment (HSC course only)
A 3 hour written examination

Fee
Nil

Contact Person: Mrs Lowis
Course: Mathematics Extension 1

<table>
<thead>
<tr>
<th>Course No: 15250</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions: General Mathematics</td>
</tr>
</tbody>
</table>

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

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

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

Main Topics Covered

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

- HSC Course
  - Methods of integration
  - Primitive of \( \sin^2 x \) and \( \cos^2 x \)
  - Equation \( \frac{dN}{dt} = k(N - P) \)
  - Velocity and acceleration as a function of \( x \)
  - Projectile motion
  - Simple harmonic motion
  - Inverse functions and inverse trigonometric functions
  - Induction
  - Binomial theorem
  - Further probability
  - Iterative methods for numerical estimation of the roots of a polynomial equation
  - Harder applications of Mathematics HSC course topics

Assessment

- External Assessment (HSC course only)
  - Two written examination papers
  - One paper is identical to the paper of 3 hours duration for the 2 Unit Mathematics course.
  - The other paper is based on the Extension 1 course and is of 2 hours duration.

Fee
Nil

Contact Person: Mrs Lowis
**Course**: General Mathematics  
**Course No**: 15230

<table>
<thead>
<tr>
<th>Exclusions:</th>
<th>Students may not study the Preliminary Mathematics General course or the HSC Mathematics General 2 course (or the HSC Mathematics General 1 course) in conjunction with any other mathematics course in Stage 6.</th>
</tr>
</thead>
</table>

2 units for each of Preliminary Mathematics General, HSC General Mathematics 1 (Content Endorsed Course) and HSC General Mathematics 2 (Board Developed Course).

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.

**Prerequisites**: Preliminary Mathematics General provides an appropriate course of study for students who have demonstrated competence in mathematics up to and including at least Stage 5.1 by the end of Year 10. For students who intend to study the HSC Mathematics General 2 course, it is recommended that they experience at least some of the Stage 5.2 content, particularly the Patterns and Algebra topics and Trigonometry, if not all of the content.

**Course Description**

The Preliminary Mathematics General course contains the five Strands as well as two Focus Studies: Mathematics and Communication, and Mathematics and Driving. It is structured to provide appropriate pathways to both the HSC Mathematics General 2 course and the HSC Mathematics General 1 course.

The HSC Mathematics General 2 course has been written on the assumption that students have demonstrated a high level of competence in the Preliminary Mathematics General course. The two Focus Studies within the course – Mathematics and Health, and Mathematics and Resources – have been designed for one-third of the course time. The course provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The course also provides a strong foundation for vocational pathways, in the workforce and in further training, and for university courses in the humanities, nursing and paramedical sciences.

The HSC Mathematics General 1 course has been written to meet the needs of students who have demonstrated competence in the Preliminary Mathematics General course. The four Focus Studies within the course – Mathematics and Design, Mathematics and Household Finance, Mathematics and the Human Body, and Mathematics and Personal Resource Usage – have been designed for two-thirds of the course time. The course provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics through a large variety of real-world applications for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses, and for vocational pathways, in the workforce or in further training.

**Main Topics Covered**

**Preliminary, General 1 and General 2 Course**

- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modelling

**Preliminary Course**

- Focus Study: Mathematics and Communication
- Focus Study: Mathematics and Driving

**HSC Mathematics General 1 Course**

- Focus Study: Mathematics and Design
- Focus Study: Mathematics and Household Finance
- Focus Study: Mathematics and the Human Body
- Focus Study: Mathematics and Personal Resource Usage

**HSC Mathematics General 2 Course**

- Focus Study: Mathematics and Health
- Focus Study: Mathematics and Resources

**Assessment**

There is no external examination of students in Stage 6 Content Endorsed Courses (HSC Mathematics General 1 Course)

The HSC Mathematics General 2 examination will consist of a written examination paper of two and a half hours duration (plus five minutes reading time) containing two sections with a total value of 100 marks.

