Subject Information Guide
Year 11 – 2017
Message from the Principal

The decision to continue for a further two years study must be a deliberate and reasoned choice based on thorough and comprehensive assessment of each student’s abilities and hope for the future. The matter of subject selection at this stage is also crucial as students must ensure that suitable and realistic opportunities are available to them when they complete their Higher School Certificate.

This booklet aims to assist students and parents in this subject selection process as it outlines the content, requirements and assessment details for all Board of Studies courses available at the College including those in Vocational Education and Training (VET). It provides you with information that is a starting point for some significant decisions.

To choose the most appropriate subjects, students would be well advised to consult with teachers, careers advisors, personnel from tertiary training establishments such as TAFE Colleges and Universities as well as employment consultants.

Students at this College are expected to make a wholehearted commitment to their studies in order to achieve their individual ability level.

The main criteria for choosing subjects for Years 11 and 12 should be:

- Interest and enjoyment of the subject
- The ability to achieve an appropriate level of success in the subject
- Pre-requisites for realistic and achievable career paths

Students and parents should be aware that any decision regarding which subjects will run at the College will be based on student demand and resource availability.

As a Lasallian school, De La Salle Catholic College seeks to provide all students with a challenging and secure environment in which culture, faith and values are effectively transmitted.

We trust that during their time at Cronulla our students will experience some of the traditions established in the charism of our founder, St John Baptist De La Salle.

Craig Mooney
PRINCIPAL
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Staff Contacts

Staff at the College can be contacted regarding subject selection on **(02) 8522 1500**.

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<th>Name</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Mr Craig Mooney</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Mrs Michelle Morrison</td>
</tr>
<tr>
<td>Religious Education Coordinator</td>
<td>Mrs Maree Cullen</td>
</tr>
<tr>
<td>Curriculum Coordinator</td>
<td>Mr Tony Ginestra</td>
</tr>
<tr>
<td>Year 12 Coordinator (2017)</td>
<td>Mr Peter Geaney</td>
</tr>
<tr>
<td>Assistant Year 12 Coordinator (2017)</td>
<td>Mrs Danielle Fuller</td>
</tr>
<tr>
<td>Year 11 Coordinator (2017)</td>
<td>Mrs Josie Raftery</td>
</tr>
<tr>
<td>Assistant Year 11 Coordinator (2017)</td>
<td>Mr Paul Buchanan</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>Mrs Cheryl Brown</td>
</tr>
<tr>
<td>English Coordinator</td>
<td>Ms Kerryn Morrissey</td>
</tr>
<tr>
<td>Mathematics Coordinator</td>
<td>Mr Geoff Wright</td>
</tr>
<tr>
<td>HSIE Coordinator</td>
<td>Mr Dave Callander</td>
</tr>
<tr>
<td>Science Coordinator</td>
<td>Mr Greg Olson</td>
</tr>
<tr>
<td>TAS Coordinator</td>
<td>Mr Ron Matthews</td>
</tr>
<tr>
<td>PDHPE Coordinator</td>
<td>Mrs Sarah Fox</td>
</tr>
<tr>
<td>Creative and Performing Arts Coordinator</td>
<td>Mr Byron Hurst</td>
</tr>
<tr>
<td>Transition/VET Coordinator</td>
<td>Mrs Yvette Kennedy</td>
</tr>
</tbody>
</table>

**Email contact regarding subject selection can be made to:**

- [info@dlscronulla.catholic.edu.au](mailto:info@dlscronulla.catholic.edu.au)
- [antonio.ginestra@syd.catholic.edu.au](mailto:antonio.ginestra@syd.catholic.edu.au)
Moving into the Senior School

At this time important discussions need to be made.

In completing the HSC a variety of pathways can be undertaken:

**Pathway 1: - Further study at University**

- HSC with Australian Tertiary Admission Rank (ATAR). This is a pathway for students who wish to enter university upon completion of their HSC or need an ATAR for entry into a chosen profession.

**Pathway 2: - Further study at TAFE or another educational centre**

- HSC without an ATAR. This pathway is for students who may wish to undertake further studies or training at TAFE or enter the workforce upon completion of their HSC.

**Pathway 3: - Moving directly into the workforce**

- HSC without an ATAR. This pathway is for students who may wish to move directly into the workforce. This may happen before completing the HSC.

There are a few things to remember when selecting subjects for next year:

- Choose subjects you enjoy. You have more chance of being successful when you are studying a subject you enjoy.
- As individuals we all have different strengths and interests. Build on your strengths.
- Choose subjects that you have been successful at in the past.
- Choose subjects that are important for a possible career. Always check pre-requisites at tertiary institutions and TAFE colleges.
Eligibility for the HSC

The Higher School Certificate is issued by the Board of Studies, Teaching and Educational Standards.

To be eligible for the award of the Higher School Certificate students must:

- Study a permitted combination of courses.
- Complete a Preliminary course of study.
- Complete requirements for each course, including any necessary oral, practical or project work.
- Complete assessment tasks designed for the internal assessment program in each course at School.
- Have a satisfactory record of attendance and application in their studies.
- Sit for and make a genuine attempt at the HSC examination.

In the Preliminary Year, students must choose a minimum of 12 units of study, including English and at this College, Religious Education. In the HSC year students must complete a minimum of 10 units including 2 unit of English and at this College, Religious Education. At most six (6) units of Science can contribute to a HSC. *Refer to page 7 for information on Board Developed Courses and Board Endorsed Courses.

<table>
<thead>
<tr>
<th>PRELIMINARY YEAR 11</th>
<th>HSC YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 6 units of Board Developed Courses</td>
<td>At least 6 units of Board Developed Courses</td>
</tr>
<tr>
<td>At least 2 units of Board Developed English</td>
<td>At least 2 units of Board Developed English</td>
</tr>
<tr>
<td>At least 3 courses of 2 units value (or greater) and</td>
<td>At least 3 courses of 2 units value (or greater) and</td>
</tr>
<tr>
<td>At least 4 subjects</td>
<td>At least 4 subjects</td>
</tr>
</tbody>
</table>

COMMITMENT

Students who choose to study for their HSC make a commitment to their studies. A commitment means that students will:

- Undertake to complete homework tasks when required and
- Follow a daily program of study and revision. This should involve at least three (3) hours of study time at home each day.

Students who do not make this effort will not reach their potential, and will not achieve the HSC results that they may be capable of achieving.

ATAR – Australian Tertiary Administration Rank

The ATAR is a number between 0 and 99.95 and it is used by Tertiary Institutions to rank applicants for selections in courses. It is calculated on the best 10 Board Developed Courses including 2 units of English and at most 2 units of Category B courses.

For the benefit of the students’ education the College strongly recommends that a student work at their part time job NO MORE THAN TEN (10) HOURS A WEEK.
Types of Courses

There are different types of courses that you can select in Years 11 and 12.

BOARD DEVELOPED COURSES

These courses are developed by the Board of Studies. There is a syllabus for each course which contains:

- The course objectives, structure, content and outcomes.
- Specific course requirements.
- Assessment requirements.
- Sample examination papers and marking guidelines.
- The performance scale (except for VET subjects).

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and count towards the calculation of the ATAR.

BOARD ENDORSED COURSES

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (CEC) have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.
- The School may also design special courses to meet student needs. These courses must be approved by the Board of Studies.

Some Board Endorsed Courses are one year courses, such as Work Studies (1 Unit), SLR (1 Unit), Big History (1 Unit), Exploring Early Childhood (1 Unit) and Marine Studies (1 Unit).

There is no external examination for any CEC or School designed course, but all of these courses count towards the HSC and appear on your Record of Achievement. Board Endorsed Courses DO NOT count in the calculation of an ATAR.

VOCATIONAL EDUCATION AND TRAINING COURSES

These can be Board Developed or Board Endorsed

VET courses teach skills that are relevant to future study and employment. These courses allow for both HSC qualification and Australian Qualifications Framework (AQF) accreditation.

The AQF qualifications are recognized by industry and employers throughout Australia. You receive documents that report the competencies you have achieved and an AQF Certificate or Statement of Attainment.
Types of Courses

These courses require you to spend a minimum number of hours (70 hours per course) in the workplace. Failure to complete the work placement component will mean that you have not fulfilled course requirements and therefore you have failed the course.

During these two weeks of absence from school, it is your responsibility to catch up with work and complete tasks in all the other subjects you are studying.

**VET courses are classified as Category B courses when calculating the ATAR. Only ONE VET course can contribute to an ATAR.**

**EXTENSION COURSES**

The College offers Extension courses in English, Mathematics and History (Year 12).

Students who wish to take an Extension course should:

- Achieve consistently in the top 10% of the group
- Have shown a commitment to that subject throughout Years 9 and 10
- Have taken the appropriate extension course in the Preliminary year to meet HSC requirements

Students must attend these classes to meet commitments to the subject. Students wishing to complete HSC extension courses in either Mathematics and/or English must complete the Preliminary courses.

**MAJOR WORKS**

Major works form a large part of some HSC courses. A major work requires a long term commitment from the student in order to reach a satisfactory standard. Because of the extra time involved, students should not choose more than TWO courses involving major works.

The courses which include major works are:

- Design and Technology
- Drama
- Visual Arts
- Music
- Extension 2 English

**LIFE SKILLS COURSES**

Life Skills is aimed at students with Special Education needs. These courses have Board Developed status and can be used along with other Board Developed Courses to meet requirements for the award of the HSC. There are no external examinations for Life Skills courses.

This Stage 6 special program of study stresses the application of knowledge and understanding, skills, values and attitudes in a range of environments that will be accessed by students with special education needs.
Pattern of Study

De La Salle Catholic College requires all students to choose 12 units of study in Year 11 including English and one of the Religious Education subjects, either Catholic Studies or Studies of Religion.

When deciding what course of study to pursue at school during Years 11 and 12, students should consider the following:

- **Areas of Interest**
- **Levels of Ability.** Students should choose patterns of study based on the demonstrated ability to achieve their potential. Some of the courses offered at the College require certain prerequisites and assumed knowledge. Years 9 and 10 reports will be reviewed by staff to determine your eligibility for courses you elect to study.
- **Course pre-requisites assumed knowledge and recommendations for Tertiary study, e.g.** Physics and Mathematics (However, these must be within your ability).

**Students should understand that Hospitality, Business Services, Construction and Extension subjects may be timetabled outside normal hours.**

**SUBJECT CHANGES**

Students will be permitted to change subjects in the early stages of Term 1. Students who wish to make changes at a later date will only be permitted to do so under exceptional circumstances.

**Students need to be aware that subject changes are not always possible as classes may be full. The College timetable and staffing are constructed on student choices in Year 10. There are no set lines.**

**HSC/UNIVERSITY**

Many degrees at University require certain pre knowledge:

**P - Pre-Requisite**
This means that a student must have studied this subject in their HSC as well as obtaining the ATAR needed for entry into University.

**A - Assumed Knowledge**
This means that content treated in the degree will assume the student has already studied this content to be able to do what is required by the degree.

**R - Recommended**
This means the University believes it is an advantage to have studied these courses.

It is important that you check the requirements of University courses you may be interested in. Some Universities will add points to your ATAR if you have met pre-requisite requirements.
HSC: All My Own Work Program

To be eligible for a Higher School Certificate all students must complete the HSC: All My Own Work Program.

The program is designed to help Higher School Certificate students follow the principles and practices of good scholarship.

This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

It is compulsory for all students to complete the course or their program of study cannot be entered with the Board of Studies.

1. Scholarship Principles and Practices
   - What are the principles of good scholarship?
   - Why do people cheat?
   - What are the consequences of cheating in the HSC?

2. Acknowledging Sources
   - What, When, Why and How of ‘acknowledging sources’.
   - What strategies can students use in the preparation for the acknowledgement of sources in their work?

3. Plagiarism
   - What is plagiarism?
   - How is it detected?
   - What are the implications?

4. Copyright
   - What is copyright?
   - Why is it important to respect copyright?

5. Working with others
   - What strategies can be used to ensure appropriate collaboration in a group work context?

Further information can be found by visiting the BOSTES website: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
Assessment & Reporting

In the Preliminary Course students will receive two reports based upon Assessment Tasks completed during the relevant time period.

