Artwork by Rianna Le
Year 12 - 2014
“Untitled”
(Water colour and Pen and Ink)
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 range of courses we are able to make available to students. However, it is also important to understand that staffing allocated to subjects for Year 11, 2015 is not finalised until next year, and it may not be possible to offer all subjects listed in this booklet in 2015.

Peter K Jones
PRINCIPAL
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.
From your Careers Adviser

Year 10 is a good time to think about your future. A very important part of this is choosing the right subjects to study in Year 11 and 12. It is also important to think about what you would like to do beyond the HSC.

Thinking carefully and asking lots of questions will help you to make the best decisions for successful senior school, further study and employment.

Think about:

- What are my interests?
- What are my best subjects up to now?
- What do I like to do? – helping people, organising things, working outside, fixing and building things?
- What careers would fit with my skills and interests?
- What is the pathway to these careers – going to Uni or TAFE, getting an apprenticeship?
- Are there subjects that will help me follow this pathway?

Going to Uni

Although there are many pathways to University, choosing the right subjects at school can make it easier to enter and succeed at tertiary study.

If you are thinking about university, it is important that you choose mainly from ATAR courses (Board Developed courses) that will allow you to gain an ATAR as well as your HSC.

Some courses also have pre-requisites or assumed knowledge eg Engineering would need good results in Mathematics and either Chemistry or Physics. It is important you discuss your choices with the Careers Adviser to make sure you have the right courses at school.

Going to TAFE

You do not need an ATAR for study at TAFE. Choosing subjects that lead into a TAFE course is a great idea. Many of the subjects offered at school are good preparation for further study at TAFE. You can also choose a TVET course to get a taste of what it is like to study at TAFE and to give you a direct pathway to TAFE courses after school.

Getting employment

Think about the type of employment you would like and what skills or abilities the employer would value. Our vocational courses at school and at TAFE will help you build employment skills and also give you experience in the workplace through Work Placement.

If you are unsure about your future direction, then doing a broad range of courses will help you keep your options open.

Useful websites:
- [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
- [www.uow.edu.au](http://www.uow.edu.au)
- [www.myfuture.edu.au](http://www.myfuture.edu.au)
HSC Requirements

• Students must study a minimum of 12 Units of Preliminary Courses (Year 11) – English + 5 subjects

• 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 (3 subjects)

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 apply at the Front Office for financial assistance.

Types of Courses in the Senior School

Board Developed Course

• HSC exam
• counts towards HSC
• may count towards the ATAR
• includes some VET courses
• includes Life Skills courses

Board Endorsed Course

• no HSC exam – school-based assessment used
• counts towards HSC
• cannot contribute to the ATAR
• includes some VET courses

School VET courses

• HSC exam is optional
• counts towards HSC
• may count towards the
• Work Placement is compulsory
• Clear pathway to employment and TAFE
TAFE Delivered VET Courses

- An early start on your career
- Dual accreditation from the NSW Board of Studies and TAFE NSW at the same time.
- TVET course can count to your ATAR
- Attend TAFE one afternoon or evening per week.
- Some courses have compulsory Work Placement.
- A list of courses can be found at the back of this booklet
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 2016 Year 10 Booklet”, on University websites and through discussion with your Careers Adviser.

The UAC website has great resources on the Schoollink Year 10 section of UAC.

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.

Websites

http://www.illawarra.tafensw.edu.au/tvet
www.uow.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**
- Music 1
- Visual Arts

**HSIE**
- Aboriginal Studies
- Ancient History
- Business Studies
- Legal Studies

**Mathematics**
- General Mathematics
- Mathematics
- Mathematics Extension 1
- Software, Design & Development

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

**Sciences**
- Biology
- Chemistry
- 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
- Business Services

**Languages**
- Japanese Beginners

**Life Skills Courses**

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

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

**TVET Courses** – see Pages 40 to 43
<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>

**This Course Suits Students**
- who require an ATAR
- are continuing on to TAFE and further study

**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**
- 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 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

**Head Teacher:** Mr Philpot  **Contact Person:** Mr Philpot

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KHS Prospectus - 2015  9
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)  