**Fee**

Nil

Contact Person: Mrs Lowis
Course: Community and Family Studies  
Course No: 15060

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

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

Main Topics Covered

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

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

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

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

Assessment
External Examination (HSC course only)
A written examination

Fee
Nil

Contact Person: Mr Kipp
**Course:** Personal Development, Health and Physical Education  
**Course No:** 15320

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC</th>
<th>Exclusions: Nil</th>
</tr>
</thead>
</table>

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

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

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

**Optional Component** (40%)
Students select two of the following options:
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

### HSC Course
**Core Topics** (60%)
- Health Priorities in Australia
- Factors Affecting Performance

**Optional Component** (40%)
Students select two of the following options:
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

### Particular Course Requirements
In addition to core studies, students select two options in each of the Preliminary and HSC courses.

### Assessment
- **External Assessment (HSC Course only)**
  - A three hour written paper

### Fee
- Nil

**Contact Person:** Mr Kipp
Course: Biology  
Course No: 15030

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Senior Science (Preliminary only)

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

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

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

Topics Covered

Preliminary Course
- Biology Skills Module 8.1
- Core Modules
  - A Local Ecosystem
  - Patterns in Nature
  - Life on Earth
  - Evolution of Australian Biota

HSC Course
- Biology Skills Module 9.1
- Core Modules
  - Maintaining a Balance
  - Blueprint of Life
  - The Search for Better Health
- One Option from the following modules:
  - Communication
  - Biotechnology
  - Genetics: The Code Broken?
  - The Human Story
  - Biochemistry

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

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

Assessment
- In class assessments
- External Assessment (HSC Course only)
  - A 3 hour written examination

Fee
Nil

Contact Person: Mr Mar
Course: Chemistry  
Course No: 15050  

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

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

Topics Covered  
Preliminary Course  
Chemistry Skills Module 8.1  
Core Modules  
The Chemical Earth  
Metals  
Water  
Energy  

HSC Course  
Chemistry Skills Module 9.1  
Core Modules  
Production of Materials  
The Acidic Environment  
Chemical Monitoring and Management  
One Option from the following modules:  
Industrial Chemistry  
Shipwrecks, Corrosion and Conservation  
The Biochemistry of Movement  
The Chemistry of Art  
Forensic Chemistry  

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

Assessment  
In class assessments  
External Assessment (HSC Course only)  
A 3 hour written examination  

Fee  
Nil  

Contact Person: Mr Mar
Course: Earth and Environmental Science  

Course No: 15100

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Senior Science (Preliminary only)

Course Description

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

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

Topics Covered

Preliminary Course

Earth and Environmental Science Skills Module 8.1

Core Modules

- Planet Earth and Environment
  - A Five Thousand Million Year Journey
- The Local Environment
- Water Issues
- Dynamic Earth

HSC Course

Earth and Environmental Science Skills Module 9.1

Core Modules

- Tectonic Impacts
- Environments Through Time
- Caring for the Country

One Option from the following modules:

- Introduced Species and the Australian Environment
- Organic Geology – A Non-renewable Resource
- Mining and the Australian Environment
- Oceanography

Particular Course Requirements

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

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

Assessment

In class assessments
External Assessment (HSC Course only)
A 3 hour written examination

Fee
Nil

Contact Person: Mr Mar
**Course:** Physics  
**Course No:** 15330

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

**Course Description**

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

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

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

**Topics Covered**

**Preliminary Course**
- Physics Skills Module 8.1
- **Core Modules**
  - The World Communicates
  - Electrical Energy in the Home
  - Moving About
  - The Cosmic Engine

**HSC Course**
- Physics Skills Module 9.1
- **Core Modules**
  - Space
  - Motors and Generators
  - From Ideas to Implementation
- **One Option from the following modules:**
  - Geophysics
  - Medical Physics
  - Astrophysics
  - From Quanta to Quarks
  - The Age of Silicon

**Particular Course Requirements**

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

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

**Assessment**

- **External Assessment (HSC course only)**
  - A 3 hour written examination

**Fee**

- Nil

**Contact Person:** Mr Mar
Course: Senior Science  
Course No: 15340

2 units for each of Preliminary and HSC  
Board Developed Course

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

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

The HSC course investigates the importance of a range of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies, and information systems. The options draw on the increased information and understanding provided by improved technology to examine a variety of interest areas.

