J J Cahill Memorial High School

SUBJECT SELECTION
HSC 2016-17

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EXCELLENCE    RESPECT    OPPORTUNITY
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What types of courses can I select?

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

**Board Developed Courses:**
These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admissions Rank (ATAR).

**Board Endorsed Courses:**
These courses cater for areas of special interest not covered in the Board Developed Courses. Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement.
There is no external examination for any Board Endorsed Course
Board Endorsed Courses do not count in the calculation of the ATAR.
Some Board Endorsed Courses are one-year courses.

**VET Board Developed Courses for the Higher School Certificate:**

What are VET courses?
Vocational Education and Training (VET) courses have the following characteristics that distinguish them from other courses studied for the HSC.

They are:
- designed to meet industry training needs
- supported by industry in curriculum design and course delivery
- derived from national training packages
- written and assessed in competency based terms
- designed to provide clearly defined pathways to further education, training and employment
- accredited by the Board of Studies for the HSC and under the Australian Qualifications Framework (AQF) for industry.

**Recognition of Prior Learning (RPL)**
RPL means recognition of competencies currently held, regardless of how, when or where the learning occurred. RPL assesses the individual’s prior learning to determine the extent to which that individual is currently competent against the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification. Prior learning that is relevant to the course will be recognised within the context of the qualification being sought.

All students will be informed of their right to claim Recognition of Prior Learning (RPL) and be supported through the process.

Students wishing to claim RPL for competency achievement must complete [Student Application for RPL](#). To assist students’ application for RPL, a [Student RPL Checklist](#) is provided.
What types of courses can I select? (cont.)

What qualifications and certificates will I receive at the end of my VET course?

Most VET courses lead to an AQF Certificate I or II, depending on the units of competency you have achieved in the course. Some extension courses may lead to partial completion of a Certificate III.

If you have not achieved all of the competencies or where the course does not cover all competencies for a particular Certificate, you will receive a Statement of Attainment that will list the competencies you have achieved. Your qualification will be recognised across Australia by other education and training institutions.

You will also receive unit credit towards your HSC. Your units of study in VET courses will be counted towards the study requirements for the award of the HSC.

Your VET courses will appear with your other subjects on the HSC Certificate. If a student sits the examination for a VET subject at the end of Year 12 his/her mark may be counted towards the calculation of an ATAR.

Some students may wish to study a course at TAFE, complete a traineeship or language via Saturday Community Schools. Students must indicate this on the subject selection sheet and apply via the Principal, as the school staffing is based upon this information. Late changes will not be approved.

Is there Provision and Support for Students with Disabilities and Special Needs?

Students with intellectual, physical and sensory disability, emotional disturbance or with a diagnosed language disorder may be supported with State Integration funding. The school will make submissions based on verification and documentation provided by Special Needs Support Head Teacher and the School Counsellor. If approved, additional funding is allocated to the school to provide support staff to assist students with Individual Education Program.

For students who do not fit into one of the above categories, but who have literacy, numeracy or welfare needs, assistance is provided through the school Learning Support team which includes school Counsellor, Year Advisers, Support Teacher Learning Difficulties and Careers Adviser. Students undertaking a special program of study for the HSC may also access Vocational courses. Provision for a program of study for students with Special Education Needs is contained in all “Industry Curriculum Syllabus Support Documents”.

Life Skills Courses as part of a Special Program of Study:

Stage 6 (Years 11 and 12) Life Skills courses will be available for students following a Special Program of Study for the Higher School Certificate.

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years.
Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

The Board expects that most students would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

**Course costs**

Many of the Stage 6 courses require fee payment to cover the cost of materials. There will be additional costs for excursions and specific external training for some courses. Fees must be paid by the end of Week 2, Term 1 otherwise students will need to select another course.

Funding is available, via application to the Principal for those students whose families are experiencing genuine and substantiated financial hardship.

If students drop courses or sign out of school they may apply for a refund of fees, based on pro rata costings, subject to no other payments being due.

Families are asked to keep in mind the cost of these course fees when students are choosing electives.
Deciding which courses to study in Year 11 is extremely important. The main factors to consider are:

- Your abilities – what courses in Year 10 were you good at?
- Your interests – what types of courses are you interested in?
- Your career choices – what are your goals for the future?

It is **NOT ADVISABLE** to base your choice selection on:

- **Friends**: Your friends often have different abilities, interests and motivations.
- **Teachers**: Don't select a course because your favourite teacher may be teaching it.
- **Rumours**: It is pointless to study a course you are NOT interested in, or NOT good at because of rumours about jobs or marks.
- **‘Bludge’**: None of the courses you will be able to select from are ‘bludge’ courses. Courses don't bludge, it is unmotivated students who do.

If you wish to go to university after completing the HSC then....

You **MUST SELECT 12 units of Board Developed Courses in Year 11** PLUS consider:

- **Prerequisite courses**: Particular HSC courses are sometimes compulsory for certain university courses.
- **Assumed knowledge**: Particular HSC courses are often assumed knowledge for certain university courses.
- **Recommended courses**: Particular HSC courses are often recommended for university study.

To find out if the university course you are interested in has prerequisites, assumed knowledge or recommended courses see the careers advisor.
What are units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 unit. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 Unit Course:
This is the basic structure for courses. A 2 unit course has a value of 100 marks.

Extension courses:
Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Extension courses are available in English, Mathematics, History and some Languages courses. English and Mathematics Extension Courses are available at Preliminary and HSC levels.

Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

Students who study the English Extension 1 course and/or Mathematics Extension 1 must also study the respective Advanced course.
Requirements for the award of the HSC

If you wish to be awarded the HSC:

- You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
  - At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
  - At least three courses of 2 units value or greater
  - At least four subjects
- You must have satisfactorily completed courses that meet the pattern of study required by the Board of Studies for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the Higher School Certificate examinations.
- The Board of Studies publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.
- At most, 6 units of courses in Science can contribute to Higher School Certificate eligibility.