Entry Requirements to Advanced English  
At the end of Term 3 students must:  
• present a Portfolio of their Year 10 English Assessment tasks with an A-B grade average  
• complete a writing task under examination conditions and achieve an A-B grade  

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  
Premiminary Course  
• 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 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  

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

<table>
<thead>
<tr>
<th>Course No: 15160</th>
</tr>
</thead>
</table>

| 1 unit for each of Preliminary and HSC Board Developed Course |
| Exclusions: English (Standard); English (ESL) |

### Entry Requirements to English (Extension)
At the end of Term 3 students must:
- present a Portfolio of their Year 10 English Assessment tasks with a clear A grade average
- complete a writing task under examination conditions and achieve an A grade result

### 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

| Head Teacher: Mr Philpot | Contact Person: Mr Philpot |
**Course:** English Studies  
**Course No:** 15120

| 2 units for each of Preliminary and HSC years | 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

**Head Teacher:** Mr Philpot  
**Contact Person:** Mr Philpot
<table>
<thead>
<tr>
<th>Course: Japanese Beginners</th>
<th>Course No: 15820</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Courses</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Course Description**

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

Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. Students’ skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

**Main Topics Covered**

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

**Particular Course Requirements**

- Nil

**Assessment**

- Speaking and written testing components

**Fee**

- Nil

**Head Teacher: Mr Banasiak**

**Contact Person: Ms Hoyn**
**Course: Visual Arts**

<table>
<thead>
<tr>
<th>Course No: 15400</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
</tr>
<tr>
<td><strong>Exclusions:</strong> 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>
</tr>
</tbody>
</table>

**Course Description**
Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the 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**

<table>
<thead>
<tr>
<th>External Assessment (HSC Course only)</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ A written paper</td>
<td>➢ Development of the body of work</td>
</tr>
<tr>
<td>➢ Submission of a body of work</td>
<td>➢ Art criticism and art history</td>
</tr>
</tbody>
</table>

**Fee**
Year 11 – $30.00
Year 12 – Artwork costs

**Head Teacher:** Ms Middlebrook
**Contact Person:** Mr Traicevski
<table>
<thead>
<tr>
<th>Course: Music 1</th>
<th>Course No: 15290</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Music 2</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**
$20.00

**Head Teacher:** Mr Philpot

**Contact Person:** Mrs Dedini
Course: Aboriginal Studies  
Course No: 15000

2 units for each of Preliminary and HSC  
Board Developed Course  

Exclusions: None

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

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.

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

Assessment
External Assessment (HSC Course)  
Major Project

Fee  
Nil

Head Teacher: Mr Banasiak  
Contact Person: Mr Panecasio
<table>
<thead>
<tr>
<th>Course:</th>
<th>Ancient History</th>
<th>Course No:</th>
<th>15020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Developed Course</td>
<td>2 units for each of Preliminary and HSC</td>
<td>Exclusions:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

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

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

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

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

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

### Assessment
External Assessment: (HSC course only)
- A 3 hour written examination in four parts

### History Extension
A 1 Unit extension course for talented students in Year 12

### Fee
- Nil

Head Teacher: Mr Banasiak

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

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

**Course Description**
Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will 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

**Head Teacher:** Mr Banasiak  
**Contact Person:** Mr Banasiak

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KHS Prospectus - 2015
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

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

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

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

### 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

**Head Teacher:** Mr Banasiak  
**Contact Person:** Mr Panecasio
Course: Mathematics  
Course No: 15240

<table>
<thead>
<tr>
<th>Course Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: General Mathematics</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> 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.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Main Topics Covered</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preliminary Course</strong></td>
<td><strong>HSC Course</strong></td>
</tr>
<tr>
<td>Basic arithmetic and algebra</td>
<td>Coordinate methods in geometry</td>
</tr>
<tr>
<td>Real functions</td>
<td>Applications of geometrical properties</td>
</tr>
<tr>
<td>Trigonometric ratios</td>
<td>Geometrical applications of differentiation</td>
</tr>
<tr>
<td>Linear functions</td>
<td>Integration</td>
</tr>
<tr>
<td>The quadratic polynomial and the parabola</td>
<td>Trigonometric functions</td>
</tr>
<tr>
<td>Plane geometry – geometrical properties</td>
<td>Logarithmic and exponential functions</td>
</tr>
<tr>
<td>Tangent to a curve and derivative of a function</td>
<td>Applications of calculus to the physical world</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Probability</td>
</tr>
<tr>
<td>External Assessment (HSC course only)</td>
<td>Series and series applications</td>
</tr>
<tr>
<td>A 3 hour written examination</td>
<td></td>
</tr>
</tbody>
</table>