At the end of the course they will receive a Record of School Achievement (ROSA) Grade (A-E) for each subject based upon the knowledge, skills and understanding obtained in each subject. *(see appendix)*

In the HSC years school based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the HSC Course.

The other 50% will come from the HSC examination.

Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100.

There will be six performance bands (Bands 1 -6) that correspond to different levels of achievement in knowledge, skills and understanding.

The band from 90-100 will correspond to band 6
The band from 80-89 will correspond to band 5 etc.

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

- The HSC Testamur (the official certificate)
- The Record of Achievement (listing courses studied and bands achieved)
- Course Reports (showing marks, performance scale and descriptors)
  *(see appendix)*

Students receive an ecopy of the College Assessment Handbook and schedules at the commencement of each year. This outlines the weightings and dates for each assessment task in each subject. It also outlines the rules and procedures of the College assessment policy.
Course Descriptions

The descriptions of the courses in this book have been compiled to assist your subject selection.

Please read the course descriptions carefully and ask the teachers at De La Salle if you need further information.

You will have an opportunity to ask specific questions at the Subject Market Night on Tuesday 14 July, 2015 from 4:00pm to 8:00pm.

A further reminder that the Senior timetable is constructed based on their subject choices, not predetermined lines. Students need to select courses carefully as it is often not possible to change courses once they have commenced.

COMPLETION OF THE SUBJECT SELECTION SHEET

- Students who wish to gain an ATAR with their HSC cannot choose subjects in the non-ATAR Category as part of their first 10 units. They may choose these subjects as their 11th or 12th unit.

- Every student must choose 2 units of English and 1 or 2 units of Religious education.

- Subject selection forms need to be submitted on the due date.

The following pages outline the subjects on offer at the College in 2017.
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BOARD DEVELOPED COURSES

These courses are examined externally at the end of the HSC course and count towards the calculation of the ATAR (Australian Tertiary Admission Rank)
COURSE AIMS:
Through a study of Ancient History students have the opportunity to inquire into ancient societies, events, groups and individuals drawn from a wide range of civilisations and times. This study of the ancient past provides students with a knowledge of the origins and influence of ideas, beliefs and values which underpin many aspects of contemporary life. The course encourages students to examine a variety of archaeological and written evidence and formulate opinions based on their investigations.

COURSE CONTENT:

Preliminary Course

<table>
<thead>
<tr>
<th>Part</th>
<th>Investigating the Past: History, Archaeology and Science</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Case Studies – at least one (Example: Ancient Human Remains)</td>
<td>25%</td>
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</table>

| Part | Ancient Societies – at least one study must be undertaken. The study should be drawn from a different civilization from that of the Case Study (Example: City of Rome in the late Republic and Tutankhamun’s Tomb) | 45% |

| Part | Historical Investigation | 20% |

HSC Course

<table>
<thead>
<tr>
<th>Part</th>
<th>Core Study: Pompeii and Herculaneum</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part</td>
<td>Ancient Personality in the Context of Their Time – one personality to be studied from the Personality options offered in the syllabus (Example: Egypt: Aknenaten)</td>
<td>25%</td>
</tr>
<tr>
<td>Part</td>
<td>Ancient Societies – one Ancient Society to be studied from the Ancient Societies options offered in the syllabus. (Example: Sparta)</td>
<td>25%</td>
</tr>
<tr>
<td>Part</td>
<td>Historical Periods – one Historical Period to be studied from the Historical Periods options offered in the syllabus (Example: Egypt – New Kingdom, Egypt from Amenhotep III to death of Ramesess II).</td>
<td>25%</td>
</tr>
</tbody>
</table>

Students must make their selections in the HSC course from at least two of the following areas: Egypt, Greece and Rome

TYPES OF LEARNING INVOLVED:
Ancient History involves extensive reading of texts and source material, both written and archaeological, research, investigation, oral presentation, report writing and essay writing.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
This course is suitable for students who received an A or B in English and History in Year 10. Students should possess sound reading, comprehension and essay-writing skills. Ancient History has a demanding reading load. The study of Ancient History will benefit students who wish to pursue tertiary study, particularly in the areas of the humanities, law, journalism, philosophy and education.

ASSESSMENT STATEMENT: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>A 3 hour written examination in four parts</td>
<td>100%</td>
<td>The four parts of the course are assessed through a range of tasks including: - Knowledge and understanding of course content 40% - Source-Based Skills 20% - Historical inquiry and research 20% - Communication of historical understanding 20%</td>
<td></td>
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</tbody>
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EXTENSION AVAILABLE: Yes
COURSE AIMS:
Through the study of Biology students will gain an understanding and appreciation of Life on Earth. They will develop investigative skills and improve their critical analysis and problem solving ability.

COURSE CONTENT:

Preliminary Course

The Preliminary Course consists of four (4) compulsory topics:

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

The course incorporates studies of the systems and processes that living things use to obtain, transport and use materials for their own growth and repair; biotic and abiotic features of the environment and the relationships between and interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes that took place during the formation of modern Australia on the diversity of Australian biota.

HSC Course

The HSC Course includes three (3) compulsory core topics and one option:

- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health
- Communication
- Biotechnology
- Genetics: The Code Broken
- Biochemistry
- The Human Story

The HSC Course builds upon the Preliminary Course. It examines the anatomy and physiology of plants and animals, with an especial emphasis on that of humans, to establish a sound understanding of the functioning of organisms. A study of Genetics and modern biotechnologies develops understanding of the way in which the continuity of life and evolution of species is assured.

TYPES OF LEARNING INVOLVED:
Biology encourages students to use creativity, inference and deductive reasoning. The course emphasises the development of experimental and investigative skills. Practical work includes microscope work, biochemical and physiological experiments, fieldwork and interactive media experiences.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
Students studying biology should have shown an interest in and aptitude for Science in their junior years. As a guide students should have demonstrated a substantial achievement, Grade A or B in Year 10 Science and Grade A or B in English. Biology is not as mathematical as Physics or Chemistry; however, effective communication skills are very important. Biology is an advantage to those students intending to pursue a career in Nursing, Nutrition, Physiotherapy, Environmental Science, Genetics and Molecular Biology. Students are advised to carefully check course prerequisites.

ASSESSMENT STATEMENT:
The outcomes of the course will be assessed using a variety of tasks which may include Fieldwork Reports, Secondary Research, Open-Ended Investigations, Practical Tests and examinations.

EXTENSION AVAILABLE: No
COURSE AIMS:
Through the study of Business Studies students will be able to more effectively and responsibly participate in our commercially oriented society. They will develop skills which will enhance their understanding of the dynamic nature of business and the world within which it operates. Case studies from the world in which the students live are used to enhance their understanding of business. Students must therefore be prepared to observe and take an interest in the commercial world around them.

COURSE CONTENT:

Preliminary Course
The Preliminary Course consists of three (3) compulsory topics:
- Nature of Business
- Business Management
- Business Planning

HSC Course
- Operations
- Marketing
- Finance
- Human Resources

TYPES OF LEARNING INVOLVED:
Students will complete a variety of case studies during the Preliminary course that will contribute to their skills, knowledge and understanding of the Business Studies course. They will also be expected to research and develop independent learning skills. Students will develop skills in business report writing and the communication of information and ideas. They will also complete an integrated case study across all four topics in the HSC Course. Students will be required to keep up-to-date with current business issues.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
Business Studies is suitable for student who receive an A, B, or C in English and Maths in Year 10. This course will be advantageous to students considering employment in the Economic and Business fields – banking, finance, management, accounting, marketing, industrial relations, administration, personnel, business law and small business management. It also provides a general business education which will assist students in employment and associated life situations after school.

ASSESSMENT STATEMENT:

<table>
<thead>
<tr>
<th>Assessment: HCS Course only</th>
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<tbody>
<tr>
<td><strong>External Assessment</strong></td>
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<tr>
<td>A three hour written</td>
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<tr>
<td>examination</td>
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EXTENSION AVAILABLE: No
COURSE AIMs:
Through the study of Chemistry students will learn about the materials of our universe, develop investigative skills and improve their critical analysis and problem solving ability. These higher-order thinking skills are valuable assets for further education, work and everyday living.

COURSE CONTENT:
Chemistry provides students with a contemporary understanding of the physical and chemical properties of substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level. Students investigate substances, their bonding and structure, reactions, applications and environmental importance; they learn about current issues, research and the history and philosophy of science as it relates to Chemistry.

Preliminary Course

The Preliminary Course consists of four (4) compulsory topics:

- The Chemical Earth
- Metals
- Water
- Energy

HSC Course

The HSC Course consists of three (3) compulsory core topics and one option:

Core Topics

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

One Option from the following:

- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation
- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

TYPES OF LEARNING INVOLVED:

Chemistry encourages students to use creativity, inference and deductive reasoning. The course involves both theory and practical work. Students work individually and in groups in practical and interactive media experiences related to chemistry. Students need to be able to accurately follow experimental procedures and to collect, record and analyse experimental data. Analysis of the data involves writing chemical formulae and balanced symbol equations as well performing chemical calculations. Students may also construct models to investigate phenomena and evaluate competing theories.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:

Students undertaking Chemistry should have shown a strong aptitude for Science in their junior years. As a guide, students should have demonstrated high achievement, Grade A or B, in Science, in Year 10 and Grade A or B in Mathematics 5.3. Analysis of chemical data demands good problem-solving abilities and, in particular, strong mathematical skills, hence it is advisable that students are also studying 2U Mathematics at least. Chemistry is one of the fundamental sciences and is essential for anyone considering a traditional science based career such as medicine, dentistry, pharmacy, chemical engineering and nanotechnology. It is also highly desirable for careers such as nutrition, nuclear medicine, climate science, forensics, and many areas of technology.

ASSESSMENT STATEMENT:

The outcomes of the course will be assessed using a variety of tasks which may include an open-ended Investigation, Practical, Research, Oral Presentation and examinations.

EXTENSION AVAILABLE: No
COURSE AIMS:
Community and Family Studies at Stage 6 aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

COURSE CONTENT:

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>Weighting (%)</th>
</tr>
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<tbody>
<tr>
<td>Resource Management</td>
<td>20%</td>
</tr>
<tr>
<td>Individuals and Groups</td>
<td>40%</td>
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<tr>
<td>Families and Communities</td>
<td>40%</td>
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<table>
<thead>
<tr>
<th>HSC Course</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>Research Methodology</td>
<td>25%</td>
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<tr>
<td>Groups in Context</td>
<td>25%</td>
</tr>
<tr>
<td>Parenting and Caring</td>
<td>25%</td>
</tr>
</tbody>
</table>

HSC Option Modules:- Select one of the following options:
- Social Impact of Technology

Options 25%

TYPES OF LEARNING INVOLVED:
Students will experience a variety of learning situations including an in-depth research study, journal writing, report writing, discussion of the changes in contemporary society, oral presentations, debates, surveys and analysing case studies.

COURSE REQUIREMENTS/GUIDELINES:
As part of the HSC, students are required to complete an Independent Research Project. This course is suitable for students who received an A, B or C in English. This course would be beneficial for students who have an interest in psychology, nursing, childcare and community health.

The study of this course would provide a valuable foundation for a range of courses at University and other tertiary institutions. In addition, there are opportunities for students of Community and Family Studies to gain recognition in vocational education and training.

ASSESSMENT STATEMENT:
A combination of HSC examination and non-HSC examination type tasks will be used to assess the course. All students will be required to sit for an external examination in the HSC year.

EXTENSION AVAILABLE: No
COURSE AIM:
Design and Technology allows students to express their creativity and challenge themselves to find innovative solutions to everyday problems. Students will have the opportunity to investigate how designers identify opportunities and develop creative and innovative solutions as well as experiencing the design process firsthand, by developing and realising a range of design briefs.

COURSE CONTENT:
Design and Technology allows students to express their creativity and challenge themselves to find innovative solutions to everyday needs. The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two Multimedia based design projects. Each project involves the design, production and evaluation of a Multimedia product and includes evidence of the design process recorded in a design folio.

The HSC involves the development and realisation of a Multimedia based Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Multimedia based Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a Multimedia product that satisfies and identified need.