**Australian Tertiary Admissions Rank (ATAR Requirements)**

- If you wish to receive an ATAR, you must study a minimum of 10 Board Developed units in the HSC Course. A maximum of 2 Units of category B subjects may be included in the calculation.

- The booklet, *University Entry Requirements 2014 Year 10 Booklet*, published by UAC and available from the Careers Advisor, will contain important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.

- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.
The HSC reports will provide you with a detailed description of the knowledge, skills and understanding you have attained in each course.

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 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. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

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

- The HSC Testamur
  *(The official certificate confirming your achievement of all requirements for the award.)*

- The Record of Achievement
  *(This document lists the courses you have studied and reports the marks and bands you have achieved.)*

- Course Reports
  *(For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.)*
Success in the HSC

There is no secret to achieving a good result in the Higher School Certificate. To succeed in the Higher School Certificate you need to accept responsibility for your own education. Self-motivation starts in Year 11.

You need to prepare for your HSC in Year 11 so it is important to settle into a good study routine at the beginning of the year.

**Homework**

You need to spend a MINIMUM of 20 hours per week on homework and course revision. In Year 12 this will increase, especially if you are hoping to gain a high ATAR. If you have some sound study strategies and time management skills you will find it easier to manage your homework and assessment tasks.
Ancient History
Board Developed Course
2 units for each of Preliminary and HSC

Course Description:
The study of History is an inquiry into past experience that helps make the present more intelligible. Students are given the opportunity to develop perspectives on the origins and influence of ideas, values and behaviours that are still relevant in the modern world.

Students study Ancient History because it provides them with opportunities to satisfy their fascination and interest in the stories of the past and the mysteries of human behaviour. It allows them to develop and apply the research skills and methodologies of the historian and archaeologist.

The skills knowledge and understanding that students acquire through studying Ancient History make it a good introduction to the world of work and informed citizenship.

Topics Covered:
Preliminary Course:
Part 1: Investigating the Past: History, Archaeology and Science
Part 2: Case Studies: Homer and the Trojan War
Part 3: Ancient Societies, Sites and Sources: The city of Rome in the late Republic

HSC Course:
Part 1: Core Study: Cities of Vesuvius, Pompeii and Herculaneum
Part 2: Ancient Society: Spartan Society to the Battle of Leuctra 371 BC
Part 3: Personality in Their Time, Alexander the Great
Part 4: Historical Period, The Greek World 500 – 440BC

Course Fee: Nil

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

Course Description:
The Preliminary course incorporates the study of the mechanisms and systems living things use to obtain, transport and use material 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.

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals, especially humans, have developed to maintain a constant internal environment and the way in which the continuity of life is assumed by the inheritance of characteristics from generation to generation.

Particular Course Requirements:
The Preliminary course includes a field study related to local terrestrial and aquatic environments. Practical experiences are an important part of this course.

Course Fee: Nil
**Business Studies**  
Board Developed Course  
2 units for each of Preliminary and HSC

**Course Description:**  
Business Studies Preliminary and HSC Course empowers students to become informed and responsible citizens by developing knowledge, understanding, skills and values relevant to their interactions with business and participation in a dynamic business environment.

**Topics Covered:**  
Preliminary Course:  
Part 1: Nature of Business  
Part 2: Business Management  
Part 3: Business Planning  

HSC Course:  
Part 1: Operations  
Part 2: Marketing  
Part 3: Finance  
Part 4: Human Resources

**Particular Course Requirements:** Nil

**Course Fee:** Nil
### BUSINESS SERVICES COURSE DESCRIPTION 2016

This course is a Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR). It is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

#### Units of Competency

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<td>BSBIND201</td>
<td>Work effectively in a business environment</td>
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<td>BSBINM201</td>
<td>Process and maintain workplace information</td>
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<td>BSBINN201</td>
<td>Contribute to workplace innovation</td>
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<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
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<td>BSBFIN201</td>
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<td>Use business technology</td>
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<td>BSBUS205</td>
<td>Communicate electronically</td>
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**Please note:** This course may change due to a new syllabus being introduced in 2016 which may affect the elective units selected.

### Paths to Industry

Skills gained in this course transfer to other occupations. Working in the business services industry involves:

- customer (client) service
- teamwork
- using technologies
- creating documents

### Examples of occupations in the business services industry:

- administration assistant
- office junior
- information desk operator
- clerical worker
- receptionist
- data entry operator

### Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies, Teaching and Educational Standards (BOSTES).

### Competency-Based Assessment

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

### Appeals

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

### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Business Services (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

### Course Costs:

- Resources: $30 per year
- Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance.

For more information on possible outcomes please visit the Board of Studies NSW website: [http://www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

Public Schools NSW Course Descriptions for 2015 v2 April 2014
Chemistry
Board Developed Course
2 units for each of Preliminary and HSC

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

Particular Course Requirements: Practical experiences are an important part of this course.

Course Fee: Nil

Citizenship and Society Life Skills
Board Developed Course
2 units each for the Preliminary and HSC

Course Description:
This course focuses on the development of the knowledge and understanding, skills, values and attitudes that will enable students to participate as individuals in all aspects of Australian society. The course emphasises practical experiences of a range of roles and responsibilities in everyday activities. Students can develop their skills in travelling around the local community and gain an understanding of the importance of balancing work and training with planned holidays. The course focuses on personal roles, rights and responsibilities in relation to the law, and emphasises what it means to be a citizen of Australia and to participate in democratic processes. Students will have the opportunity to develop their knowledge and understanding of social, cultural and environmental features of Australia, as well as the opportunity to engage with the wide range of significant people, issues and events that have influenced Australia’s development. The course will also examine key events, issues and challenges facing Australia and the world today and how they may be addressed.

Main Topics Covered:
The structure of the Citizenship and Society Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Participation as an Individual in Adult and Community Life.
- Social, Cultural and Environmental Features of Australia.
- Travel and Holidays.
- Citizenship and the Law.
- Significant People, Events and Issues in Australia’s History.
- Significant People, Events and Issues for Australia and the World today.

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students’ priorities, needs and interests.