The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science. In the HSC study pattern, students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environment Science or Physics to a maximum of six units. Students who are undertaking the Senior Science HSC course must have satisfactorily completed the Preliminary course in Senior Science or Biology or Chemistry or Earth and Environmental Science or Physics.

Topics Covered

**Preliminary Course**
- Senior Science Skills Module 8.1

**Core Modules**
- Water for Living
- Plants
- Humans at Work
- The Local Environment

**HSC Course**
- Senior Science Skills Module 9.1

**Core Modules**
- Lifestyle Chemistry
- Medical Technology – Bionics
- Information Systems

**One Option from the following modules:**
- Polymers
- Preservatives and Additives
- Pharmaceuticals
- Disasters
- Space Science

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

The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.

Assessment
- In class assessment
- External Assessment
- A 3 hour written examination

Fee
- Nil

Contact Person: Mr Mar
### Course: Food Technology  
#### Course No: 15180

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

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

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

#### Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Availability and Selection (30%)</td>
</tr>
<tr>
<td>Food Quality (40%)</td>
</tr>
<tr>
<td>Nutrition (30%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Australian Food Industry (25%)</td>
</tr>
<tr>
<td>Food Manufacture (25%)</td>
</tr>
<tr>
<td>Food Product Development (25%)</td>
</tr>
<tr>
<td>Contemporary Nutrition Issues (25%)</td>
</tr>
</tbody>
</table>

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

#### Assessment

<table>
<thead>
<tr>
<th>External Examination (HSC Course only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination</td>
</tr>
</tbody>
</table>

#### Fee

| $1.50 per practical lesson (once a week) |

Contact Person: Miss Middlebrook
**Course**: Industrial Technology – Timber Products and Furniture Technologies  
**Course No**: 15200

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses |

**Course Description**  
Industrial Technology at Stage 6 will develop a student’s knowledge and understanding of the timber industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area of the course.

**Main Topics Covered**

**Preliminary Course**
The following sections are taught in relation to the focus area:

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

**HSC Course**
The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study (15%)
- Major Project (60%)
  - Design, Management and Communication
  - Production
- Industry Related Manufacturing Technology (25%)

**Particular Course Requirements**
In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry.

**Assessment**

**Fee**
$25.00 for Preliminary year.  
Year 12 fee determined by size and nature of project.

**Contact Person**: Miss Middlebrook
## School Developed Board Endorsed Courses

**Note:** These courses do not count towards calculation of the ATAR for entry into University.

<table>
<thead>
<tr>
<th>Course: Exploring Early Childhood</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Endorsed Course</strong></td>
</tr>
</tbody>
</table>

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

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

The study of this course will enable students to:
- examine issues of fertility and infertility eg. IVF
- appreciate the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children
- identify the range of services developed and provided for young children and their families
- consider the role of family and community
- become aware of the work opportunities available in the area of children’s services.

**Students undertaking the course will be involved in:**
- An excursion to the Birthing Unit and Maternity Ward of Wollongong Hospital
- Practical experience with the computerised (infant simulator) – “Real Care” baby
- Visits to Early Childhood Centres, Playgroups, Preschools, Day Care Centres
- A variety of guest speakers
- Art and craft activities
- Play activities

**Fee**
Nil

**Contact Person:** Miss Middlebrook
**Course:** Marine Studies

<table>
<thead>
<tr>
<th>Content Endorsed Course</th>
<th>Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</th>
</tr>
</thead>
</table>

Marine Studies provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives students the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instill in students an acceptable ethical code towards use of the marine environment, increasingly demanded by the community and their governments. While this course is focused on oceans, it provides scope for the study of the full range of waterways.