TYPES OF LEARNING INVOLVED:
Hands-on practical activities, time management planning, financial planning, developing portfolios, essay writing, written reports, case studies, computing skills and co-operative learning.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
Design and Technology examines time management, Occupational Health and Safety, entrepreneurial activity, manufacturing and production techniques and trend forecasting. It develops problem solving skills and encourages students to be effective communicators, efficient researchers and responsible users of technology and resources. These principles are greatly valued in the world of work. TAFE credit transfer to Information Technology Arts and Media Manufacturing and Engineering.

HSC ASSESSMENT:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 hour exam – questions based on Innovation and Emerging Technologies, Designing and Producing</td>
<td>40%</td>
<td>Innovation &amp; Emerging Technologies including compulsory case study of an innovation/design/designer</td>
<td>40%</td>
</tr>
<tr>
<td>Major Design Project &amp; Folio</td>
<td>60%</td>
<td>Designing &amp; Producing (which may include aspects of Major Design Project)</td>
<td>60%</td>
</tr>
</tbody>
</table>

EXTENSION AVAILABLE: No
COURSE: DESIGN & TECHNOLOGY: Textiles Based Products
DEVELOPED/ENDORSED: BOARD DEVELOPED COURSE
EXCLUSIONS: NIL

COURSE AIMS:
Design and Technology allows students to express their creativity and challenge themselves to find innovative solutions to everyday problems. Students will have the opportunity to investigate how designers identify opportunities and develop creative and innovative solutions as well as experiencing the design process firsthand, by developing and realising a range of design briefs.

COURSE CONTENT:
Design and Technology allows students to express their creativity and challenge themselves to find innovative solutions to everyday timber needs. The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two textiles based design projects. Each project involves the design, production and evaluation of a Textiles product and includes evidence of the design process recorded in a design folio.

The HSC involves the development and realisation of a Textiles based Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Textiles based Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a Textiles product that satisfies and indentified need.

TYPES OF LEARNING INVOLVED:
Hands-on practical activities, time management planning, financial planning, developing portfolios, essay writing, written reports, case studies, computing skills and co-operative learning.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
Design and Technology examines time management, Occupational Health and Safety, entrepreneurial activity, manufacturing and production techniques and trend forecasting. It develops problem solving skills and encourages students to be effective communicators, efficient researchers and responsible users of technology and resources. These principles are greatly valued in the world of work. TAFE credit transfer to Information Technology Arts and Media Manufacturing and Engineering.

HSC ASSESSMENT:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 hour exam – questions based on Innovation and Emerging Technologies, Designing and Producing</td>
<td>40%</td>
<td>Innovation &amp; Emerging Technologies including compulsory case study of an innovation/design/designer</td>
<td>40%</td>
</tr>
<tr>
<td>Major Design Project &amp; Folio</td>
<td>60%</td>
<td>Designing &amp; Producing (which may include aspects of Major Design Project)</td>
<td>60%</td>
</tr>
</tbody>
</table>

EXTENSION AVAILABLE: No
COURSE: DESIGN & TECHNOLOGY: Timber Based Products
UNIT VALUE: 2 UNIT
DEVELOPED/ENDORSED: BOARD DEVELOPED COURSE
EXCLUSIONS: NIL

COURSE AIMS:
Design and Technology allows students to express their creativity and challenge themselves to find innovative solutions to everyday problems. Students will have the opportunity to investigate how designers identify opportunities and develop creative and innovative solutions as well as experiencing the design process firsthand, by developing and realising a range of design briefs.

COURSE CONTENT:
Design and Technology allows students to express their creativity and challenge themselves to find innovative solutions to everyday timber needs. The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two Timber based design projects. Each project involves the design, production and evaluation of a Timber product and includes evidence of the design process recorded in a design folio.

The HSC involves the development and realisation of a Timber based Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Timber based Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a Timber product that satisfies and identified need.

TYPES OF LEARNING INVOLVED:
Hands-on practical activities, time management planning, financial planning, developing portfolios, essay writing, written reports, case studies, computing skills and co-operative learning.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
Design and Technology examines time management, Occupational Health and Safety, entrepreneurial activity, manufacturing and production techniques and trend forecasting. It develops problem solving skills and encourages students to be effective communicators, efficient researchers and responsible users of technology and resources. These principles are greatly valued in the world of work. TAFE credit transfer to Information Technology Arts and Media Manufacturing and Engineering.

HSC ASSESSMENT:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 hour exam – questions based on Innovation and Emerging Technologies, Designing and Producing</td>
<td>40%</td>
<td>Innovation &amp; Emerging Technologies including compulsory case study of an innovation/designer</td>
<td>40%</td>
</tr>
<tr>
<td>Major Design Project &amp; Folio</td>
<td>60%</td>
<td>Designing &amp; Producing (which may include aspects of Major Design Project)</td>
<td>60%</td>
</tr>
</tbody>
</table>

EXTENSION AVAILABLE: No
COURSE: DRAMA
UNIT VALUE: 2 UNIT
DEVELOPED/ENDORSED: BOARD DEVELOPED COURSE
EXCLUSIONS: NIL

COURSE AIMS:
This course is designed to develop the talents and capacities of all students; physical, emotional, intellectual, social, spiritual, creative and expressive. Students will develop skills, understand, enjoy and value drama as a social, collaborative and creative art form.

COURSE CONTENT:
Preliminary Course
Content comprises a theoretical and experimental approach to studying Drama through the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles.

HSC Course
Students critically study Australian Drama and Theatre and Studies in Drama and Theatre. The Group Performance of between 3 and 6 students, involves creating a piece of original theatre. For the Individual Project students demonstrate their expertise in a particular area (Critical Analysis or Design or Performance or Script-Writing or Video Drama).

TYPES OF LEARNING INVOLVED:
- Students will participate in activities such as improvisation, workshops, play building tasks, voice and movement activities and scripted drama.
- Students will be involved in the development and performance of group projects, monologues and scripted scenes.
- They will be required to write essays, complete exams, research and prepare material for assignments.
- Students will be asked to keep logbooks, participate in discussions and critically evaluate performance.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
Although Drama experience grained in Years 9 and 10 will assist students taking this course, it is not a pre-requisite.

ASSESSMENT STATEMENT:

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Improvisation, Play building and Acting</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Elements of Production in Performance</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Theatrical Traditions and Performance Styles</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60% workshops/practical task and 40% written reflections</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
<th>Internal Assessment</th>
<th>Weighting</th>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Australian Drama and Theatre</td>
<td>30%</td>
<td>Group Performance</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Studies in Drama and Theatre</td>
<td>30%</td>
<td>Individual Performance</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Development of Group Performance</td>
<td>20%</td>
<td>Australian Drama and Theatre</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Development of Individual Project</td>
<td>20%</td>
<td>Studies in Drama and Theatre</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

EXTENSION AVAILABLE: No
COURSE AIMS:
Through the study of Economics students will be able to understand and appreciate the structures, institutions and processes of economic systems. They will develop an appreciation of the alternative approaches to decision-making processes, and develop a continuing interest in economic problems and aspects of their social and political environment. Students will study a range of economic policies that will increase their understanding of the consequences of economic decisions.

COURSE CONTENT:

Preliminary Course

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government and the Economy

HSC Course

- The Global Economy
- Australia’s Place in the Global Economy
- Economic Issues
- Economic Policies and Management

TYPES OF LEARNING INVOLVED:
Students will develop research and personal study skills. As well, student will be regularly reading and discussing current national and international economic issues. This course involves assignment work and students will be expected to keep a portfolio of current economic issues.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
This course is suitable for students who receive an A or B, in English and Mathematics in Year 10. It is recommended that students have a strong ability in research, essay and logical thinking skills. They will also benefit from a keen interest in current affairs and reading of newspapers and news web sites as these are necessary to successfully complete the course. An ability to interpret graphs and tables and mathematical skills would also be helpful. Economics can assist with further studies in economics, accounting, commerce and is also very useful in pursuing a career in the areas of industrial relations, marketing, banking and finance, management, administration, personnel, government and related fields.

ASSESSMENT STATEMENT:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination 100%</td>
<td>Knowledge and understanding of course content 40%</td>
</tr>
<tr>
<td></td>
<td>Stimulus-based skills 20%</td>
</tr>
<tr>
<td></td>
<td>Inquiry and research 20%</td>
</tr>
<tr>
<td></td>
<td>Communication of economic information, ideas and issues in appropriate forms 20%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

EXTENSION AVAILABLE: No
COURSE AIMS:
This course is designed for students to become critical and sophisticated users of English. It provides students who have a particular interest and ability in the subject with challenging learning experiences and opportunities to enjoy the breadth and variety of English texts, through the integration of the modes of reading, writing, speaking, listening, viewing and representing. They refine their understanding of the relationships between language and meaning and they respond to and compose texts critically and imaginatively, using language in complex and subtle ways to express experiences, idea and feelings. The course includes an emphasis on Australian texts. (Stage 6 Syllabus BOS 1999)

COURSE CONTENT:
The course has two sections:

Section 1:
Content common to the Standard and Advances courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. Students undertake one Area of Study – Belonging.

Section 2:
Students study three electives where they explore, examine and analyse texts. They analyse the ways that texts and contexts shape and are shaped by different attitudes and values.

- Elective A: Critical Study of Text: Shakespeare
- Elective B: Area of Study
- Elective C: Representation and texts

TYPES OF LEARNING INVOLVED:
Students will be involved in a combination of whole class, group, peer and individual activities which will focus on developing language and literacy skills in reading, writing, speaking, listening, viewing and representing. There will be scope within the course for students to develop and refine their skills and responses in each of the key areas prior to formal assessment tasks.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
This course is suitable for students who have received an A or B grade in the English school report. It is designed for students who wish to undertake the challenge of higher order thinking and to apply critical and creative skills in their composition and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts. Students who wish to continue their study of English at University or a tertiary institution are encouraged to take this course.

ASSESSMENT STATEMENT:
Assessment in the Preliminary year is based on internal assessment only. The common content comprises 40% of the course content. The electives comprise 60% of the course content.

EXTENSION AVAILABLE: Yes
COURSE AIMS:
This course is designed for students to become proficient users in English. It provides students with the opportunity to become confident and effective communicators and to enjoy the breadth and variety of English texts. It offers a rich language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing. Students explore language forms, features and structures of texts in a range of personal, social, historical, cultural and workplace contexts. They respond to and compose texts to extend experience, access information and assess its reliability and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. The course includes an emphasis on Australian texts. (Stage 6 Syllabus BOS 1999)

COURSE CONTENT:
The course has two sections:

Section 1:  
**Content common to the Standard and Advances courses** is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. Students undertake one Area of Study – Belonging.

Section 2:  
Students study two electives where they explore, examine and analyse texts. They analyse the ways that texts and contexts shape and are shaped by different attitudes and values.

- Elective A  
  The Individual and the Institution
- Elective B  
  Area of Study
- Elective C  
  Language of Poetry

TYPES OF LEARNING INVOLVED:
Students will be involved in a combination of whole class, group, peer and individual activities which will focus on developing language and literacy skills in reading, writing, speaking, listening, viewing and representing. There will be scope within the course for students to develop and refine their skills and responses in each of the key areas prior to formal assessment tasks.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
This course is suitable for students who have received a C, D or E grade in the English school report. It is designed for students to increase their expertise in English in order to enhance their personal, social and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

ASSESSMENT STATEMENT:
Assessment in the Preliminary year is based on internal assessment only. The common content comprises 40% of the course content. The electives comprise 60% of the course content.

EXTENSION AVAILABLE: No
COURSE AIMS:
This course is designed for 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 course is 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 meaning and relative value 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. (Sage 6 Syllabus BOS 1999)

COURSE CONTENT:
Students undertaking this course must complete the compulsory module: Texts, Culture and Value. They 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. Through close study they consider the relationships between text and its culture and explore the language of texts and examine the ways in which language shapes and reflects values. 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.

TYPES OF LEARNING INVOLVED:
Students will be involved in a combination of whole class, group, peer and individual activities which will focus on developing language and literacy skills in reading, writing, speaking, listening, viewing and representing. There will be scope within the course for students to develop and refine their skills and responses in each of the key areas prior to formal assessment tasks.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
This course is suitable for students who have received an A grade in the English school report. It 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.