Particular Course Requirements:
On entering students for the Citizenship and Society Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

Assessment:
Students are assessed in relation to the selected Citizenship and Society Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement is completed by the teacher.

Course Fee: Nil
PUBLIC SCHOOLS NSW - ULTIMO  
Registered Training Organisation 90072

CONSTRUCTION COURSE DESCRIPTION 2016

This may change due to Training Package and Board of Studies, Teaching and Educational Standards (BOSTES) updates.
Notiﬁcation of variations will be made in due time.

Course: Construction (240 indicative hours)  
Board Developed Course  
Category B status for Australian Tertiary Admission Rank (ATAR)

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

CPCC20211 Certiﬁcate II in Construction Pathways

Units of Competency

Core
CPCCOHS2001A  Apply OHS requirement, policies and procedures in the construction industry
CPCCCM1013A  Plan and organise work
CPCCCM1014A  Conduct workplace communication
CPCCCM1015A  Carry out measurements and calculations
CPCCCM2001A  Read and interpret plans and speciﬁcations
CPCCOHS1001A  Work safely in the Construction Industry

Electives  6 out of the following 9
CPCCCA2011A  Handle carpentry materials
CPCCCA2003A  Erect and dismantle formwork for footings and slabs on the ground
CPCCCO2013A  Carry out concreting to simple form

Successful completion of the unit, CPCCOHS1001A, will lead to the award of a Construction Induction Card from WorkCover NSW, which allows the student access to construction sites across Australia for work purposes.

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

Pathways to Industry

Skills gained in this course transfer to other occupations. Working in the construction industry involves
- constructing buildings
- modifying buildings
- contracting
- measuring materials and sites
- communicating with clients
- managing personnel and sites

Examples of occupations in the construction industry:
- building  concreting  shop ﬁtting
- bricklaying  carpentry  joinery

Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies, Teaching and Educational Standards (BOSTES). Students who achieve competency in CPCCOHS1001A – Work Safely in the Construction Industry, will be issued with a WorkCover NSW Construction Induction Card (White Card). This is a requirement before commencing workplacement.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualiﬁed assessor that they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

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

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certiﬁcate examination for Construction (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualiﬁcation.

Course Costs: Resources $80 per year plus $110 Compulsory Construction Induction training (White Card)
Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about ﬁnancial assistance.

A school-based traineeship and apprenticeship are available in this course, for more information: http://www.sbatinnsw.info/

For more information on possible outcomes please visit the Board of Studies NSW website: http://www.boardofstudies.nsw.edu.au
Public Schools NSW Course Descriptions for 2015  v2  April 2014
Creative Arts Life Skills
Board Developed Course
2 units each for the Preliminary and HSC

Course Description:
The Stage 6 Creative Arts Life Skills course focuses on the development of an awareness and understanding of the visual arts, music, drama, and dance. It offers creative opportunities for self-expression and personal choice, communication, and the sharing of cultural views.

Music provides opportunities for students to listen and respond to a range of musical styles and to make and perform music individually and in groups. Movement and Dance provides opportunities for students to experience and respond to different movements and dance styles. Through making, performing and appreciating their own dramatic works as well as those of others, students may enjoy their learning and participate in drama and theatre experiences in post-school environments. Painting, Drawing, Photography and Printmaking provide opportunities for students to investigate different concepts and ideas of interest that can be represented in drawings, paintings and photographs. Ceramics, 3D Forms and Fibre provide opportunities for students to investigate different concepts and ideas of interest that can be represented in clay objects and forms, sculptures, models, constructions and fibre. Electronic media expand the range of experiences students may have in making artworks in two and three dimensions. These technologies encourage students to explore concepts and ideas from different sources in imaginative and creative ways.

Study in the Stage 6 Creative Arts Life Skills course should contribute to students’ appreciation of the arts, their quality and enjoyment of life, and assist them to prepare for various post-school opportunities.

Main Topics Covered:
The structure of the Creative Arts Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Music
- Movement and Dance
- Drama and Theatre
- Visual Arts – Painting, Drawing, Photography and Printmaking
- Visual Arts – Ceramics, 3D Forms and Fibre

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students’ priorities, needs and interests.

Particular Course Requirements:
On entering students for the Creative Arts Life Skills course, the Principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

Assessment:
Students are assessed in relation to the selected Creative Arts Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement is completed by the teacher.

Course Fee: $30
**Design and Technology**
Board Developed Course
2 units for each of Preliminary and HSC

**Course Description:**
Design and Technology is concerned with the study of technology through design.

Students can learn about design, management, innovation and technological development. In the preliminary course we study design theory in detail. From our initial work we do two mini-design projects, which includes plenty of computer-based work in generating ideas and then presenting them in a design folio. Students will be using both practical workshops and design rooms.

In the HSC course, a major design project takes approximately one year to develop and allows students to develop specialised skills in an area of interest by creating a product eg. An entertainment unit; a system such as a home alarm or environment or a holiday resort concept.

The major project combines a folio with practical design work. Students will organise their own materials as part of the learning process of ordering, purchase and supply. A study of design innovations will also be done.

**Particular Course Requirements:**
In the preliminary course, students must participate in hands-on practical activities. In the HSC course, the comprehensive study of designing and producing that were studied in the Preliminary course are developed further and applied. This culminates in the development and realisation of a major design project. Students are required to pay for their own materials in this course.

**Course Fee:**
- $60 - Preliminary Course (materials provided)
- $30 - HSC Course (plus materials for individual projects)

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

**Course Description:**
This 2 Unit subject allows students to explore the world individually and collaboratively through enactment, as well as providing students with specialised knowledge relating to the theoretical basis and history of drama.

**Topics Covered:**
Students investigate Australian Drama and Theatre and Studies in Drama and Theatre using a wide range of texts and each student must participate in Group Performance as well as undertaking an Individual Project of their own choosing. The subject of the Individual Project may be chosen from a range of performance, creative and design/critical analysis options.

**Particular Course Requirements:**
**Preliminary Course:**
120 hours course content will include improvisation, play building, acting, elements of production in performance and theatrical traditions and performance style.