**Fee**
Nil

Head Teacher: Mrs Lowis  
Contact Person: Mrs Lowis
Course: Mathematics Extension 1  
Course No: 15250

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

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

Exclusions: General Mathematics

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

Main Topics Covered

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

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

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

Head Teacher: Mrs Lowis

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

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.  

**Exclusions:** 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.

**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

**Head Teacher:** Mrs Lowis  
**Contact Person:** Mrs Lowis
**Course Description**
Software, Design & Development has a significant practical component, however, also has a great deal of theoretical work not using computers. Software Design & Development is for students interested in the study of computing theory, perhaps with a view to further study in the field at University or TAFE. It involves study of the theory and practice of computer programming. It has some Mathematical content and students should have at least a Grade C in Year 10 Mathematics. The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The HSC course builds on the Preliminary course, and asks students to develop and document software using a variety of data structures and language facilities, and through these will learn to solve a number of interesting and relevant software problems.

<table>
<thead>
<tr>
<th>Main Topics Covered</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary</td>
<td></td>
</tr>
<tr>
<td>Concepts and issues in the design and development of software.</td>
<td>Development and impact of software solutions.</td>
</tr>
<tr>
<td>Social and ethical issues.</td>
<td>Social and ethical issues.</td>
</tr>
<tr>
<td>Hardware and software.</td>
<td>Application of software development approaches.</td>
</tr>
<tr>
<td>Software development approaches.</td>
<td>Software development cycle – understanding, planning and designing, implementation, testing and evaluation, maintenance.</td>
</tr>
<tr>
<td>Introduction to software development – planning, building, checking and modifying.</td>
<td>Developing a solution package – project work.</td>
</tr>
<tr>
<td>Developing software solutions.</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**
External Examination (HSC course only)

**Fee**
Year 11 – $30.00
Year 12 – $30.00

Head Teacher: Mrs Lowis  
Contact Person: Mr Walton
<table>
<thead>
<tr>
<th>Course: Community and Family Studies</th>
<th>Course No: 15060</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

**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

Head Teacher: Mr Kipp
Contact Person: Ms Farquhar
### Course: Personal Development, Health and Physical Education

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC Board Developed Course</th>
<th>Course No: 15320</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions: Nil</td>
<td></td>
</tr>
</tbody>
</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

<table>
<thead>
<tr>
<th>Core Topics (60%)</th>
<th>Health Priorities in Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better Health for Individuals</td>
<td>Factors Affecting Performance</td>
</tr>
<tr>
<td>The Body in Motion</td>
<td>Optional Component (40%)</td>
</tr>
<tr>
<td><strong>Optional Component (40%)</strong></td>
<td>Students select two of the following options:</td>
</tr>
<tr>
<td>First Aid</td>
<td>The Health of Young People</td>
</tr>
<tr>
<td>Composition and Performance</td>
<td>Sports Medicine</td>
</tr>
<tr>
<td>Fitness Choices</td>
<td>Improving Performance</td>
</tr>
<tr>
<td>Outdoor Recreation</td>
<td>Equity and Health</td>
</tr>
</tbody>
</table>

### HSC Course

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

<table>
<thead>
<tr>
<th>Optional Component (40%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students select two of the following options:</td>
</tr>
<tr>
<td>The Health of Young People</td>
</tr>
<tr>
<td>Sports Medicine</td>
</tr>
<tr>
<td>Improving Performance</td>
</tr>
<tr>
<td>Equity and Health</td>
</tr>
</tbody>
</table>