Marine Studies provides an educational context, linked to the needs of a population based very much on its coast and waterways and which fosters links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students’ acquired skills to solve real life problems.

In Marine Studies students may elect to undertake a course of study which covers a broad and diverse range of optional modules, or alternatively to specialise through a focus on thematic groups of modules which may provide a continuum into specific fields of post-school employment, study or leisure pursuits.

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 co-operatively 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.

**Minimum Hours:** 240 hours over 2 years

<table>
<thead>
<tr>
<th>Preliminary</th>
<th>30 hour Core + 90 hours of Optional Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC</td>
<td>120 hours of Optional Modules</td>
</tr>
</tbody>
</table>

**30 Hour Core Modules**

1. Marine Safety & First Aid (6 hours)
2. The Marine Environment (6 hours)
3. Life in the Sea (6 hours)
4. Humans in Water (6 hours)
5. Marine & Maritime Employment (6 hours)

**Optional Modules (Hours):**

<table>
<thead>
<tr>
<th>1  Resuscitation Certificate (15)</th>
<th>6  Local Area Study (15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2  First Aid Certificate (15)</td>
<td>7  Sea Birds of Our Coast (15)</td>
</tr>
<tr>
<td>3  Estuarine Studies (30)</td>
<td>8  Wind Powered Craft (30)</td>
</tr>
<tr>
<td>4  Coastal Studies (30)</td>
<td>9  Coastal Studies (30)</td>
</tr>
<tr>
<td>5  Marine Aquarium (15/30)</td>
<td>10 Marine Craft Construction &amp; Repair (30)</td>
</tr>
<tr>
<td>11 Commercial &amp; Recreational Fishing (30)</td>
<td>12 Seafood Handling &amp; Processing (30)</td>
</tr>
<tr>
<td>13 Anatomy &amp; Physiology of Marine Organisms (15/30)</td>
<td>14 Personal Interest Project (30)</td>
</tr>
</tbody>
</table>

**Fee**

Varies with Optional Modules

**Contact Person:** Mr Mar
**Course:** Sport, Lifestyle and Recreation Studies

**Content Endorsed Course**

**Exclusions:** Students studying Board Developed PD/H/PE must not study CEC modules which duplicate PD/H/PE 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

**Fee**

Nil

**Contact Person:** Mr Kipp
**Course:** Photography, Video and Digital Imaging

**Content Endorsed Course**

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

**Course Description**

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students’ experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students’ understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

**Main Topics Covered**

Modules may be selected in any of the three broad fields of:

- Animation
- Video
- Digital Imaging

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

**Particular Course Requirements**

Students are required to keep a visual diary throughout the course.

**Fee**

Year 11 – cost of materials used, dependant on units of work
Year 12 – cost of materials used, dependant on units of work

**Contact Person:** Mr Philpot
**Course:** Work Studies

<table>
<thead>
<tr>
<th>Content Endorsed Course</th>
<th>Exclusions: For students undertaking School Based Apprenticeships or Traineeships, this course may not be undertaken concurrently with Industry Studies.</th>
</tr>
</thead>
</table>

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

This course in Work Studies will assist students:
- to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- to develop an understanding of the changing nature of work organisation and the implications for individuals and society
- to undertake an extended work placement to allow for the development of specific job-related skills
- to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas
- to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

The course has two core studies, and elective course modules.

**Core 1 – Work and change**

**Core 2 – Experiencing work**

**Modules**

There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours.

**Activities may include**

- Work Placement, either block or one day per week
- Excursions to local Job Network Providers
- Guest Speakers eg. Union representative, employer, Occupational Health & Safety Officer on workplace issues
- Case studies on technology in the workplace
- Looking at the variety of career pathways within an industry

**Fee**

Nil

**Contact Person:** Mr Glasgow
Life Skills Courses - Part of a Special Program of Study - Support Students

Board Developed Course
These courses have Board Developed status and can be used with other courses in Stage 6 to meet the requirements for the award of a Higher School Certificate. Each Life Skills course comprises a 2 Unit Preliminary course and a 2 Unit HSC course.