**HSC Course:**
120 hours course content will include Australian Drama and Theatre, Studies in Drama and Theatre, Group Performance and an Individual Project (Critical Analysis or Design or Performance or Scriptwriting or Video Drama)

**Course Fee:** $40 per year
**Economics**
Board Developed Course
2 units for each of Preliminary and HSC

Preliminary HSC:
Part 1: Introduction to Economics
Part 2: Consumers and Business
Part 3: Financial Markets
Part 4: Government and the Economy
Part 5: Markets
Part 6: Labour Markets

HSC Course:
Part 1: The Global Economy
Part 2: Australia’s Place in the Global Economy
Part 3: Economic Issues
Part 4: Economic Policies and Management

Course Description:
The aim of the Preliminary HSC and HSC Economics course is to develop students’ knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.

Particular Course Requirements:
It is advised that students be studying mathematics at a 2 unit level (not general) and be prepared to read the media daily.

Course Fee: Nil

**English (Advanced)**
Board Developed Course
2 units for each of Preliminary and HSC

Course Description:
In the Preliminary English (Advanced) course students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.

In the HSC English (Advanced) course students analyse and evaluate texts and the ways they are valued in their contexts.

Particular Course Requirements: Nil

**English as a Second Language**
Board Developed Course
2 units of study for each of Preliminary course and HSC

Course Description:
In the Preliminary English (ESL) course students acquire and develop specific English language skills, knowledge and understanding in the context of an understanding of the ways ideas and processes are represented in texts.

In the HSC English (ESL) course students reinforce and extend their language skills, and develop and apply skills in synthesis.

Particular Course Requirements:
Students must have been attending an Australian school for LESS than five years. English must be the second language a student uses.

Course Fee: Nil
**English (Extension 1)**
Board Developed Course
1 unit of study for each of Preliminary course and HSC

**Course Description:**
This One Unit course focuses on the critical study of literature arranged by theme and is designed for students who have a particular interest in, and flair for, English. This is the highest level of English available for study. There is an Extension 2 course available in the HSC year, but this is an entirely creative course and there is no Preliminary version.

**Topics Covered:**
The focus topic is generally negotiated with interested students at a meeting in Term 4 of Year 10. This allows students to have input into the issues and texts they will be exploring.

**Particular Course Requirements:**
Students who undertake the Extension One course must also be studying Advanced English. In the HSC year, Extension One students may choose to undertake the Extension Two course, which involves them creating their own major work in English. There is no Preliminary course for Extension Two and students who wish to undertake this course will be consulted during the second half of their Preliminary Extension One studies.

**Course Fee:** Nil

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**English (Life Skills)**
Board Developed Course
2 units each for the Preliminary and HSC

**Exclusions:** English (Standard), English (Advanced), English as a Second Language

**Course Description:**
The Stage 6 English Life Skills course focuses on the development of effective communication and literacy skills which will enhance the participation of students in all aspects of post-school life.

The course emphasises the ability to initiate interactions and to respond appropriately to others in a variety of situations. This can provide opportunities for students to expand their understanding of the cultural, social and emotional aspects of verbal communication. The course focuses on reading, comprehending, interpreting and responding to a variety of texts. It also provides opportunities for students to develop their written communication skills and skills in, and understanding about, viewing a wide range of visual material.

Study in the Stage 6 English Life Skills course should enable students to access information, engage in a range of recreational and leisure activities and undertake further education, training and employment.

**Main Topics Covered:**
The structure of the English Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Communication
- Speaking
- Listening
- Reading
- Writing
- Viewing.

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students’ priorities, needs and interests.

**Particular Course Requirements:**
On entering students for the English Life Skills course, the Principal certifies that the student is eligible and the decision is the result of the collaborative curriculum planning process.
Assessment
Students are assessed in relation to the selected English Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement is completed by the teacher.

Course Fee: Nil

English Standard
Board Developed Course
2 units for each of Preliminary and HSC

Course Description:
In the Preliminary English (Standard) course students explore the ways events, experiences, ideas and processes are represented in and through texts.

In the HSC English (Standard) course students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Particular Course Requirements: Nil

Course Fee: Nil

English Studies
Content endorsed Course – NO ATAR
2 units for each of Preliminary and HSC

Course Description: 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 modes 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. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provides students with the opportunity to develop and appreciate the imaginative and the affective and to recognise the ways texts convey, interpret and reflect ways of thinking about the self and the world.

Particular Course Requirements: NIL

Course Fee: Nil

Engineering Studies
Board Developed Course
2 units for each of Preliminary and HSC

Course Description:
Both Preliminary and HSC Courses offer students’ knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession.

Students study engineering by investigating a range of applications and fields of engineering such as Aeronautical, Marine, Mechanical, Civil and Telecommunications.

Particular Course Requirements:
Students choosing Engineering Studies should be competent at maths, studying a minimum of 2 unit Maths in Year 11.
Students develop an engineering report for each module studied. At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

Course Fee: $30 per year

Food Technology
Board Developed Course
2 units for each of Preliminary and HSC

Course Description:
Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

Particular Course Requirements:
In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.
It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the ‘learning to’ section of each strand.

Course Fee: $80 – Year 11 (Covers the cost of food in practical lessons)
$100 – Year 12 (Covers the cost of food in practical lessons)

French Beginners
Board Developed Course
2 units for each of Preliminary and HSC

Exclusions:
French Continuers
Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.

Course Description:
In the Preliminary course, students will begin to develop their knowledge and understanding of French. During this course students must acquire some knowledge of the French language as a system through topics such as Social Interaction and Personal Identification, and through the integrated use of the four skills: listening, speaking, reading and writing.
In the HSC course, students will continue to develop their knowledge and understanding of French through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the HSC. Topics previously studied during the Preliminary Course will be studied in greater depth for the HSC course.

Particular Course Requirements:
It is for people with little or no experience in French. French Continuers cannot do this course.
Other eligibility rules apply – please check with teacher

Course Fee: $10 per year
**Geography**
Board Developed Course
2 units for each of Preliminary and HSC

**Course Description:**
The Preliminary HSC and HSC Geography course is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. Students develop the ability to recognise and understand environmental change and the interactions which take place in our world.