ASSESSMENT STATEMENT:
The module Texts, Culture and Value has a Syllabus Component Weighting of 50 marks and is assessed by internal assessment only.

EXTENSION AVAILABLE:
Extension Course 2 – Year 12 only
COURSE: FOOD TECHNOLOGY
UNIT VALUE: 2 UNIT
DEVELOPED/ENDORSED: BOARD DEVELOPED COURSE
EXCLUSIONS: NIL

COURSE AIMS:
Through the study of Food Technology students will be able to:
- appreciate the inter-relationships between the food system, society and the environment;
- investigate the functional properties of food selection, storage, preparation and presentation;
- become informed about the nutritional status of foods;
- design solutions to food technology issues;
- develop an understanding about the Australian food industry; food manufacture and product development;
- investigate contemporary food issues

COURSE CONTENT:

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

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

TYPES OF LEARNING INVOLVED:
Individual and group research and analysis, experimental work, practical food preparation, oral presentations, report writing, industry site visits, in depth studies and wide reading.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
There is no pre-requisite study for the Preliminary course. Completion of the Preliminary course is a pre-requisite to study the HSC Course. Possible career path options include: management in food industry, food technology research, teaching, nutrition consultancy, catering, hospitality and hotel management, dietetics, nursing, childcare, food photography and food marketing.

ASSESSMENT COMPONENTS:

Year 11 Preliminary Course

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knowledge and understanding of food technology</td>
<td>20%</td>
<td>Food preparation and presentation exercise</td>
</tr>
<tr>
<td>• Skills in researching, analysing and communicating food issues</td>
<td>30%</td>
<td>Experiments and analysis of eating patterns</td>
</tr>
<tr>
<td>• Skills in experimenting with the preparing food by applying theoretical concepts</td>
<td>30%</td>
<td>Research reports</td>
</tr>
<tr>
<td>• Skills in designing, implementing and evaluating solutions to food situations</td>
<td>20%</td>
<td>Half yearly and yearly examinations</td>
</tr>
</tbody>
</table>

EXTENSION AVAILABLE: No
COURSE: GEOGRAPHY
UNIT VALUE: 2 UNIT
DEVELOPED/ENDORSED: BOARD DEVELOPED COURSE
EXCLUSIONS: NIL

COURSE AIMS:
Stage 6 Preliminary and HSC Geography is an outstanding medium for helping students investigate, understand and engage in the world around them. Simply, geography is the study of the way people interact with their surrounds, hence geography is everywhere. This discipline is fundamental to understanding the world in which we live. From iPods and music to fashion, film, food and obesity, each and every phenomena has a geographical dimension. Through geography students will gain a fundamental appreciation of the nature of the environment (there is, after all, only one earth). They will also begin to understand who is doing what where, when and why and what the consequences are. We cannot ignore the future and the need to plan for it – geography is the answer.

COURSE CONTENT:

Preliminary Course

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>% of Course</th>
<th>HSC Course</th>
<th>% of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biophysical Interactions</td>
<td>45%</td>
<td>Ecosystems at Risk</td>
<td>33%</td>
</tr>
<tr>
<td>Global Challenges</td>
<td>45%</td>
<td>Urban Places</td>
<td>33%</td>
</tr>
<tr>
<td>Senior Geography Project</td>
<td>10%</td>
<td>People &amp; Economic Activity</td>
<td>33%</td>
</tr>
</tbody>
</table>

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

TYPES OF LEARNING INVOLVED:
Students will be engaged in this subject via learning which focuses on the geographical significance of their place in this world. Students will be given an opportunity to conduct a Senior Geography Project (SGP) whereby they can apply a set of geographical research methods to any topic they choose. This gives them an opportunity to personalise their learning. Where possible, students will engage in field work on local, regional and national levels enhancing their skills of active enquiry tasks, application of skills and tools and multimedia work.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
This course is suitable for students who receive an A or B in English and Geography in Year 10. Geography can lead to a number of courses at university and would be of use to students considering employment in occupations such as: urban planning, architecture, surveying, conservation, tourism, local government, environmental management, ecology, teaching, environmental consultancy, agriculture and more.

ASSESSMENT STATEMENT: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>• Knowledge and understanding of course content</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>• Geographical tools and skills</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>• Geographical inquiry and research, including fieldwork</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>• Communication of geographical information, ideas and issues in appropriate forms</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

EXTENSION AVAILABLE: No
COURSE: INFORMATION, PROCESS AND TECHNOLOGY
UNIT VALUE: 2 UNIT
DEVELOPED/ENDORSED: BOARD DEVELOPED COURSE
EXCLUSIONS: NIL

COURSE AIMS:
Through the study of Information Processes and Technology students will be able to:

- Select the most appropriate technology for a given situation
- Design and implement an information-based system using a creative and methodical approach
- Proficiently use database, word processing, spreadsheet and presentation software, as well as develop movies, pod casts and websites using HTML code and traditional web authoring software
- Obtain intermediate – advanced computing skills

COURSE CONTENT:

Preliminary Course

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Information Skills and systems</td>
<td>20%</td>
</tr>
<tr>
<td>Tools for Information Processes</td>
<td>50%</td>
</tr>
<tr>
<td>Developing Information Systems</td>
<td>30%</td>
</tr>
</tbody>
</table>

HSC Course

<table>
<thead>
<tr>
<th>HSC Course</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management</td>
<td>20%</td>
</tr>
<tr>
<td>Information Systems and Databases</td>
<td>20%</td>
</tr>
<tr>
<td>Communication Systems</td>
<td>20%</td>
</tr>
<tr>
<td>Options Strands</td>
<td>40%</td>
</tr>
</tbody>
</table>

TYPES OF LEARNING INVOLVED:
Individual and group research tasks, report writing and oral presentations, understanding of how whole computer systems operates, skills to develop and create: websites from html code, databases, information systems, spreadsheets and mail merge.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
There is no pre-requisite study for the Preliminary course. Completion of the Preliminary course is the pre-requisite to study the HSC Course. Possible career path options include: Business System Analysts, IT Training Consultant, Systems Developer/Manager, Project Manager, and Computer System Designer.

ASSESSMENT COMPONENTS:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Information Skills and Systems</td>
<td>20%</td>
<td>Information systems report</td>
</tr>
<tr>
<td>Tools for Information Processes</td>
<td>50%</td>
<td>Website design and creation</td>
</tr>
<tr>
<td>Developing Information Systems</td>
<td>30%</td>
<td>Database design and creation</td>
</tr>
</tbody>
</table>

EXTENSION AVAILABLE: No
COURSE AIMS:
Through the study of Legal Studies students will be able to interpret and evaluate legal issues in an informed and rational manner. They will further be able to communicate effectively about the legal system and their understanding of its impact on individuals and society.

Legal Studies focuses on contemporary issues locally and internationally. It develops knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society. The course focuses on the way in which law is generated, how it is structured and how it operates in Australia and internationally. Students learn about the legal system and investigate the influences that shape it now and in the past.

The course is aimed at students who have a keen interest in current affairs and enjoy engaging in examining current issues in a legal context through discussion and critical evaluation. Legal Studies will appeal to those students who are concerned about themes of social justice, equality and human rights.

COURSE CONTENT:

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>% of Course Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Legal System</td>
<td>40% of the course time</td>
</tr>
<tr>
<td>• The Individual and the Law</td>
<td>30% of the course time</td>
</tr>
<tr>
<td>• Law in Practice</td>
<td>30% of the course time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
<th>% of Course Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Part I Core – Crime</td>
<td>30% of the course time</td>
</tr>
<tr>
<td>• Part II Core – Human Rights</td>
<td>20% of the course time</td>
</tr>
<tr>
<td>• Part III Options – Family Law &amp; Workplace Law</td>
<td>50% of the course time</td>
</tr>
</tbody>
</table>

Key themes incorporated across all topics: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

TYPES OF LEARNING INVOLVED:
Students will be expected to develop research and personal study skills as the course progresses. Assessment will take the form of researched extended response tasks and examinations. Students must be prepared to evaluate issues and express informed decisions in discussions and written work.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
This course is focused heavily on essay writing and accordingly is most suited to students who receive an A or B in English and History in Year 10. The HSC and Trial HSC examinations, along with many of the school based assessment tasks, require students to write essays under exam conditions. It is therefore important throughout the course that students work hard at developing the written communication skills required to produce coherent and effective extended responses. Students who have studied Commerce and Australian History in junior school might recognise some similar concepts; however, this is not a necessary pre-requisite.

Students may use legal studies if they are considering a career in the law, business, journalism, industrial relations, international relations, politics, education, law enforcement or the government sector. The knowledge and skills gained from the course provides a solid foundation for any career path, equipping students with the ability to analyse, reason, negotiate, communicate, and the ability to see both sides of important issues.

ASSESSMENT STATEMENT: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three hour written exam. Crime</td>
<td>30%</td>
<td>Knowledge &amp; understanding of course content</td>
<td>60%</td>
</tr>
<tr>
<td>Human Rights (multiple choice &amp; short answer questions)</td>
<td>20%</td>
<td>Inquiry &amp; research</td>
<td>20%</td>
</tr>
<tr>
<td>Family &amp; Workplace Law (essays)</td>
<td>50%</td>
<td>Communication of Legal Studies information, issues and ideas in appropriate forms</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
COURSE AIMS:

Through the study of Mathematics students will:

- understand the need to prove results, appreciate the role of deductive reasoning in establishing such proofs and develop the ability to construct such proofs;
- gain an understanding of important mathematical ideas such as variable, function, limit etc. and be introduced to mathematical techniques which are relevant to the real world;
- enhance those mathematical skills required for further studies in mathematics, the physical sciences and the technological sciences.

COURSE CONTENT:

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Arithmetic</td>
<td>Co-ordinate Methods in Geometry</td>
</tr>
<tr>
<td>Basic Algebra</td>
<td>Applications of Geometrical Properties</td>
</tr>
<tr>
<td>Real Functions</td>
<td>Geometrical Application of Differentiation</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>Integration</td>
</tr>
<tr>
<td>Linear Functions</td>
<td>Trigonometric Functions</td>
</tr>
<tr>
<td>The Quadratic Polynomial</td>
<td>Logarithmic and Exponential Functions</td>
</tr>
<tr>
<td>Locus and the Parabola</td>
<td>Applications of Calculus to the Physical World</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>Probability</td>
</tr>
<tr>
<td>Tangent to a Curve and its Derivative</td>
<td>Series</td>
</tr>
</tbody>
</table>

TYPES OF LEARNING INVOLVED:

This course is intended to give students an understanding of and competence in some further aspects of Mathematics which are applicable to the real world. Mathematical concepts introduced in class will need to be consolidated at home, with continual revision and practice.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:

This course builds on the mathematical skills and knowledge of the years 9/10 Stage 5.3 Mathematics course. It is a challenging course which is best suited to 5.3 students or whose ability in Mathematics is above average. Mathematics is generally a sufficient basis for tertiary course that require some mathematics eg. accounting, business degrees, applied health sciences such as occupational therapy and speech therapy.

EXTENSION AVAILABLE: Yes
COURSE: MATHEMATICS EXTENSION 1
UNIT VALUE: 1 UNIT
DEVELOPED/ENDORSED: BOARD DEVELOPED COURSE
2 UNIT HSC CONTENT ENDORSED COURSE

COURSE AIMS:
Through the study of Mathematics Extension 1 students will:

- gain an understanding of important mathematical ideas such as variable, function, limit etc. and be introduced to mathematical techniques which are relevant to the real world;
- understand the need to prove results, appreciate the role of deductive reasoning in establishing such proofs and develop the ability to construct such proofs;
- enhance those mathematical skills required for further studies in mathematics, the physical sciences and the technological sciences.

COURSE CONTENT:
Students study the Extension 1 Mathematics course in conjunction with the 2 Unit Mathematics course.