The Life Skills Courses are:
- English
- Mathematics
- Personal Development, Health & Physical Education
- Citizenship & Society
- Science
- Creative Arts
- Technological & Applied Studies
- Work and Community

Eligibility to Enrol in a Stage 6 Life Skills Course
In general students entering a Stage 6 Life Skills Program will have completed at least four Life Skills Courses in Stage 5. However, in special circumstances, a student who has attempted the regular syllabi and experienced significant difficulty may enrol in a Life Skills Course. Learning will be based upon an individual transition planning process co-ordinated by the school.

Contact Person: Ms Thatcher
HSC VET Industry Curriculum Framework Courses

Industry Curriculum Framework (ICF) courses

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

Assessment

School based assessment

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

HSC examination (optional)

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

Work placement

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

School based apprenticeships and traineeships

- School based apprenticeships and traineeships prepare students for a career in a particular industry, provide a training wage and skills training both on-the-job and off-the-job at school, TAFE NSW or with a private training provider.
- Apprenticeships and/or Traineeships are available in a range of HSC VET courses, including all Industry Curriculum Frameworks.
- A school based traineeship is generally completed over two years while students are still at school as part of the HSC.
- A school based apprenticeship is undertaken over 2 years part-time while students are still at school as part of the HSC, and then continued over 3 years full-time post school.

The school Careers Adviser, Ms Anne Phelan, has more information on TVET courses and school based apprenticeships and traineeships.
Course: Business Services (240 indicative hours)  
Board Developed Course  
Category B status for Australian Tertiary Admission Rank (ATAR)

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

Units of Competencies

**Compulsory**
- BSBCCM201A Communicate in the workplace
- BSBUS201A Deliver a service to customers
- BSBIND201A Work effectively in a business environment
- BSBINM201A Process and maintain workplace information
- BSBHHS201A Participate in OHS processes
- BSBUS201A Participate in environmentally sustainable work practices
- BSBWOR202A Organise and complete daily work activities

**Electives**
- BSBWOR203A Work effectively with others
- BSBWOR204A Use business technology
- BSBIU203A Communicate electronically
- BSBINM202A Handle mail
- BSBITU201A Produce simple word processed documents
- BSBITU307A Develop keyboard speed and accuracy
- BSBITU202A Create and use spreadsheets
- BSBADM311A Maintain business resources

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

**Qualifications**

Students who are assessed as competent in the above units will be eligible for Certificate II in Business BSB20107. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

**Pathways to Industry**
Skills gained in this industry transfer to other occupations. Working in the business services industry involves:
- customer (client) service
- organising information and records in both paper and electronic forms
- teamwork
- using technologies
- creating documents

Examples of occupations in the business services industry:
- office manager
- personnel clerk
- project manager
- sales clerk/officer
- secretary
- manager/owner of a small business
- payroll clerk/officer personal assistant

**Mandatory Course Requirements**

Students must complete a minimum of 70 hours work placement.

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

**Competency-Based Assessment**

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

**Appeals**

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

**External Assessment (optional HSC examination)**

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

**Course Costs**

Refund Arrangements on a pro-rata basis

**Exclusions**

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

A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
ILLAWARRA AND SOUTH EAST REGION  Registered Training Organisation 90347

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

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

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Food and Beverage Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory</strong></td>
<td></td>
</tr>
<tr>
<td>SITHIND001B</td>
<td>SITHACS006A Clean premises and equipment</td>
</tr>
<tr>
<td>Develop and update hospitality industry knowledge</td>
<td></td>
</tr>
<tr>
<td>SITXCOM001A</td>
<td>SITHFAB003A Serve food and beverage to customers</td>
</tr>
<tr>
<td>Work with colleagues and customers</td>
<td></td>
</tr>
<tr>
<td>SITXCOM002A</td>
<td>SITHFAB010A Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>Work in socially diverse environment</td>
<td></td>
</tr>
<tr>
<td>SITXENV001A</td>
<td>SITXFSA001A Implement food safety procedures</td>
</tr>
<tr>
<td>Participate in environmentally sustainable work practices</td>
<td></td>
</tr>
<tr>
<td>SITXOHS001B</td>
<td></td>
</tr>
<tr>
<td>Follow health, safety and security procedures</td>
<td></td>
</tr>
<tr>
<td>SITXOHS002A</td>
<td></td>
</tr>
<tr>
<td>Follow workplace hygiene procedures</td>
<td></td>
</tr>
</tbody>
</table>