**Preliminary HSC:**
Part 1: Biophysical Interactions
Part 2: Global Challenges
Part 3: Geography Project

**HSC Course:**
Part 1: Ecosystems at Risk
Part 2: Urban Places
Part 3: People and Economic Activity

**Particular Course Requirements:** Fieldwork is mandatory

**General Comments:**
Senior Geography is entirely different from Stage 5 (Years 9-10) Geography. If you have an interest and curiosity about how and why the world’s people and environments are changing, this is a subject to challenge your intellect. As the world becomes concerned with the stability of the planet opportunities to work in the field of Geography are expanding.

**Course Fee:** Nil
This industry curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

### SIT20213 Certificate II in Hospitality

#### Units of Competency

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B Work effectively with others</td>
<td>SITHACS101 Clean premises and equipment</td>
</tr>
<tr>
<td>SITHIND201 Source and use information on the hospitality industry</td>
<td>SITHCC101 Use food preparation equipment</td>
</tr>
<tr>
<td>SITHIND202 Use hospitality skills effectively</td>
<td>SITHFAB204 Prepare and serve espresso coffee</td>
</tr>
<tr>
<td>SITXCCS202 Interact with customers</td>
<td>SITHFAB206 Serve food and beverage</td>
</tr>
<tr>
<td>SITXWHS101 Participate in safe work practices</td>
<td>SITXFSA201 Participate in safe food handling practices</td>
</tr>
<tr>
<td>SITXCOM201 Show Social and Cultural sensitivity</td>
<td>SITHFAB203 Prepare and serve non-alcoholic beverages</td>
</tr>
</tbody>
</table>

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

### Pathways to Industry

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

- Supporting and working with colleagues to meet goals and provide a high level of customer service
- Prepare menus, managing resources, preparing, cooking and serving a range of dishes

### Examples of occupations in the hospitality industry:

- Breakfast cook
- Barista
- Trainee chef
- Café assistant
- Short order cook
- Fast food cook

### Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement.

Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies, Teaching and Educational Standards (BOSTES).

### Competency – Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

### Appeals

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

### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality Food and Beverage (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

### Course Costs: Resources $120 Preliminary, $160 HSC

Refund Arrangements on a pro-rata basis Please see your VET teacher to enquire about financial assistance

For more information on possible outcomes please visit the Board of Studies NSW website: [http://www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

Public Schools NSW Course Descriptions for 2015 v2 April 2014
Industrial Technology - Multimedia
Board Developed Course
2 units for each of Preliminary and HSC

Course Description:
The subject provides students with a choice of six different focus area industries, through which they can study the course. These focus areas have been chosen to cover a wide range of potentially accessible and locally available technologies. Industrial Technology has been developed to incorporate content related to current and developing technologies. It offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.

Rapid technological change, particularly in the computer-based technologies, is influencing the nature of our industrial enterprises and the work that is undertaken in these enterprises. As a result, our industrial enterprises are becoming more globally competitive.

Industrial Technology seeks to raise students’ awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgements about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organisation of industry.

We will be studying the Multimedia Industry. The course consists of project work and the study of the Industry. A large percentage of time will be spent in the practical workshops. The HSC course will involve a major project and folio, which will be undertaken throughout the year.

Particular Course Requirements: The students themselves will purchase the materials required for the major work.

Course Fee: $55 per year

Industrial Technology - Timber
Board Developed Course
2 units for each of Preliminary and HSC

Course Description: The subject provides students with a choice of six different focus area industries, through which they can study the course. These focus areas have been chosen to cover a wide range of potentially accessible and locally available technologies.

Industrial Technology has been developed to incorporate content related to current and developing technologies. It offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.

Rapid technological change, particularly in the computer-based technologies, is influencing the nature of our industrial enterprises and the work that is undertaken in these enterprises. As a result, our industrial enterprises are becoming more globally competitive.

Industrial Technology seeks to raise students’ awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgements about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organisation of industry.

We will be studying the Furniture and Timber Industries. The course consists of project work and the study of the Furniture and Timber Industry. Students will visit and study either a joinery or furniture manufacturer and at school develop a broad range of skills, knowledge and safety related to the industry. A large percentage of time will be spent in the practical workshops. The HSC course will involve a major project and folio, which will be undertaken throughout the year. Computer work will be incorporated during the course.

Particular Course Requirements:
The students themselves will purchase the materials required for the major work. This is part of the learning process about ordering, purchase and supply.

Course Fee: $60 - Preliminary Course (materials provided)
$60 - HSC Course (plus materials for individual projects)
INFORMATION and DIGITAL TECHNOLOGY COURSE DESCRIPTION 2016

This course will change due to Training Package and Board of Studies, Teaching and Educational Standards (BOSTES) updates. Notification of variations will be made in due time.

<table>
<thead>
<tr>
<th>Course: Information and Digital Technology (240 indicative hours)</th>
<th>4 Preliminary and/or HSC units in total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Developed Course</td>
<td>Category B status for Australian Tertiary Admission Rank (ATAR)</td>
</tr>
</tbody>
</table>

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

### Statement of Attainment towards ICA30111 Certificate III in Information, Digital Media and Technology

- **Units of Competency**
  - **Core**
    - BSBWHS304A Participate effectively in WHS communication and consultation processes
    - BSBUS301A Implement and monitor environmentally sustainable work practices
    - ICAICT202A Work and communicate effectively in an IT environment
    - ICAICT301A Create user documentation
    - ICAICT302A Install and optimise operating system software
    - ICASAS301A Run standard diagnostic tests
  - **Stream**
    - ICAICT203A Operate application software packages
    - ICAICT308A Use advanced features of computer applications
    - ICAWEB302A Build simple websites using commercial programs
  - **Elective**
    - ICAWEB201A Use social media tools for collaboration and engagement
    - ICAWEB301A Create a simple mark-up language document
    - ICAWEB303A Produce digital images for the web

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

### Pathways to Industry

Working in the information and digital technology industry involves:

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

### Examples of occupations in the information and digital technology industry

- Service technician
- Multimedia developer
- Technical support officer
- Help desk office
- On-line service support officer
- Web designer

### Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies, Teaching and Educational Standards (BOSTES).