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Other inequalities</td>
<td>• Methods of Integration</td>
</tr>
<tr>
<td>• Further Geometry and Circle Geometry</td>
<td>• Primitive of $\sin^2 x$ and $\cos^2 x$</td>
</tr>
<tr>
<td>• Further Trigonometry (sums and differences, double angles, $t$ formulae, identities and equations)</td>
<td>• Further Exponential Growth and Decay</td>
</tr>
<tr>
<td>• Parametric Representation</td>
<td>• Velocity and Acceleration as a Function of $x$</td>
</tr>
<tr>
<td>• Permutations and Combinations</td>
<td>• Projectile Motion and Simple Harmonic Motion</td>
</tr>
<tr>
<td>• Polynomials</td>
<td>• Inverse Functions and Inverse Trigonometric Functions</td>
</tr>
<tr>
<td>• Harder Applications of the Mathematics Preliminary Course</td>
<td>• Further Probability and Binomial Theorem</td>
</tr>
<tr>
<td></td>
<td>• Iterative Methods for Numerical Estimation of the Roots of a Polynomial Equation</td>
</tr>
<tr>
<td></td>
<td>• Harder Applications of the Mathematics HSC course</td>
</tr>
</tbody>
</table>

TYPES OF LEARNING INVOLVED:
This course requires a considerable amount of time spent doing Mathematics as it is a challenging and demanding course. Students will need to be organised and thorough in their study.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
This course assumes a thorough understanding of the years 9/10 Stage 5.3 Mathematics course. It is a demanding course that is best suited to students who are strong mathematically and highly motivated. Mathematics Extension 1 is the recommended minimum basis for further studies in Mathematics as a major discipline at tertiary level (eg. engineering, computing, medical sciences)

MATHEMATICS EXTENSION 2 OPTION: Yes HSC only
COURSE: MATHEMATICS GENERAL 2
UNIT VALUE: 2 UNIT
DEVELOPED/ENDORSED: 2 UNIT PRELIMINARY (BOARD DEVELOPED COURSE) 2 UNIT HSC (BOARD DEVELOPED COURSE)

EXCLUSIONS: STUDENTS MAY NOT STUDY ANY OTHER STAGE 6 MATHEMATICS COURSE IN CONJUNCTION WITH PRELIMINARY MATHEMATICS GENERAL 2

COURSE AIMS:

The Preliminary Mathematics General course and the HSC Mathematics General 2 are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have a direct application to the broad range of human activity.

COURSE DESCRIPTION:

The Preliminary Mathematics General Course content is written in five Strands and two Focus Studies. The HSC Mathematics General 2 course content is written in the same five Strands and includes two Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

COURSE CONTENT:

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand: Data and Statistics</td>
<td>Strand: Data and Statistics</td>
</tr>
<tr>
<td>Strand: Measurement</td>
<td>Strand: Measurement</td>
</tr>
<tr>
<td>Strand: Probability</td>
<td>Strand: Probability</td>
</tr>
<tr>
<td>Strand: Algebra and Modelling</td>
<td>Strand: Algebra and Modelling</td>
</tr>
<tr>
<td>Focus Study: Mathematics and Communication</td>
<td>Focus Study: Mathematics and Health</td>
</tr>
<tr>
<td>Focus Study: Mathematics and Driving</td>
<td>Focus Study: Mathematics and Resources</td>
</tr>
</tbody>
</table>

TYPES OF LEARNING INVOLVED:

This course is designed to show the usefulness of mathematics by its application to a variety of areas. Mathematical skills will be developed through the use of practice exercises, real life application and investigations. Students will be expected to continually revise and consolidate new knowledge and concepts.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:

The course is constructed on the assumption that students have achieved the outcomes of the years 9/10 Stage 5.2.

The Mathematics General 2 pathway provides a strong foundation for students entering the workplace and/or undertaking further training and for university courses in the humanities, primary school teaching, nursing and paramedical sciences

EXTENSION AVAILABLE: No
COURSE AIMS:

Through the study of Modern History students will be able to understand the process of change over time and sharpen their ability to think and argue logically. The course is designed to help students to better understand some of the forces and influences that have shaped the modern world. It aims at equipping students with a highly valuable set of skills and body of knowledge to tackle many of the issues and problems presented by a complex and changing world. It will further enhance the ability of students to influence society for the better by fully understanding the failures and successes of the past.

COURSE CONTENT:

Preliminary Course

<table>
<thead>
<tr>
<th>Part</th>
<th>Case Studies</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part</td>
<td>Historical Investigation</td>
<td>20%</td>
</tr>
<tr>
<td>Part</td>
<td>Core Study – The World in 1900</td>
<td>30%</td>
</tr>
</tbody>
</table>

HSC Course

<table>
<thead>
<tr>
<th>Part</th>
<th>Core Study: World War 1, 1914-1919: A Source-based study</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part</td>
<td>National Studies (Example: USA 1919-1941)</td>
<td>25%</td>
</tr>
<tr>
<td>Part</td>
<td>Personalities in the Twentieth Century (Example: Ho Chi Minh)</td>
<td>25%</td>
</tr>
<tr>
<td>Part</td>
<td>International Studies in Peace and Conflict (Example: Conflict in Indochina 1954-1979)</td>
<td>25%</td>
</tr>
</tbody>
</table>

TYPES OF LEARNING INVOLVED:

Modern History is an excellent course for students considering further study at university, as this will help them develop skills in research, interpretation and discussion. Students will be expected to acquire skills in the above areas as well as essay and logical thinking skills.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:

This course is suitable for students who received an A or B in English and History in Year 10. Students will learn the skills of essay writing, interpretation and discussion of facts and concepts. This course is designed to challenge students to extend their thinking about causes and effects rather than simply memorising facts. Modern History will assist students who are continuing on to further studies by providing a launching pad for the development of research techniques. It is a valuable subject for students considering a career in law, journalism, teaching, administration or business. It is also useful for students to better understand the world around them.

ASSESSMENT STATEMENT: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination in four parts</td>
<td>100%</td>
<td>The four parts of the course are assessed through a range of tasks including: - Knowledge and understanding of course content</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Source-Based Skills</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Historical inquiry and research</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Communication of historical understanding</td>
<td>20%</td>
</tr>
</tbody>
</table>

EXTENSION AVAILABLE: Yes
COURSE: MUSIC 1
UNIT VALUE: 2 UNIT
DEVELOPED/ENDORSED: BOARD DEVELOPED COURSE
EXCLUSIONS: NIL

COURSE AIMS:
The aim of Music 1 is to provide students with the opportunity to acquire knowledge, skills and experiences so as to emerge as a musically sensitive and capable individual with the capacity and desire for music to play a significant and continually developing role in their lives.

COURSE CONTENT:

Preliminary Course
Within the context of three topics, students will study the concepts of music through learning experiences in performance, composition, musicology and aural, covering a range of styles, periods and genres.

HSC Course
Students will study a further three topics, one of which may be a topic study in their Preliminary Course, but at greater depth. Students will develop a greater depth of knowledge and understanding of the concepts of music through learning experiences in performance, composition, musicology and aural covering a range of styles, periods and genres.

Students will have the choice to specialise in any combination to fulfill the three elective requirements performance, composition or musicology.

TYPES OF LEARNING INVOLVED:
• Students will be expected to conduct their own research and develop independent learning skills.
• Students will develop skills in music technology, including music software and hardware.
• Students will develop skills in the written and verbal communication of ideas.
• Students will develop skills in the organisation of musical ideas to create compositions and the development of a composition portfolio.
• Students will develop skills in performance as a soloist and member of an ensemble.
• Students will develop instrumental and performance skills of chosen instrument.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
• This course is for students who have strong interest and background in music. Students should have already covered the Mandatory Course requirements in Years 7 and 8.
• Students may commence the Music 1 Course whether they have completed the Stage 5 course in Years 9 and 10 or not.
• Private instrumental tuition at school and/or external private instrumental tuition is strongly encouraged.

This course enable students to consider careers such as: performer, composer, stage work, audio technician, studio engineers, music journalism, music administration, events organiser, musical director, music therapist, DJ, high school music teacher, instrumental teacher, primary school teacher, music sales, music librarian, concert organiser, education officer and many more.

ASSESSMENT STATEMENT:

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>25%</td>
</tr>
<tr>
<td>Composition</td>
<td>25%</td>
</tr>
<tr>
<td>Musicology</td>
<td>25%</td>
</tr>
<tr>
<td>Aural</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course (School-based assessment)</th>
<th>Weighting</th>
<th>HSC Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Core</td>
<td>10%</td>
<td>Performance Core</td>
<td>10%</td>
</tr>
<tr>
<td>Composition Core</td>
<td>10%</td>
<td>Aural Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Musicology Core</td>
<td>10%</td>
<td>Electives 1, 2 and 3</td>
<td>20%</td>
</tr>
<tr>
<td>Aural Core</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective 1</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective 2</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective 3</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE AIMS:
The aim of PDHPE at Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

COURSE CONTENT:

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>Core Strands 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Better Health for Individuals</td>
<td>30%</td>
</tr>
<tr>
<td>• The Body in Motion</td>
<td>30%</td>
</tr>
</tbody>
</table>

Select two of the following options: Options 40%

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

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

Select two of the following options: Options 40%

- The Health of Young People
- Sport & Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

TYPES OF LEARNING INVOLVED:
Student will experience a variety of learning situations including research and laboratory reports, discussion of health issues, analysis and performance of movement tasks, oral presentations and debates. Although there will be some opportunity for practical based activities, the majority of the content of this course is of a theoretical nature.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
This course is suitable for students who received an A or B in Science in Year 10. The 2 Unit course builds on knowledge and understanding of the Years 7-10 PDHPE course. The study of this course would be beneficial for students who have an interest in sports medicine, physiotherapy, sports administration, community health, coaching or teaching of physical education. Although this course is academically challenging, it does not assume any sporting prowess. There is limited practical activity in this course.

ASSESSMENT COMPONENTS:
A combination of HSC examination and non-HSC examination type tasks will be used to assess the course. All students will be required to sit for an external examination in the HSC year.

EXTENSION AVAILABLE: No
COURSE: PHYSICS
UNIT VALUE: 2 UNIT
DEVELOPED/ENDORSED: BOARD DEVELOPED COURSE
EXCLUSIONS: PRELIMINARY SENIOR SCIENCE

COURSE AIMS:
Through the study of Physics students will gain a better understanding of the natural laws which govern the universe. They will develop manipulative and investigative skills and improve their critical analysis and problem-solving ability. These higher-order thinking skills are valuable assets for further education, work and everyday living.

COURSE CONTENT:
Preliminary Course
The Preliminary Course consists of four (4) compulsory topics:

<table>
<thead>
<tr>
<th>Moving About (Kinematics &amp; Dynamics)</th>
<th>Electrical Energy in the Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>The World Communicates</td>
<td>The Cosmic Engine</td>
</tr>
</tbody>
</table>

The Preliminary course incorporates the study of motion; the properties of electromagnetic radiation; electrical energy, electric and magnetic fields and the interaction between energy and matter that brought about the formation of the universe at the Big Bang.

HSC Course
The HSC Course includes three (3) compulsory core topics and one option:

<table>
<thead>
<tr>
<th>Core Topics</th>
<th>One Option from the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space</td>
<td>Geophysics</td>
</tr>
<tr>
<td>Motors &amp; Generators</td>
<td>Medical Physics</td>
</tr>
<tr>
<td>From Ideas to Implementation</td>
<td>Astrophysics</td>
</tr>
<tr>
<td></td>
<td>From Quanta to Quarks</td>
</tr>
<tr>
<td></td>
<td>The Age of Silicon</td>
</tr>
</tbody>
</table>

The HSC course builds upon the Preliminary course. It examines the effects of special relativity on space and time, space travel now and beyond, motors and electrical generators and how ideas in Physics have developed over time to our present technologies.

TYPES OF LEARNING INVOLVED:
Physics encourages students to use creativity, inference and deductive reasoning. The course involves theory which is descriptive, as well as mathematical formulae and their application. Many of the laws of physics are experimentally based, thus the course also involves extensive practical work.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
Students taking Physics should have shown a strong aptitude for Science in their junior years. As a guide students should have demonstrated a high achievement, Grade A or B, in Science in Year 10 and Grade A or B in Mathematics 5.3. As Physics involves the application and manipulation of formulae, good mathematical skills are required and students studying Physics must also be studying 2U Mathematics at least. Physics is the fundamental science and is essential for anyone considering a science-based career such as medicine, dentistry, physiotherapy, radiotherapy and related medical fields. It is also ideal for those interested in careers related to technology and engineering.