| Elective             |                          |
| SITHIND002A         | SITHIND002A Apply hospitality skills in the workplace |
| Apply hospitality skills in the workplace |
| SITHCCC001A         | SITHCCC007A Prepare sandwiches |
| Organise and prepare food |
| SITHFAB012A         | SITHFAB012A Prepare and serve espresso coffee |
| Prepare and serve non-alcoholic beverages |
| SITXINV001A         | SITXINV001A Receive and store stock |
| Receive and store stock |
| SITXCOM004A         | SITXCOM004A Communicate on the telephone |
| Communicate on the telephone |

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

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

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

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

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

Examples of occupations in the hospitality industry:

- wait person  
- catering assistant  
- food and beverage attendant

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

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

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

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

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

**Exclusions**

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

A school-based traineeship and apprenticeship are available in this course, for more information: [http://www.sbattnsw.info/](http://www.sbattnsw.info/)
Course: Retail Services (240 indicative hours)  
Board Developed Course

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

New training package for 2012 delivery – HSC descriptor still to be updated.

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

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

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

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

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

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

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

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

Course costs  
Refund Arrangements on a pro-rata basis

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

A school-based traineeship is available on this course, for more information: http://www.sbatinnsw.info/
**Course: Information Technology (240 indicative hours)**

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

New training package for 2012 delivery – HSC descriptor still to be updated.

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

**Qualifications**

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

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

**Pathways to Industry**

Working in the information technology industry involves:

- designing web pages
- supporting computer users
- networking computers communicating with clients
- finding solutions to software problems

**Examples of occupations in the information technology industry**

- service technician
- e-business development manager
- help desk officer
- internet specialist
- IT consultant
- IT project manager
- multimedia developer
- network administrator
- on-line service support officer
- programmer
- software developer
- systems engineer
- IT teacher/trainer
- technical support officer
- web designer

**Mandatory Course Requirements**

Students must complete a minimum of 70 hours work placement.

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

**Competency-Based Assessment**

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

**Appeals**

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

**External Assessment (optional HSC examination)**

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

**Course costs**

Refund Arrangements on a pro-rata basis

**Exclusions**

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

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

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

Units of Competency

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1012A</td>
<td>Work effectively and sustainably in the construction industry</td>
</tr>
<tr>
<td>CPCCCM1013A</td>
<td>Plan and organise work</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</td>
</tr>
<tr>
<td>CPCCCM1015A</td>
<td>Carry out measurements and calculations</td>
</tr>
<tr>
<td>CPCCCM2001A</td>
<td>Read and interpret plans and specifications</td>
</tr>
<tr>
<td>CPCCCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>CPCCCOHS2001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
</tr>
</tbody>
</table>

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

Qualifications

Students who undertake the Construction Pathways course and are assessed as competent in the above units of competency will be eligible for a Certificate II in Construction Pathways (CPCC20211). Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Construction Pathways (CPCC20211).

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

Pathways to Industry

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

- constructing buildings
- modifying buildings
- designing buildings
- measuring materials & sites
- communicating with clients
- managing personnel & sites
- building
- concreting
- glazing
- structural engineering
- sign writing
- bricklaying
- consulting
- joinery
- shop fitting
- roofing
- carpentry
- contracting
- plastering
- steel reinforcing

Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement.