### Competency-Based Assessment

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

### Appeals

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

### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Information and Digital Technology (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

### Course Costs: Resources $40 per year

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

Please see your VET teacher to enquire about financial assistance.

A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)

For more information on possible outcomes please visit the Board of Studies NSW website: [http://www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

Public Schools NSW Course Descriptions for 2015 v2 April 2014
Legal Studies
Board Developed Course
2 units for each of Preliminary and HSC

**Course Description:** The study of Legal Studies involves what is right and fair and how we as a society can get there. The subject empowers students to be able to know their basic legal rights and how to use them every day. It encourages students to participate actively as citizens at a local, national and international level. This course builds students who are aware of the world around them and the processes behind how decisions are made.

The course empowers students to become critical learners and thinkers. It involves analysis, effective research and effective communication. Students leave this subject having developed their abilities to structure and communicate an argument and have built their understanding of how society functions in reality. In this regard Legal Studies is a study of legal institutions and processes but also life in Australia.

**Topics Covered:**
**Preliminary Course:**
Part 1: The Legal System
Part 2: The Individual and the State (includes a case study on Technology)
Part 3: The Law in Focus (2 case studies of contemporary legal issues)

**HSC Course:**
Core Part 1: Crime
Core Part 2: Human Rights
Parts 3 & 4: Two options which are selected from the following areas of law:
   Consumers, Global Environment, Family, Shelter, Workplace, World Order.

**General Comments:**
The study of Legal Studies provides opportunities for students to develop written argument skills. It focuses on the Australian legal system and how it operates and functions.

**Course Fee:** Nil

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

**Course Description:**
The course is intended for students who have achieved to a high standard in Year 10. The course is a sufficient basis for further studies in mathematics in such courses as sciences or commerce. The HSC course is calculus based.

**Particular Course Requirements:** A Stage 5 ROSA achievement of 70% or higher.
**Course Fee:** Nil

Mathematics Extension 1
Board Developed Course
3 units in each of Preliminary and HSC

**Course Description:**
The content of this course, which includes the whole of the Mathematics course, is intended for students who have demonstrated a high level of achievement in Year 10 and who are interested in the study of further skills and ideas in mathematics. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical sciences, computer science or engineering.

**Particular Course Requirements:**
This course must be studied in conjunction with the Mathematics course. A ROSA achievement of 85% or higher. This course is a prerequisite for Mathematics Extension 2, which can be studied in year 12.

**Course Fee:** Nil
**General Mathematics – Pathway II**
Board Developed Course
2 units for each of Preliminary and HSC

**Course Description:**
General Mathematics focuses on mathematical skills and techniques which have direct application to everyday activity through the strands of Financial Maths, Measurement, Data Analysis, Probability and Algebraic Modelling. This course provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of humanities and nursing.

**Particular Course Requirements:** NIL

**Course Fee:** Nil

**Mathematics (Life Skills)**
Board Developed Course
2 units each for the Preliminary and HSC

**Exclusions:**
General Mathematics, Mathematics

**Course Description:**
The Stage 6 Mathematics Life Skills course focuses on the development of students’ ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school life.

The course emphasises the application of mathematical operations to practical situations and the development of problem-solving in real-life situations. Students have the opportunity to develop their practical skills in operations and calculations with money as well as the management of their personal finances. They can develop the capacity to manage personal time and schedule activities. The course also provides students with the opportunity to develop skills in the use of measurement tools and units in a range of situations.

Study in the Stage 6 Mathematics Life Skills course should enhance students' access to community living, further education, training and employment.

**Main Topics Covered:**
The structure of the Mathematics Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:
- Numeration
- Operations
- Time
- Space
- Money
- Measurement.

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students’ priorities, needs and interests.

**Particular Course Requirements:**
On entering students for the Mathematics Life Skills course, the Principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

**Assessment:**
Students are assessed in relation to the selected Mathematics Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement is completed by the teacher.

**Course Fee:** Nil
Modern History
Board Developed Course
2 units for each of Preliminary and HSC

Course Description:
The study of Modern History is an inquiry into past human experience that helps make the present more intelligible. The study of Modern History allows students to perceive the world in a variety of ways as they develop powers of deduction and reasoning and learn to make sense of an increasingly complex global society.

The study of Modern History Stage 6 has a distinctive role in the school curriculum as it challenges students to consider the great social, technological, economic, political and moral transformations from the late eighteenth century to the present. It requires students to analyse the causes, progress and effects of these transformations and finally, to make judgements about them.

The study of Modern History Stage 6 also contributes to the development of skills that are of great importance in today’s workforce. Broad understanding encourages students to develop an appreciation of different views and to be aware of how such views contribute to individual and group actions in various local, national and international contexts.

Topics Covered:
Preliminary Course:
Part 1: Case Study: The Reign of Terror in France 1792-95
Part 2: Case Study: The Meiji Restoration, Nature and Impact
Part 3: Core Study: The World at the Beginning of the Twentieth Century

HSC Course:
Part 1: Core Study: World War 1 1914-1919, A Source-based Study
Part 2: National Studies: Germany 1918-1939

Particular Course Requirements:
You can choose to study the History extension course (3 unit) with Ancient History or Modern History NOT both.

Course Fee: Nil

Music 1
Board Developed Course
2 units for each of Preliminary and HSC

Course Description: In the Preliminary and HSC courses, students will study the concepts of music through learning experiences in performance, composition, musicology and aural. Students study three topics in each year of the course. Topics are chosen from a list of 21, which cover a range of genres such as jazz, popular music and musical theatre.

Particular Course Requirements: This is an opportunity for students who love music to bring their personal interest into their school program. It is expected that students commencing this course have developed a significant level of skill either playing an instrument or singing.