ASSESSMENT STATEMENT:
The outcomes of the course will be assessed using a variety of tasks which may include an Open-Ended Investigation, a Research task, Oral Presentation, practical and written examinations.

EXTENSION AVAILABLE: No
COURSE AIMS:
Through the study of Senior Science, students will learn about applications of science in personal, social, economic, technological and environmental situations. They will develop problem-solving, critical evaluation and investigative skills.

COURSE CONTENT:
Preliminary Senior Science includes 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 physical and chemical properties of chemicals used by people, the applications of medical technology and information systems.

Preliminary course
The Preliminary course consists of four (4) compulsory modules:

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

HSC course
The HSC course consists of three (3) compulsory modules and one option:

<table>
<thead>
<tr>
<th>Core topics</th>
<th>One of the following options</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lifestyle Chemistry</td>
<td>• Polymers</td>
</tr>
<tr>
<td>• Medical Technology – Bions</td>
<td>• Preservatives and Additives</td>
</tr>
<tr>
<td>• Information Systems</td>
<td>• Pharmaceuticals</td>
</tr>
<tr>
<td></td>
<td>• Disasters</td>
</tr>
<tr>
<td></td>
<td>• Space Science</td>
</tr>
</tbody>
</table>

In both the Preliminary and HSC courses there is Skills content that must be addressed.

TYPES OF LEARNING INVOLVED:
Senior Science encourages students to use creativity, inference and deductive reasoning. The course involves both theory and practical work. Students work individually and in groups in practical, media and class experiences. Students need to be able to design experimental procedures, gather, process and analyse data and communicate using appropriate terminology. Gathering information from secondary sources and writing responses are important activities in Senior Science.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
Senior Science is accessible to a wide range of students, but the ability to read and analyse information and to present ideas is important. Senior science is not considered to be appropriate preparation for students intending to pursue tertiary studies in science but may be helpful for students interested in areas such as journalism, or child studies, law or languages.

ASSESSMENT STATEMENT:
The outcomes of the course will be assessed using a variety of tasks which include an open-ended investigation, practical tasks, research and examinations.
COURSE: SOFTWARE DESIGN & DEVELOPMENT
UNIT VALUE: 2 UNIT
DEVELOPED/ENDORSED: BOARD DEVELOPED COURSE
EXCLUSIONS: NIL

COURSE AIMS:
Through the study of Software Design & Development students will be able to:

- Understand basic computer language and code
- Obtain intermediate – advanced computing skills
- Be able to write simple computer programs
- Understand and follow the system development cycle
- Have the ability to understand and recognise social and ethical issues related to computer programming
- Be able to design, develop and implement software solutions

COURSE CONTENT:

Preliminary Course

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concepts and Issues in the Design and Development of Software</td>
<td>30%</td>
</tr>
<tr>
<td>• Introduction to Software Development</td>
<td>50%</td>
</tr>
<tr>
<td>• Developing Software Solutions</td>
<td>20%</td>
</tr>
</tbody>
</table>

HSC Course

<table>
<thead>
<tr>
<th>HSC Course</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Development and Impact of Software Solutions</td>
<td>15%</td>
</tr>
<tr>
<td>• Software Development Cycle</td>
<td>40%</td>
</tr>
<tr>
<td>• Developing a Solution Package</td>
<td>25%</td>
</tr>
<tr>
<td>• Options Strands</td>
<td>20%</td>
</tr>
</tbody>
</table>

TYPES OF LEARNING INVOLVED:
Individual research tasks, report writing, developing computer based solutions, problem solving, implementing new computer based solutions.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
To be successful in this subject, it is recommended that students have a very logical way of thinking and have studied mathematics at level A or B. There is no pre-requisite study for the Preliminary course. Completion of the Preliminary course is the pre-requisite to study the HSC Course. Possible career path options include: Software design and development, Computer Programmer, Systems Business Developer, Computer System Designer.
COURSE: STUDIES OF RELIGION II
UNIT VALUE: 2 UNIT
DEVELOPED/ENDORSED: BOARD DEVELOPED COURSE

COURSE AIMS:
Through the study of Studies of Religion students will gain an awareness, understanding and appreciation of the nature of religion and the influence of religious traditions, beliefs and practise on societies and the individual, with an emphasis on the Australian context.

COURSE CONTENT:
The course is divided into two sections: Foundation Studies and three Depth Studies.

<table>
<thead>
<tr>
<th>Topic</th>
<th>SOR II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of Religion and Beliefs</td>
<td>Prelim.</td>
</tr>
<tr>
<td>Religious Tradition Study</td>
<td>Prelim.</td>
</tr>
<tr>
<td>Religious Tradition Study (HSC)</td>
<td></td>
</tr>
<tr>
<td>Religions of Ancient Origin</td>
<td>Prelim.</td>
</tr>
<tr>
<td>Religion in Australia pre 1945</td>
<td>Prelim.</td>
</tr>
<tr>
<td>Religion and Belief Systems in Australia post – 1945</td>
<td>HSC</td>
</tr>
<tr>
<td>Religious Tradition Depth Study (HSC)</td>
<td></td>
</tr>
<tr>
<td>Religion and Peace</td>
<td>HSC</td>
</tr>
<tr>
<td>Religion and Non-Religion</td>
<td>HSC</td>
</tr>
</tbody>
</table>

TYPES OF LEARNING INVOLVED:
A study of Religious Traditions includes a choice from: Buddhism, Christianity, Hinduism, Islam and Judaism and the variants within each tradition thus making this an extensive and rigorous study.

The purpose of this study is to develop a comprehensive view of religious traditions as living religious systems that link directly to the life of adherents. In a Religious Tradition Depth Study, the particular focus is on the ways in which a religious tradition, as an integrated belief system, provides a distinctive answer to the enduring questions of human existence.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
This course is suitable for students who have received an A or B in English and History in Year 10. The Stage 6 Studies of Religion forms part of the Human Society and Its Environment continuum of learning and is especially recommended to those who are interested in the role of religion in society and religion’s place within the global community. Studies of Religion prepares students for further education, emphasising skills of analysis, research, collaboration and effective communication. These skills empower students to become critically reflective lifelong learners.

ASSESSMENT STATEMENT:
Students choose Studies of Religion II will undertake four formal assessment tasks in Year 11 and four in Year 12.

EXTENSION AVAILABLE: No
COURSE AIMS:
Through the study of Studies of Religion students will gain an awareness, understanding and appreciation of the nature of religion and the influence of religious traditions, beliefs and practise on societies and the individual, with an emphasis on the Australian context.

COURSE CONTENT:
The course is divided into two sections: Foundation Studies and Depth Studies.

<table>
<thead>
<tr>
<th>Topic</th>
<th>SOR I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of Religion and Beliefs</td>
<td>Prelim.</td>
</tr>
<tr>
<td>Religious Tradition Study</td>
<td>Prelim. x 2</td>
</tr>
<tr>
<td>Religion and Belief Systems in Australia Post – 1945</td>
<td>HSC</td>
</tr>
<tr>
<td>Religious Tradition Depth Study</td>
<td>HSC x 2</td>
</tr>
</tbody>
</table>

TYPES OF LEARNING INVOLVED:
A study of Religious Traditions includes a choice from: Buddhism, Christianity, Hinduism, Islam and Judaism and the variants within each tradition thus making this an extensive and rigorous study.

The purpose of this study is to develop a comprehensive view of religious traditions as living religious systems that link directly to the life of adherents. In a Religious Tradition Depth Study, the particular focus is on the ways in which a religious tradition, as an integrated belief system, provides a distinctive answer to the enduring questions of human existence.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
This course is suitable for students who have received an A, B or C in English and History in Year 10. The Stage 6 Studies of Religion forms part of the Human Society and Its Environment continuum of learning and is especially recommended to those who are interested in the role of religion in society and religion’s place within the global community. Studies of Religion prepares students for further education, emphasising skills of analysis, research, collaboration and effective communication. These skills empower students to become critically reflective lifelong learners.

ASSESSMENT STATEMENT:
Students choose study of Studies of Religion I will undertake three formal assessment tasks in Year 11 and three in Year 12.

EXTENSION AVAILABLE: No
COURSE: VISUAL ARTS
UNIT VALUE: 2 UNIT
DEVELOPED/ENDORSED: BOARD DEVELOPED COURSE
EXCLUSIONS: NIL

COURSE AIMS:
The Course aims to give students a broad cultural understanding of the world they are living in through the lens of the visual arts. They have the opportunity to create their own works of art that reflect their experiences and beliefs, as well as developing a full appreciation of art, culture and design aesthetics. Students are equipped with the ability to make discriminating, informed judgments about quality, to communicate abstract and complex ideas effectively and to represent their personal point of view creatively. The course also equips students with the capacity to enjoy art and culture as a lifelong pleasure.

COURSE CONTENT:

Preliminary Course
This course provides students with a broadly based experience and enables them to develop understanding in and about the visual arts. Students will undertake the studies in the following areas; Art Historical and Critical Practice, the Conceptual Framework, the Frames and Artmaking practice.

HSC Course
This course builds on the knowledge and understanding, skills, values and attitudes of the Preliminary course. The HSC course provides opportunities to gain a deeper understanding of historical and critical practice, the Conceptual Framework and the application of the Frames. Students will engage in artmaking in an independent and sustained manner in order to develop a Body of Work.

TYPES OF LEARNING INVOLVED:
This course involves students in the development and execution of artworks for 50% of their time. The remaining 50% will be spent studying artworks, practices, the Conceptual Framework and Frames. The study of these may include research, presentations and essay writing.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
Previous study of Visual Arts in Years 9 and 10 is not required to undertake this course. Visual Arts is a recommended subject for University and TAFE courses and careers in mass media and communications, education, advertising and marketing, architecture and design, town planning, arts management and film/television. The course also provides graduates with cultural knowledge and skills that are held in high regard in professional life.

ASSESSMENT STATEMENT:

Assessment will be weighted

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art historical/critical study</td>
<td>50%</td>
</tr>
<tr>
<td>Art making</td>
<td>50%</td>
</tr>
</tbody>
</table>

EXTENSION AVAILABLE: No
BOARD DEVELOPED COURSES

VET Courses are classified as Category B courses when calculating the ATAR

(Only one VET course contributes to an ATAR)
COURSE AIMS:
The Business Services Curriculum Framework is based on the National Services Training Package. It has been developed in response to the needs of industry and to provide training and education opportunities for HSC students. This course will provide students with the opportunity to gain a range of skills and knowledge in the business services environment and also provide pathways for university and other tertiary study.

COURSE CONTENT:
The course is based on the 14 units of competency, totally 240 hours. The units are:

<table>
<thead>
<tr>
<th>Units of Competency - Mandatory</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Deliver a service to customers</td>
<td>BSBCUS201</td>
</tr>
<tr>
<td>• Work effectively in a business environment</td>
<td>BSBIND201</td>
</tr>
<tr>
<td>• Process and maintain workplace information</td>
<td>BSBINM201</td>
</tr>
<tr>
<td>• Contribute to health and safety of self and others</td>
<td>BSBWHS201</td>
</tr>
<tr>
<td>• Contribute to workplace innovation</td>
<td>BSBINN201</td>
</tr>
<tr>
<td>• Participate in environmentally sustainable work practices</td>
<td>BSBUS201</td>
</tr>
<tr>
<td>• Maintain financial records</td>
<td>BSBFIA301</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units of Competency – Elective</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Handle mail</td>
<td>BSBINM202</td>
</tr>
<tr>
<td>• Organise and complete daily work activities</td>
<td>BSBWOR202</td>
</tr>
<tr>
<td>• Develop keyboarding speed and accuracy</td>
<td>BSBITU307</td>
</tr>
<tr>
<td>• Produce simple word processed documents</td>
<td>BSBITU201</td>
</tr>
<tr>
<td>• Use business technology</td>
<td>BSBWOR204</td>
</tr>
<tr>
<td>• Create and use spreadsheets</td>
<td>BSBITU202</td>
</tr>
<tr>
<td>• Communicate electronically</td>
<td>BSBITU203</td>
</tr>
</tbody>
</table>

TYPES OF LEARNING INVOLVED:
The course focuses on developing practical and theoretical skills that are linked to the Business Services industry, including computing skills, research, case studies, portfolio and compulsory work placement (70 hours) which are used to consolidate knowledge, skills and competencies.