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

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

Competency-Based Assessment

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

Appeals

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

External Assessment (optional HSC examination)

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

Course costs

Refund Arrangements on a pro-rata basis

Exclusions

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

A school-based traineeship and apprenticeship are available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
TVET – TAFE WHILE AT SCHOOL

Get an early start on your career with a TAFE delivered vocational HSC course!
If you’re still in school and about to commence Year 11 or Year 12, you may be interested in TVET - TAFE while at School. TVET gives you the option to study a TAFE vocational course while you complete your HSC.

How will a TVET course benefit you?
- All TVET courses are designed to lead to higher level TAFE qualifications.
- TVET courses will also allow you to continue to study in the chosen field
- TVET courses will improve your chances to enter the workforce.
- It’s a great way to kick your career off to a flying start

How often do you attend TAFE?
- Most TVET courses are offered one afternoon per week for four hours.

How do you apply?
- You will need to complete an 'Expression of Interest' form available from our website:
  - www.illawarra.tafensw.edu.au/tvet or forms can be obtained from your School’s Careers Adviser
- All courses will only run if there are sufficient student enrolments.

Visit our website:
www.illawarra.tafensw.edu.au/tvet
Expressions of Interest for 2013
Close on 14 September 2012.

How are students selected?
Students are offered places in courses on the basis of:
- level of ability and capacity to succeed in the course
- application to studies, maturity and suitability for an adult learning environment
- high level of interest in the proposed course
- a good school attendance record

Students are encouraged to attach a copy of their most recent school report to their application to assist the selection process for high demand courses.

Students with a disability
Students with a disability are encouraged to participate in TVET. There are two options available for students with a disability, (i) placement in a discrete class or (ii) integration into a mainstream TVET group. See your Careers Adviser or Ms Thatcher for more information.

Contact Person: Ms Phelan
### Proposed courses for 2013
**Wollongong, Wollongong West, Shellharbour, Dapto and Yallah Campuses**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Industry Curriculum Framework Courses*</th>
<th>Board Endorsed Courses#</th>
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<td><strong>Shellharbour</strong></td>
<td>• Automotive (Vehicle Servicing)</td>
<td>• Children’s Services</td>
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<td>• Business Services</td>
<td>• Fitness (Certificate III)</td>
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<td></td>
<td>• Business Services (Legal) 2 unit extension</td>
<td>• Maritime Operations</td>
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<td>• Electrotechnology</td>
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<td>• Financial Services</td>
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<td></td>
<td>• Human Services - Health Services (Assist Nursing)</td>
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<td></td>
<td>• Metal and Engineering</td>
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<td></td>
<td>• Retail Services</td>
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<td></td>
<td>• Tourism and Events</td>
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<tr>
<td><strong>Wollongong</strong></td>
<td>• Automotive (Airbrushing)</td>
<td>• Baking - Retail</td>
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<td></td>
<td>• Automotive (Panel Beating)</td>
<td>• Children’s Services</td>
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<tr>
<td></td>
<td>• Automotive (Vehicle Painting)</td>
<td>• Computer Aided Drafting (CAD)</td>
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<td></td>
<td>• Business Services</td>
<td>• Media Journalism</td>
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<td></td>
<td>• Business Services (Medical) 2 unit extension</td>
<td>• Plumbing</td>
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<td></td>
<td>• Construction (Bricklaying)</td>
<td>• Property Services (Agency)</td>
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<td></td>
<td>• Construction (Carpentry and Joinery)</td>
<td>• Signage (Signcraft)</td>
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<td></td>
<td>• Electrotechnology</td>
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<td></td>
<td>• Entertainment (Live Production, Theatre and Events)</td>
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<td></td>
<td>• Financial Services</td>
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<td></td>
<td>• Hospitality (Kitchen Operations)</td>
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<td>• Human Services - Health Services (Assist Nursing)</td>
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<td></td>
<td>• Information Technology (Computer Support)</td>
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<td>• Information Technology (Web Design)</td>
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<td>• Metal and Engineering</td>
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<td></td>
<td>• Tourism and Events</td>
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<tr>
<td><strong>Wollongong West</strong></td>
<td>• Beauty (Retail Make-up and Skin Care)</td>
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<td>• Fashion Design and Technology</td>
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<td>• Hairdressing</td>
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<td>• Visual Arts and Contemporary Craft - Drawing</td>
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<tr>
<td><strong>Yallah</strong></td>
<td>• Primary Industries (Agriculture)</td>
<td>• Animal Studies</td>
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<td></td>
<td>• Primary Industries (Horticulture)</td>
<td>• Horse Racing Industry (Stablehand)</td>
</tr>
</tbody>
</table>