Course Fee: $60 per year

Personal Development Health and Physical Education
Board Developed Course
2 units for each of Preliminary and HSC

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

**Particular Course Requirements:**
PDHPE is a theoretical course. Students are required to demonstrate and apply their knowledge using a wide range of writing skills. These skills will be essential in successfully completing the 3 hour final HSC examination.

**Course Fee:** $10 per year

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**Personal Development, Health and Physical Education (Life Skills)**
Board Developed Course
2 units each for the Preliminary and HSC

**Exclusions:**
Personal Development, Health and Physical Education

**Course Description:**
The Stage 6 Personal Development, Health and Physical Education Life Skills course focuses on the development of the values and attitudes, knowledge, understanding and skills that will enable students to lead safe, healthy, active and productive lives.

The course emphasises effective management of a range of personal health issues that are important in daily life. Students can develop a broad understanding of the importance of health practices that will enable them to lead healthy lifestyles. They will have the opportunity to participate in activities that will enhance their ability to engage appropriately in a range of interpersonal relationships. Students' effective participation in a range of post-school environments will be supported by the development of skills in a range of safe living practices. The course will help students to engage in a range of leisure activities that will enhance their post-school life as well as providing students with experiences and information to enable them to engage in outdoor activities as a participant or spectator.

**Main Topics Covered:**
The structure of the Personal Development, Health and Physical Education Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content from one or more of the following six modules:

- Growth and Development
- Developing and Maintaining a Healthy Lifestyle
- Interpersonal Relationships
- Safe Living
- Leisure
- Outdoor Recreation.

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students’ priorities, needs and interests.

**Particular Course Requirements:**
On entering students for the Personal Development, Health and Physical Education Life Skills course, the Principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

**Assessment:**
Students are assessed in relation to the selected Personal Development, Health and Physical Education Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement is completed by the teacher.

**Course Fee:** Nil
Physics
2 units for each of Preliminary and HSC
Board Developed Course

Course Description:
The Preliminary course incorporates the study of kinematics and dynamics; the properties of waves; electrical energy, electric and magnetic fields, generators, superconductors and transformers; and the interaction between energy and matter that brought about the formation of the Earth.

The HSC course builds upon the Preliminary course. It examines the effects of gravitational fields, momentum, projectile and circular motion and the development of our understanding of the macro and atomic world throughout the Twentieth Century.

Particular Course Requirements:
This course requires a good mathematical understanding. Students should have achieved 70% or higher in ROSA mathematics. (5.3 Course)

Practical experiences are an important part of this course.

Course Fee: Nil
Course: Retail Services (240 indicative hours)  
Board Developed Course  
Category B status for Australian Tertiary Admission Rank (ATAR)

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

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core</strong></td>
<td>SIRXMER201 Merchandise products</td>
</tr>
<tr>
<td>SIRXCCS201</td>
<td>SIRXSLS201 Sell products and services</td>
</tr>
<tr>
<td>SIRXCCS202</td>
<td>SIRXLS002A Advise on products and services</td>
</tr>
<tr>
<td>SIRXCLM101</td>
<td>SIRXFIN002A Perform retail financial duties</td>
</tr>
<tr>
<td>SIRXCOM101</td>
<td>SIRXINV001A Perform stock control procedures</td>
</tr>
<tr>
<td>SIRXICT001A</td>
<td>Only to be delivered by teachers who have this qualification</td>
</tr>
<tr>
<td>SIRXIND101</td>
<td>SIRXMER202 Plan, create and maintain displays</td>
</tr>
<tr>
<td>SIRXWHS101</td>
<td></td>
</tr>
<tr>
<td>SIRXRSK201</td>
<td></td>
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</tbody>
</table>

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

Pathways to Industry

Working in the retail industry involves:
- customer service
- teamwork
- stock control
- designing and creating displays
- using cash registers, scanners, computers, telephones
- salesperson
- visual merchandise
- merchandise
- stock controller
- buyer

Example of occupations in the retail industry:

Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies, Teaching and Educational Standards (BOSTES).

Competency-Based Assessment

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

Appeals

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

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Retail Services (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Course Costs: Resources $40 per year

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)

For more information on possible outcomes please visit the Board of Studies NSW website: [http://www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

Public Schools NSW Course Descriptions for 2015 v2 April 2014
Science (Life Skills)
Board Developed Course
2 units each for the Preliminary and HSC

Exclusions: Nil

Course Description
The Stage 6 Science Life Skills course focuses on the development of knowledge and understanding of the relationship between people and the natural environment. The course also emphasises the development of skills and responsible attitudes that enable students to use and manage the earth’s resources in everyday living situations.

The course examines the factors that influence the earth’s environment and its relationship with the sun and other bodies in the universe with an emphasis on the importance of climate and weather and the need to maintain a balance in nature. Students can develop skills in identifying the essential differences between living and non-living things, with opportunities to develop greater knowledge and understanding of the nature, range and habitats of a wide variety of living things. The course explores the nature, type and importance of resources, and students will have opportunities to examine the effective and responsible use and management of resources in the environment. Students will have the opportunity to identify and value the many ways plants are used in the environment and will also have an opportunity to develop skills in planning, and participating in the management of, a garden. Students can also develop skills in animal care and management. Students will have opportunities to examine the sources, types and nature of energy used in daily environments.

Main Topics Covered
The structure of the Science Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- The Earth and Its Surroundings
- Living Things
- Managing Resources in the Local Environment
- Horticulture
- Animal Care
- Obtaining and Using Energy.

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students’ priorities, needs and interests.

Particular Course Requirements:
On entering students for the Science Life Skills course, the Principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

Assessment
Students are assessed in relation to the selected Science Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement is completed by the teacher.

Course Fee: Nil
**Society and Culture**
Board Developed Course
2 units each for Preliminary and HSC

**Course Description:**
The main focus in the study of Society and Culture is the interaction of persons, societies, cultures, environments and time. Students will explore a range of topic areas including:
- Research Skills and Methodologies
- Intercultural Communication
- Personal and Social Identity
- The Social and Cultural World
- Media and Popular Culture
- Religion and Belief systems
- Continuity and Change in Societies
- Psychology and Philosophy

Students will look at a range of specific case studies which look at the lifestyles of groups in local, national and global societies. Students will have the opportunity to develop their research skills and gain an understanding of the issues prevalent in today’s society.