### Particular Course Requirements

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

### Assessment

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

### Fee

Nil

### Head Teacher: Mr Kipp

### Contact Person: Mrs Sutherland
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**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biology Skills Module 8.1</strong></td>
<td><strong>Biology Skills Module 9.1</strong></td>
</tr>
<tr>
<td><strong>Core Modules</strong></td>
<td><strong>Core Modules</strong></td>
</tr>
<tr>
<td>A Local Ecosystem</td>
<td>Maintaining a Balance</td>
</tr>
<tr>
<td>Patterns in Nature</td>
<td>Blueprint of Life</td>
</tr>
<tr>
<td>Life on Earth</td>
<td>The Search for Better Health</td>
</tr>
<tr>
<td>Evolution of Australian Biota</td>
<td><strong>One Option from the following modules:</strong></td>
</tr>
<tr>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Biotechnology</td>
</tr>
<tr>
<td></td>
<td>Genetics: The Code Broken?</td>
</tr>
<tr>
<td></td>
<td>The Human Story</td>
</tr>
<tr>
<td></td>
<td>Biochemistry</td>
</tr>
</tbody>
</table>

**Particular Course Requirements**
Each module specifies content which provides opportunities for students to achieve the Biology skill outcomes. Biology modules 8.1 (Preliminary) and 9.1 (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

**Head Teacher:** Ms Dove  
**Contact Person:** Mr Stewart
## 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

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**Head Teacher:** Ms Dove  
**Contact Person:** Ms Dove
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

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**Head Teacher:** Ms Dove  
**Contact Person:** Mr McKay
**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

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Science Skills Module 8.1</td>
<td>Senior Science Skills Module 9.1</td>
</tr>
<tr>
<td><strong>Core Modules</strong></td>
<td><strong>Core Modules</strong></td>
</tr>
<tr>
<td>Water for Living</td>
<td>Lifestyle Chemistry</td>
</tr>
<tr>
<td>Plants</td>
<td>Medical Technology – Bionics</td>
</tr>
<tr>
<td>Humans at Work</td>
<td>Information Systems</td>
</tr>
<tr>
<td>The Local Environment</td>
<td><strong>One Option from the following modules:</strong></td>
</tr>
<tr>
<td></td>
<td>Polymers</td>
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<tr>
<td></td>
<td>Preservatives and Additives</td>
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<td></td>
<td>Pharmaceuticals</td>
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<td></td>
<td>Disasters</td>
</tr>
<tr>
<td></td>
<td>Space Science</td>
</tr>
</tbody>
</table>

### Particular Course Requirements
Each module specifies content which provides opportunities for students to achieve the Senior Science skill outcomes. Senior Science modules 8.1 (Preliminary) and 9.1 (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

**Head Teacher:** Ms Dove  
**Contact Person:** Ms Dove
<table>
<thead>
<tr>
<th>Course: Food Technology</th>
<th>Course No: 15180</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

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

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

**Main Topics Covered**
**Preliminary Course**
- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

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

**Particular Course Requirements**
There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students 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**
- External Examination (HSC Course only)
  - A 3 hour written examination

**Fee**
- $2.00 per practical lesson or $20.00 per term

**Head Teacher:** Ms Middlebrook **Contact Person:** Ms 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**

Year 11 – $25.00  
Year 12 – fee determined by size and nature of project.

**Head Teacher:** Ms Middlebrook  
**Contact Person:** Mr Powell
### Course: Exploring Early Childhood

<table>
<thead>
<tr>
<th>Content Endorsed Course</th>
<th>Exclusions: Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note:</strong> These courses do not count towards calculation of the ATAR for entry into University.</td>
<td></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

**Head Teacher: Ms Middlebrook**

**Contact Person: Mrs Powell**
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 instil 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):
1. Resuscitation Certificate (15)
2. First Aid Certificate (15)
3. Estuarine Studies (30)
4. Coastal Studies (30)
5. Marine Aquarium (15/30)
6. Local Area Study (15)
7. Sea Birds of Our Coast (15)
8. Wind Powered Craft (30)
9. Coastal Studies (30)
10. Marine Craft Construction & Repair (30)
11. Commercial & Recreational Fishing (30)
12. Seafood Handling & Processing (30)
13. Anatomy & Physiology of Marine Organisms (15/30)
14. Personal Interest Project (30)

Fee
Varies with Optional Modules

Head Teacher: Ms Dove
Contact Person: Mr Tanswell & Mr Higgins
**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 | $30.00 |
| Year 12 | $30.00 |

**Head Teacher:** Ms Middlebrook  
**Contact Person:** Mrs Truslove
<table>
<thead>
<tr>
<th>Course: Sport, Lifestyle and Recreation Studies</th>
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</thead>
<tbody>
<tr>
<td><strong>Content Endorsed Course</strong></td>
</tr>
</tbody>
</table>

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential. The majority of work in this subject is practical in nature.