*A Industry Curriculum Framework course enables students to gain a range of technical, personal and organisational skills valued both within and beyond the workplace. The examination mark from one Industry Framework course may be included in the calculation of a student’s Australian Tertiary Admission Rank (ATAR). Work placement is compulsory.*

#Board Endorsed Courses contribute towards a student’s HSC but not towards the Australian Tertiary Admission Rank (ATAR). These courses have been endorsed by the NSW Board of Studies.

For more information go to [www.illawarra.tafensw.edu.au](http://www.illawarra.tafensw.edu.au) or call 131 601.
School Based Traineeships and Apprenticeships

- School based apprenticeships and traineeships prepare students for a career in a particular industry, provide a training wage and skills training both on-the-job and off-the-job at school, TAFE NSW or with a private training provider.
- Apprenticeships and/or Traineeships are available in a range of HSC VET courses, including all Industry Curriculum Frameworks.
- A school based traineeship is generally completed over two years while students are still at school as part of the HSC.
- A school based apprenticeship is undertaken over 2 years part-time while students are still at school as part of the HSC, and then continued over 3 years full-time post school.

The school Careers Adviser or school VET Co-ordinator has more information on VET courses and school based apprenticeships and traineeships.

What are the benefits?

A job working 10-15 hours per week
A nationally recognised qualification
A VET course at your school

School based traineeships are offered in many different career areas including: Hospitality, Business Services, Metal Engineering, Information Technology, Retail, Automotive, Child Studies, Nursing and more. If you need to apply online, ask the Careers Adviser for help with your applications to give yourself the best possible chance of gaining a traineeship.

Below are some examples of websites promoting school based traineeships.

Health Services Assistant
Students:
  - work in Aged Care
  - get a wage
  - complete Certificate III
  - applications through TAFE

McDonalds, KFC, Subway and Pizza Hut
If you already work at McDonalds, KFC, Subway or Pizza Hut, you can ask your Store manager about doing a traineeship whilst studying Years 11 and 12.

Automotive Traineeships
Students:
  - work on light or heavy vehicles
  - one day at work and one day at TAFE
  - applications through TAFE

Reece Plumbing
  - traineeship in warehousing and distribution
  - one day at work and on the job training
  - applications through Reece Plumbing
  - www.reece.com.au

Indigenous Students
  - traineeships and apprenticeships are available in a range of Government and non-Government organisations

Contact Person: Ms Phelan
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</table>
SUBJECT SELECTION SHEET FOR YEAR 11 – 2013

Name: ...........................................................................................................

Career interest is (optional): ...........................................................................

I plan to go to University: YES / NO

The selection process:

1. Initial free choice
2. Subjects placed in lines and students re-choose
3. Some subjects eliminated due to lack of demand
4. English is the only compulsory subject

Subject choices:

1. English Standard / Advanced / Studies

2. .........................................................................................................................

3. .........................................................................................................................

4. .........................................................................................................................

5. .........................................................................................................................

6. .........................................................................................................................

If one or more of my courses do not run my first and second preferences are:

1. .........................................................................................................................

2. .........................................................................................................................

TAFE choices:

I wish to study ........................................................................................ at TAFE.

I have handed in my TVET application: YES / NO

(Student's signature) ................................................................. (Parent/Carer's signature) .................................................................

This form must be completed, signed by student and parent/carer, and returned to Mr Panecasio by Friday, 27th July, 2012

KHS Prospectus