ASSESSMENT STATEMENT:
This is a competency-based course. Students are progressively assessed as either ‘competent’ or ‘not yet competent’ in a range of practical and theoretical skills. When a student achieves an element of competency it is recorded on the teacher records and on the Board of Studies website. Completion of all competencies leads to the extra credential of AQF Certificate II in Business (BSB 20112). The HSC examination in Business Services is optional and is independent of the competency-based assessment undertaken during the course. It is a two-hour written examination made up of multiple choice, short answer and extended response questions.

POST SCHOOL OPTIONS:
A career in the Business Services industry opens many opportunities in areas such as; legal, finance, human resources, information technology and many more. Students who qualify for a Certificate II in Business or a Statement of Attainment will have a good foundation for finding relevant employment in the industry or be eligible to receive advanced standing in further training at TAFE or other private providers.
**COURSE:** Construction
**UNIT VALUE:** 2 UNIT
**DEVELOPED/ENDORSED:** INDUSTRY FRAMEWORK – Category B
**DUAL ACCREDITED:** LEADS TO HSC & CERTIFICATE II IN CONSTRUCTION PATHWAYS (CPC20211) IF ALL COMPETENCIES ARE COMPLETED

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**COURSE AIMS:**
The Construction Curriculum Framework is based on the National Construction Training Package. It has been developed in response to the needs of industry and to provide training and education opportunities for HSC students. This course will provide students with the opportunity to gain a range of skills and knowledge in the business services environment and also provide pathways for university and other tertiary study.

**COURSE CONTENT:**
The course is based on the 14 units of competency, totaling 240 hours. The units are:

<table>
<thead>
<tr>
<th>Units of Competency - Mandatory</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work effectively and sustainably in the construction industry</td>
<td>CPCCCM1012A</td>
</tr>
<tr>
<td>• Plan and organise work</td>
<td>CPCCCM1013A</td>
</tr>
<tr>
<td>• Conduct workplace communication</td>
<td>CPCCCM1014A</td>
</tr>
<tr>
<td>• Carry out measurements and calculations</td>
<td>CPCCCM1015A</td>
</tr>
<tr>
<td>• Read and interpret plans and specifications</td>
<td>CPCCCM2001A</td>
</tr>
<tr>
<td>• Work safely in the construction industry</td>
<td>CPCCOHS1001A</td>
</tr>
<tr>
<td>• Apply OHS requirements, policies and procedures in the construction industry</td>
<td>CPCCOHS2001A</td>
</tr>
<tr>
<td>• Use construction tools and equipment</td>
<td>CPCCCM2005B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units of Competency - Elective</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use carpentry tools &amp; Equipment</td>
<td>CPCCCA2002B</td>
</tr>
<tr>
<td>• Handle wall and floor tiling materials</td>
<td>CPCCW2001A</td>
</tr>
<tr>
<td>• Apply basic levelling procedures</td>
<td>CPCCCM2006B</td>
</tr>
<tr>
<td>• Carry out concreting to simple forms</td>
<td>CPCCCO2013A</td>
</tr>
<tr>
<td>• Use wall and floor tiling tools and equipment</td>
<td>CPCCW2002A</td>
</tr>
<tr>
<td>• Handle carpentry materieals</td>
<td>CPCCCA2011A</td>
</tr>
</tbody>
</table>

**TYPES OF LEARNING INVOLVED:**
The course focuses on developing practical and theoretical skills that are linked to the construction industry, including computing skills, research, case studies, portfolio and compulsory work placement (70 hours) which are used to consolidate knowledge, skills and competencies. Part of enrolment in this course is the attainment of the “White Card”.

**ASSESSMENT STATEMENT:**
This is a competency-based course. Students are progressively assessed as either ‘competent’ or ‘not yet competent’ in a range of practical and theoretical skills. When a student achieves an element of competency it is recorded on the teacher records and on the Board of Studies website. Completion of all competencies leads to the extra credential of AQF Certificate II in Construction (CPC20211). The HSC examination in Construction is optional and is independent of the competency-based assessment undertaken during the course. It is a two-hour written examination made up of multiple choice, short answer and extended response questions.

**POST SCHOOL OPTIONS:**
A career in the construction industry opens many opportunities in areas such as; carpenters, joiners, roof tilers, plasterers, bricklayers, painters and decorators, floor finishers, plumbers and many more. Students who qualify for a Certificate II in Construction or a Statement of Attainment will have a good foundation for finding relevant employment in the industry or be eligible to receive advanced standing in further training at TAFE or other private providers.
COURSE: HOSPITALITY
UNIT VALUE: 2 UNIT
DEVELOPED/ENDORSED: INDUSTRY FRAMEWORK – Category B
EXCLUSIONS: NIL
DUAL ACCREDITED: LEADS TO:
. HSC
. Certificate II Kitchen Operations SIT20312 if all competencies are completed

COURSE AIMS:
The Hospitality Curriculum Framework is based on the National Tourism, Travel & Hospitality (SIT12). It has been developed in response to the needs of the industry and to provide training and education for HSC students. Students are awarded a Certificate II in Kitchen Operations - a AQF qualification. This course aims to provide students with appropriate learning opportunities to gain a range of skills and knowledge suitable for employment in a hospitality environment and provide pathways for university and other tertiary studies.

COURSE CONTENT:
This course enables students to explore in depth, the specific area of Commercial Cookery/Kitchen Operations. A number of compulsory core and commercial cookery units are taught in conjunction with several elective units.

Competency units for Certificate II in Kitchen Operations

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Units of Competency - Mandatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
</tr>
<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
</tr>
</tbody>
</table>

Units of Competency – Steam Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Units of Competency - Steam Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
</tr>
<tr>
<td>SITXFA201</td>
<td>Participate in safe food handling practices</td>
</tr>
</tbody>
</table>

Units of Competency - Elective

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Units of Competency - Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXINV202</td>
<td>Maintain the quality of perishable items</td>
</tr>
<tr>
<td>SITHCC207</td>
<td>Use cookery skills effectively</td>
</tr>
<tr>
<td>SITHCC102</td>
<td>Prepare simple dishes</td>
</tr>
<tr>
<td>SITHCC202</td>
<td>Produce appetisers and salads</td>
</tr>
<tr>
<td>SITHCC103</td>
<td>Prepare sandwiches</td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee</td>
</tr>
</tbody>
</table>

Possible outcome: Certificate II in Kitchen Operations SIT20312

Students must undertake a compulsory work placement (70 hours).

Specialisation Study – Yr 12 only – 1 Unit Pathway to Statement of Attainment Certificate III Catering Operations and Certificate III Commercial Cookery – School based apprenticeship

Specialisation Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Units of Competency</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHPAT306</td>
<td>Produce Desserts</td>
<td>35</td>
</tr>
<tr>
<td>SITHCC203</td>
<td>Prepare stocks, soups and sauces</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>SPECIALISATION STUDY COMPETENCY HOURS</td>
<td>60</td>
</tr>
</tbody>
</table>

This study involves an additional 14 hours of work placement.
COURSE: HOSPITALITY (Continued...)

TYPES OF LEARNING:
A variety of activities are used to determine if a student can demonstrate underpinning knowledge and understanding of the content of the course and can demonstrate practical skills that meet the industry standard. The following are used to make this determination – written reports; oral presentations; case study analysis; research assignments; role play situations; video reviews; practical skills; work placement.

ASSESSMENT STATEMENT:
This is a competency based course. Students are progressively assessed as either “competent” or “not yet competent” in a range of skills in both the core and elective units. When a student achieves an Element of Competency it is signed off in the Student’s Competency Record.

The HSC Examination is optional and is independent of the competency-based assessment undertaken during the course. It is a two hour examination made up of multiple choice, short answer and extended response questions.

POST SCHOOL OPTIONS:
Hospitality industry career opportunities can be found in hotels, clubs, and restaurants, community food service organisations, catering organisations, resorts as well as tourism and travel organisations.

Students who undertake the specialisation study in year 12, as well as an additional 14 hours of work placement, will be awarded a Statement of Attainment Certificate III Catering Operations.
BOARD ENDORSED COURSES do not contribute to an ATAR however, you may choose any of these courses as your 11th or 12th unit in your pattern of study)
COURSE AIMS:
The aim of this course is to develop critical and analytical skills through investigations and projects in a cross-curricular framework. Students will develop research and questioning techniques that explores the development of the modern world from a scientific, historical and technological format.

COURSE CONTENT:

**Preliminary Course**

- Core Module 1: Early Formations, Our Solar System and Earth 33%
- Core Module 2: Life, Early Humans and Early Civilisation 34%
- Core Module 3: Expansion, Interconnection, Acceleration and the Future 33%

TYPES OF LEARNING INVOLVED:
Big History is designed to develop critical thinking and analytical skills from the scientific, historical and technological perspective in a format that is not covered by any other studies undertaken at the College.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
This course is suitable for students who received an A, B or C in English, History and Science in Year 10. Students should possess sound reading and comprehension skills. Big History will benefit students who wish to pursue tertiary study, particularly in the areas of science, humanities, law, journalism, philosophy and education.

Big History is the perfect subject in Year 11 to compliment Studies of Religion 1 unit and English Extension 1 unit. It can provide the extra unit to make up the required 12 units in the Preliminary year when studying another 1 unit course.

Students studying Ancient History, Modern History and Science may also be interested in many of the unique content aspects of this course. It is important to note, however, that Big History is only available in Year 11 and does not continue into Year 12.

ASSESSMENT STATEMENT: Preliminary Course only
Students who undertake the Big History course will complete three formal assessment tasks. These formal assessment tasks will be examined internally.
COURSE: CATHOLIC STUDIES
UNIT VALUE: 1 UNIT
DEVELOPED/ENDORSED: BOARD ENDORSED COURSE

ATAR: Please note, this course does NOT count towards the calculation of an ATAR

COURSE AIMS:
Through the study of Catholic Studies students will gain an awareness, understanding and appreciation of the traditions of the Catholic Community, its story, its experience and its teachings.

COURSE CONTENT:
Students will study three preliminary units and four HSC units in their course. The units they will choose from are shown below:

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christology</td>
</tr>
<tr>
<td>Mary and Women in Scriptures</td>
</tr>
<tr>
<td>New Testament Studies</td>
</tr>
<tr>
<td>Mission, Leadership and Ministry</td>
</tr>
<tr>
<td>Church in Australian Society</td>
</tr>
<tr>
<td>Being Catholic</td>
</tr>
<tr>
<td>Living with Good and Evil</td>
</tr>
<tr>
<td>Nature of Religion</td>
</tr>
<tr>
<td>World Religions</td>
</tr>
<tr>
<td>Christian Prayer</td>
</tr>
<tr>
<td>Praying through the Liturgy</td>
</tr>
<tr>
<td>Sacraments at the Service of Communion</td>
</tr>
<tr>
<td>Justice and Compass</td>
</tr>
<tr>
<td>Catholic Moral Teaching and Conscience</td>
</tr>
<tr>
<td>Moral Issues</td>
</tr>
</tbody>
</table>

TYPES OF LEARNING INVOLVED:
Catholic Studies Stage 6 follows the Archdiocese of Sydney Religious Education Curriculum. The course applies the principles of project based learning, providing students with authentic learning experiences that create effective links between the classroom environment and the real world. This style of learning promotes self-directed learning that is relevant to students as they address real-world concerns in the Catholic context.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
While the Board Endorsed 7 – 10 Catholic Studies program precedes the Stage 6 course, it is not a specific requirement for the course.

ASSESSMENT STATEMENT:
Students who undertake the Catholic Studies course will participate in a specific project for each unit of work. Projects are completed in stages throughout the course assessing a variety of skills. Students who participate in project based tasks become lifelong learners, as they are encouraged to plan, collaborate and present responses in a realistic setting.