Through the course students will develop:

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

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle

<table>
<thead>
<tr>
<th>Fee</th>
<th>$25.00</th>
</tr>
</thead>
</table>

**Head Teacher:** Mr Kipp  
**Contact Person:** Mr Kipp
**Course:** Work Studies

**Content Endorsed Course**

**Exclusions:** For students undertaking School Based Apprenticeships or Traineeships, this course may not be undertaken concurrently with Industry Studies.

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

**Head Teacher:** Mr Banasiak

**Contact Person:** Mr Knowles
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

Students also have the option to undertake a TVET course. In many cases they will have additional support to participate. The TVET courses are listed on pages 38 to 41.

Contact Person: Mrs Jennison
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  
4 Preliminary and/or HSC units in total  
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
- BSBCMM201A Communicate in the workplace
- BSBCUS201A Deliver a service to customers
- BSBIND201A Work effectively in a business environment
- BSBINM201A Process and maintain workplace information
- BSBOHS201A Participate in OHS processes
- BSBSUS201A Participate in environmentally sustainable work practices
- BSBWOR202A Organise and complete daily work activities

Electives
- BSBWOR203A Work effectively with others
- BSBWOR204A Use business technology
- BSBITU203A 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:
Nil

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/)

Head Teacher: Mr Banasiak  
Contact Person: Mr Knowles
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.

Units of Competency

Compulsory

- SITHIND001B Develop and update hospitality industry knowledge
- SITXCOM001A Work with colleagues and customers
- SITXENV001A Participate in environmentally sustainable work practices
- SITXOHS001B Follow health, safety and security procedures
- SITXOHS002A Follow workplace hygiene procedures

Food and Beverage Stream

- SITHAC006A Clean premises and equipment
- SITHFAB003A Serve food and beverage to customers
- SITHFAB010A Prepare and serve non-alcoholic beverages
- SITXFSA001A Implement food safety procedures

Elective

- SITHIND002A Apply hospitality skills in the workplace
- SITHCCC001A Organise and prepare food
- SITHCCC007A Prepare sandwiches
- SITHFAB012A Prepare and serve espresso coffee
- SITXINV001A Receive and store stock
- SITXCOM004A 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

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:

$2.50 per prac or $25.00 per term + $15.00 uniform purchase

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.sbatinnsw.info/

Head Teacher: Ms Middlebrook

Contact Person: Ms Evitt
## Course: Retail Services (240 indicative hours)

4 Preliminary and/or HSC units in total

<table>
<thead>
<tr>
<th>Board Developed Course</th>
<th>Category B status for Australian Tertiary Admission Rank (ATAR)</th>
</tr>
</thead>
</table>

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](http://employabilityskills.training.com.au)

### Pathways to Industry

Working in the retail industry involves:

- customer service
- stock control
- team work
- 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 merchandiser
- 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:

**Nil**

### 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/](http://www.sbatinnsw.info/)

### Head Teacher: Mr Banasiak

**Contact Person:** Mr Banasiak
Course: Construction (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>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td></td>
</tr>
<tr>
<td>CPCCCM1012A Work effectively and sustainably in the construction industry</td>
<td></td>
</tr>
<tr>
<td>CPCCCM1013A Plan and organise work</td>
<td></td>
</tr>
<tr>
<td>CPCCCM1014A Conduct workplace communication</td>
<td></td>
</tr>
<tr>
<td>CPCCCM1015A Carry out measurements and calculations</td>
<td></td>
</tr>
<tr>
<td>CPCCCM2001A Read and interpret plans and specifications</td>
<td></td>
</tr>
<tr>
<td>CPCCOHS1001 Work safely in the construction industry</td>
<td></td>
</tr>
<tr>
<td>CPCCOHS2001 Apply OHS requirements, policies and procedures in the construction industry</td>
<td></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 (CPC20211). 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 (CPC20211).