EXTENSION AVAILABLE: No
EXTENSION AVAILABLE: No

COURSE: PRELIMINARY MATHEMATICS GENERAL/HSC MATHEMATICS GENERAL 1
UNIT VALUE: 2 UNIT
DEVELOPED/ENDORSED: 2 UNIT PRELIMINARY (BOARD DEVELOPED COURSE)
2 UNIT HSC (CONTENT ENDORSED COURSE)
EXCLUSIONS: STUDENTS MAY NOT STUDY ANY OTHER STAGE 6 MATHEMATICS COURSE IN CONJUNCTION WITH PRELIMINARY MATHEMATICS GENERAL OR HSC GENERAL MATHEMATICS 1

COURSE AIMS:
The Preliminary Mathematics General course and the HSC Mathematics General 1 (Content Endorsed) course (CEC) are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have a direct application to the broad range of human activity.

COURSE DESCRIPTION:
The Preliminary Mathematics General Course content is written in five Strands and two Focus Studies. The HSC Mathematics General 1 course follows the same five strands and Focus Studies.

Note: As for the other Content Endorsed Courses, the HSC Mathematics General 1 course will be subject to internal assessment only and not formal examination at the HSC. Also, the two units of study for the HSC Mathematics General 1 course cannot be counted in the 10 units required for the calculation of an A.T.A.R.

COURSE CONTENT:

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

TYPES OF LEARNING INVOLVED:
This course is designed to show the usefulness of mathematics by its application to a variety of areas. Mathematical skills will be developed through the use of practice exercises, real life application and investigations. Students will be expected to continually revise and consolidate new knowledge and concepts.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
The Preliminary Mathematics General course is constructed on the assumption that students have achieved the outcomes of the years 9/10 Stage 5.1 course in Mathematics. The Preliminary Mathematics General/HSC Mathematics General 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for the concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.

EXTENSION AVAILABLE: No
**COURSE:** ENGLISH STUDIES  
**UNIT VALUE:** 2 UNIT - PRELIMINARY  
**DEVELOPED/ENDORSED:** CONTENT ENDORSED COURSE  
**EXCLUSIONS:** ENGLISH ADVANCED, ENGLISH STANDARD, ENGLISH EXTENSION

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**COURSE AIMS:**
English Studies is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. It offers a comprehensive language experience that is reflected in the mode of reading, writing, speaking, listening, viewing and representing. The course provides students with the opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. It also encourages the continued development of skills in individual, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education.

**COURSE CONTENT:**
The course requires the study of ONE compulsory module and 2 to 4 electives:

- **Module 1:** On the road – English and the experience of travel
- **Module 2:** Achieving through English – English and the Worlds of Education, Careers and Community (compulsory)
- **Module 3:** Playing the game – English in sport

**TYPES OF LEARNING INVOLVED:**
Students will be involved in a combination of whole class, group, peer and individual activities which will focus on developing language and literacy skills in reading, writing, speaking, listening, viewing and representing. There will be scope within the course for students to develop and refine their skills and responses in each of the key areas prior to formal assessment tasks.

**COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:**
This addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course. This course is NOT examined externally. Results are NOT eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR). **This course is intended for students who DO NOT intend to go to university.**

**ASSESSMENT STATEMENT:**
Assessment in both Preliminary and HSC years is based on internal assessment ONLY. Student will be required to complete a range of assessment tasks and an examination.

**EXTENSION AVAILABLE:** No
COURSE AIMS:
Exploring Early Childhood aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.

COURSE CONTENT:

Core Studies
- Pregnancy and Childbirth
- Child Growth and Development
- Promoting Positive Behaviour

Optional Modules
- 1 Unit (1 Year) – one of the following modules will be studied
- 2 Unit (2 Years) 7 to 8 of the following modules will be studied dependent on available resources and student interest

Types of Learning Involved:
A variety of activities will be undertaken to address the theoretical and practical aspects of this course, including, group and individual research, oral reports and case studies.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:
This course is suitable for any student wishing to pursue a career within the Children’s Services Industry. Students who complete this course may be eligible for advanced standing in Child Care Courses at TAFE and with other Registered Training Organisations. There is no pre-requisite study for the Preliminary course.

ASSESSMENT COMPONENTS:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>50%</td>
</tr>
<tr>
<td>Skills</td>
<td>50%</td>
</tr>
</tbody>
</table>

NB: All assessment for this course is Internal. There is no external examination at the HSC. This course does not count toward the ATAR.

EXTENSION AVAILABLE: No
COURSE AIMS:

The aim of Marine Studies Stage 6 is to develop in each student a capacity to think critically about key issues relating to the marine environment and to participate in practical activities.

COURSE CONTENT:

Marine Studies may be studied over a period of one or two years, as a 1 Unit or 2 Unit course. The modules in Marine Study include:

<table>
<thead>
<tr>
<th>CORE</th>
<th>OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Marine Safety and First Aid</td>
<td>• Commercial and Recreation Fishing</td>
</tr>
<tr>
<td>• The Marine Environment</td>
<td>• Resuscitation Certificate</td>
</tr>
<tr>
<td>• Life in the sea</td>
<td>• Sea Birds of Our Coast</td>
</tr>
<tr>
<td>• Humans in water</td>
<td>• Dangerous Marine Creatures</td>
</tr>
<tr>
<td>• Marine and Maritime Employment</td>
<td>• School Developed Module</td>
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<tr>
<td></td>
<td>• Personal Interest Project</td>
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<tr>
<td></td>
<td>• Skin Diving and Diving Science</td>
</tr>
<tr>
<td></td>
<td>• Seafood handling &amp; processing</td>
</tr>
<tr>
<td></td>
<td>• Boating and seamanship</td>
</tr>
<tr>
<td></td>
<td>• Marine Craft construction and repair</td>
</tr>
</tbody>
</table>

The time allocated for each core is 6 hours and each options 15-20 hours.

TYPES OF LEARNING INVOLVED:

Students will participate in both practical and academic modules within this course.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:

There are no formal pre-requisites. In Marine Studies, students bring a range of K-10 and other life experience as background to their study.

ASSESSMENT STATEMENT:

There are no requirements for an external examination in this subject. All assessment tasks will be school-based including a formal examination. This course does not count towards ATAR.

EXTENSION AVAILABLE: No
COURSE: FITNESS  
UNIT VALUE: 2 UNIT  
DEVELOPED/ENDORSED: BOARD ENDORSED COURSE  
EXCLUSIONS: NIL  
DUAL ACCREDITED: UNITS COUNT TOWARDS A HSC  
STATEMENT OF ATTAINMENT CERTIFICATE III FITNESS

COURSE AIMS:

The Fitness Curriculum Framework is based on the National SIS Sport, Fitness and Recreation Training Package. It reflects the role of fitness instructors who perform a range of activities and functions within the fitness industry. Due to the electives chosen, this qualification provides a pathway to work as an instructor providing exercise instruction for gym programs.

COURSE CONTENT:

This course enables students to explore in depth the fitness industry. Students are able to explore the area of gym instruction to provide individually tailored client assessments, provide technique correction as needed, and develop and design programs. A number of core and elective units are taught throughout the 240 hour course.

COMPETENCY UNITS FOR STATEMENT OF ATTAINMENT CERTIFICATE III FITNESS

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Units of Competency (Core)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT004</td>
<td>Incorporate anatomy and physiology principles into fitness programming</td>
</tr>
<tr>
<td>SISFFIT001</td>
<td>Provide health screening and fitness orientation</td>
</tr>
<tr>
<td>SISXCCS001</td>
<td>Provide quality service</td>
</tr>
<tr>
<td>SISXIND001</td>
<td>Work effectively in sport, fitness and recreation environments</td>
</tr>
<tr>
<td>SISXFAC001</td>
<td>Maintain equipment for activities</td>
</tr>
<tr>
<td>SISFFIT005</td>
<td>Provide healthy eating information</td>
</tr>
<tr>
<td></td>
<td><strong>Elective Units</strong></td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
</tr>
<tr>
<td>BSBRSK401</td>
<td>Identify risk and apply risk management processes</td>
</tr>
<tr>
<td>SISXCA1004</td>
<td>Plan and conduct programs</td>
</tr>
<tr>
<td>SISXFAC002</td>
<td>Maintain sport, fitness and recreation facilities</td>
</tr>
<tr>
<td>SISXCA1006</td>
<td>Facilitate groups</td>
</tr>
<tr>
<td>HLTAI003</td>
<td>Provide first aid</td>
</tr>
</tbody>
</table>

This course requires a compulsory 70 hours of work placement

ASSESSMENT COMPONENTS:

This course is competency based, where a student’s performance is recognised against a prescribed industry standard. Assessment strategies will include observation, student demonstration, questioning, written tasks and tests.

There is no HSC written examination for this course.

POST SCHOOL OPTIONS:

Students may continue to study post school to gain a Certificate IV Fitness or Diploma of Fitness, Job opportunities include fitness instructor, sports coach, recreation manager, group exercise instructor or gym instructor.
COURSE: SPORT, LIFESTYLE AND RECREATION (SLR)  
UNIT VALUE: 1 OR 2 UNIT  
DEVELOPED/ENDORSED: CONTENT ENDORSED COURSE  
EXCLUSIONS: NIL  

COURSE AIMS:  
The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the capacity to adopt active and health promoting lifestyles.

COURSE CONTENT:  
SLR may be studied over a period of one or two years, as a 1 Unit or 2 Unit course. The modules in Sport, Lifestyle and Recreation include:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications I
- Games and Sports Applications II
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sports
- Sports Administration
- Sports Coaching and Training

The time allocated to each module is flexible within the range of 20-40 hours.

TYPES OF LEARNING INVOLVED:  
Students will be given the opportunity to participate in a number of practical experiences however it should be recognised that a large academic component also exists. The types of learning involved may include report writing, oral presentations, debates, peer teaching and laboratory reports.

COURSE REQUIREMENTS/GUIDELINES/POST SCHOOL OPTIONS:  
There are no formal pre-requisites, although this course is an extension of the Personal Development/Health and Physical Education course studied in Years 7-10, in both the practical and theoretical aspects.

ASSESSMENT COMPONENTS:  
There is no requirement for an external examination in this subject. All assessment tasks will be school based and include a variety of task types including a formal school examination.

EXTENSION AVAILABLE: No
COURSE: Work Studies
UNIT VALUE: 1 UNIT
DEVELOPED/ENDORSED: BOARD DEVELOPED COURSE
EXCLUSIONS: NIL

COURSE AIMS:
The aim of the Work Studies syllabus is to enable young people to develop skill, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

Objectives
Knowledge, understanding and skills
Students will develop:
- Knowledge and understanding of work, the work environment and skills for employment
- Knowledge and understanding of employment options, career management, life planning and further education and training
- Skills for success in the workplace
- Skills in critically assessing personal and social influences on individuals and groups

Values and attitudes
Students will value and appreciate:
- Opportunities to build self-belief, motivation, persistence, and resilience
- Achieving positive results in school, work, family and community activities
- Personal attributes that contribute to success in the workplace
- Access to employment opportunities and further education and training.

The course theme De La Salle College is following is CAREER PLANNING. This course focuses on:
- Different work environments, skills for employment, employment options, career management, life planning, and further education and training.
- Self-management
- Influences on people’s working lives
- Personal and social influences

The course will consist of:
**Core: My Working Life. – 30 hours**
This module focuses on assisting students to take responsibility for planning and implementing their career plan and revising it as required. – the students will focus on their own career and life path.

**Content**
Transition from school to work
Exploring career and life choices
Assessing specific work and life situations
Identifying future aspirations
Developing a career plan

**Module: Preparing Job Applications. – 15 hours**
This module focuses on assisting students to incorporate work-related achievements into their job applications.

**Content**
What employers want
Finding the right job
Preparing a formal job application

**Module: In the Workplace. – 15 hours**
This module focuses on employers, their expectations of employees and their responsibilities towards them.

**Content**
Employers’ expectations
Employment obligations
Indicators of success

| Assessment 1 – 30% | Student survey investigating life-long education, career and life choices |
| Assessment 2 – 30% | Résumé and career portfolio |
| Assessment 3 – 40% | Examination at the end of Term 3 |