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)

<table>
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<th>Pathways to Industry</th>
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<tr>
<td>Skills gained in this industry transfer to other occupations. Working in the construction industry involves</td>
</tr>
<tr>
<td>• constructing buildings</td>
</tr>
<tr>
<td>• modifying buildings</td>
</tr>
<tr>
<td>• bricklaying</td>
</tr>
<tr>
<td>• carpentry</td>
</tr>
<tr>
<td>• contracting</td>
</tr>
<tr>
<td>• plastering</td>
</tr>
</tbody>
</table>

Examples of occupations in the construction industry:

- 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 ‘N’ 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:** $52.00 + White Card $80.00

**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/)

Head Teacher: Ms Middlebrook
Contact Person: Mr Ivatt
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 2015
Close on 12 September 2014.

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 Mrs Jennison for more information.

Contact Person: Ms Phelan
## Proposed courses for 2015
### Wollongong, Wollongong West, Shellharbour, Dapto and Yallah Campuses

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<th>Industry Curriculum Framework Courses* (ATAR)</th>
<th>Board Endorsed Courses# (non ATAR)</th>
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| Shellharbour    | • Automotive (Light Vehicle Servicing)  
• Automotive (Heavy Vehicle Servicing)  
• Business Services  
• Electrotechnology  
• Financial Services  
• Human Services – Aged Care  
• Human Services - Health Services (Assist Nursing)  
• Metal and Engineering  
• Retail Services  
• Tourism and Events (Tourism Stream)  
• Children's Services  
• Fitness (Certificate III)  
• Maritime Operations                                                                                                                                                                                                                                           |
| Wollongong      | • Automotive (Airbrushing)  
• Automotive (Panel Beating)  
• Automotive (Vehicle Detailing)  
• Automotive (Vehicle Painting)  
• Business Services  
• Construction (Bricklaying)  
• Construction (Carpentry)  
• Construction (Painting & Decorating)  
• Construction (Shopfitting)  
• Electrotechnology  
• Electrotechnology (Air-conditioning & Refrigeration)  
• Entertainment (Live Production, Theatre and Events)  
• Financial Services  
• Financial Services (Accounts Administration)  
• Hospitality (Accommodation Services)  
• Hospitality (Commercial Cookery)  
• Hospitality (Food & Beverage)  
• Human Services - Health Services (Assist Nursing)  
• Information & Digital Technology (Computer Support)  
• Information & Digital Technology (Web Design)  
• Metal and Engineering  
• Tourism and Events (Events Stream)  
• Tourism and Events (Tourism Stream)  
• Baking - Retail  
• Children's Services  
• Community Services Work  
• Computer Aided Drafting (CAD)  
• Laboratory Skills (Environmental)  
• Media Journalism  
• Plumbing  
• Property Services  
• Screen & Media  
• Signage (Signcraft)  
• Surveying                                                                                                                                                                                                                                                                 |
| Wollongong West | • Information & Digital Technology – Digital Animation                                                                                                                                                                                                                                                                                                                                               | • Beauty (Nail Technology)  
• Beauty (Retail Make-up and Skin Care)  
• Beauty/Hairdressing COMBO^  
• Hairdressing  
• Visual Arts and Contemporary Craft - Drawing  
• Visual Arts and Contemporary Craft - Photography                                                                                                                                                                                                                   |
| Yallah          | • Primary Industries (Agriculture)  
• Primary Industries (Horticulture) – course will be offered at two locations – Yallah campus and the Wollongong Botanical Gardens                                                                                                                                                                                                                                                      | • Animal Studies  
• Horse Industry                                                                                                                                                                                                                                                                                                              |

*An 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). Workplacement 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 Board of Studies, Teaching and Educational Standards (BOSTES).

^TVET COMBO courses consist of 2 x 120 hour TVET Courses designed to complement each other and delivered one day per week. Students undertaking these courses will get an understanding of two different industry areas to assist them with post-HSC career options. Students undertaking a COMBO course will receive 4 units of HSC credit in one year.

Correct at time of printing. Courses will be offered subject to sufficient demand and resources.
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 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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