**Assessment:**
Students will have an ongoing Personal Interest Project to complete throughout the course of the year, which involves them choosing a topic that interests them and conducting research. Students will also be assessed on their achievement through group work, oral tasks and essay writing.

**General Comments:**
Society and Culture is a subject like no other – it is fun, interesting and open to all students. The course content will open students’ minds to the lifestyles of other communities and an array of global issues, while developing skills that can be applied to a variety of subjects across the curriculum. The emphasis on individual study and group work within Society and Culture encourages students to manage their own learning, as well as providing experience of working within teams.

**Course Fee:**  Nil

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**Spanish (Beginners)**
Board Developed Course
2 units for each of Preliminary and HSC

**Exclusions:**
Spanish Continuers
Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.

**Course Description:**
In the Preliminary course, students will begin to develop their knowledge and understanding of Spanish. During this course students must acquire some knowledge of the Spanish language as a system through topics such as Social Interaction and Personal Identification, and through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Spanish through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the HSC. Topics previously studied during the Preliminary Course will be studied in greater depth for the HSC course.

**Particular Course Requirements:**
It is for people with little or no experience in Spanish. Spanish Continuers cannot do this course. Other eligibility rules apply – please check with teacher.

**Course Fee:** $10
Studies of Religion
Board Developed Course
2 units each for Preliminary and HSC

Course Description:
The Preliminary HSC and HSC Studies of Religion syllabus promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

Topics Covered:

Preliminary Course:
Part 1: Nature of religion and Beliefs
Part 2: Religious Tradition Study 1
Part 3: Religious Tradition Study 2
Part 4: Religious Tradition Study 3
Part 5: Religions of Ancient Origin
Part 6: Religion in Australia pre-1945
Part 7: Religion and Non-Religion

HSC Course:
Part 1: Religion and Belief Systems in Australia post-1945
Part 2: Religious Depth Study 1
Part 3: Religious Depth Study 2
Part 4: Religious Depth Study 3
Part 5: Religion and Peace

Particular Course Requirements: Nil

Course Fee: Nil

Technology and Applied Studies (Life Skills)
Board Developed Course
2 units each for the Preliminary and HSC

Exclusions: Nil

Course Description:
The Stage 6 Technology Life Skills course focuses on the development of the knowledge, skills and confidence required for students to become informed, responsible individuals, and to facilitate and maximise their participation in a technological world.

This course provides students with opportunities to develop skills in accessing technology to facilitate their greater participation and independence in post-school environments. Students can extend their knowledge and understanding of and skills in menu planning for a variety of occasions and in the purchase and preparation of food using a range of resources. Students will have the opportunity to work with a range of materials, tools and machinery to complete specific projects. They will be provided with experiences that will increase their knowledge and understanding of essential features of home management, care and organisation. The course provides students with opportunities to develop their skills in the care and maintenance of clothing. Students can also enhance their capacity to use a range of appliances, machinery and equipment they will encounter in post-school environments.

Main Topics Covered:
The structure of the Technology Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Technology Life Skills
- Agriculture Life Skills
- Design and Technology Life Skills
- Food Technology Life Skills
• Industrial Technology Life Skills
• Information Processes and Technology Life Skills
• Textiles and Design Life Skills

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students’ priorities, needs and interests.

**Particular Course Requirements:**
On entering students for the Technology Life Skills course, the Principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

**Assessment:**
Students are assessed in relation to the selected Technology Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement is completed by the teacher.

**Course Fee:** $30 per year (Or as advised)

**Visual Arts**

Board Developed Course
2 units for each of Preliminary and HSC

**Course Description:**
Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a ‘body of work’ in the HSC course that reflects students’ knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

**Particular Course Requirements:**

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

**HSC Course**
- Development of a body of work and use of a process diary
- A minimum of five Case Studies (4-10 hours each)
- Deeper and more complex investigations in art making, art criticism and art history

**Course Fee: $70 per year (Plus materials in Year 12)**

**Visual Design**

Content Endorsed Course
2 Unit

**Exclusions:**
Products developed cannot be used either in full or in part for assessment in any other subject.

**Course Description:**
This course provides students with opportunities to explore the lines between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgments about he designed works that surround them- works which reflect and construct the image they have of themselves, others and their word.
The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that leads to and demonstrates conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

Course Fee: $30 per year

**Work and Community (Life Skills)**

2 units each for the Preliminary and HSC Board Developed Course

Exclusions: Nil

**Course Description:**
The Stage 6 Work and Community Life Skills course focuses on the skills, knowledge, understanding, values and attitudes that students need for employment, participation and independence in the community.

The course emphasises the development of students’ understanding of the nature, patterns, variety and implications of paid and volunteer work. Students can develop a personal portfolio and will have the opportunity to clarify their expectations of workplace and community-based environments on the basis of actual experiences. They will be provided with a broad range of information, skills and experience in important aspects of the post-school environments they will encounter.

The course focuses on skills in communication, awareness of rights and responsibilities, and safe and successful working practices. Opportunities will be provided for students to develop skills through graduated experiences and participation in the workplace and community-based learning environments that have been determined through the collaborative curriculum planning process.

**Main Topics Covered:**
The structure of the Work and Community Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content from one or more of the following six modules:

- Understanding the World of Work
- Planning for Participation in Workplace and Community-Based Learning
- Developing a Portfolio in Preparation for Employment
- Introduction to the Workplace or Community-Based Learning Environment
- Dealing with Workplace and Community-Based Learning Environment Issues
- Participating in Workplace Learning and Community-Based Learning Experiences.

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students’ priorities, needs and interests.

**Particular Course Requirements:**
On entering students for the Work and Community Life Skills course, the Principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

**Assessment:**
Students are assessed in relation to the selected Work and Community Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement is completed by the teacher.

**Course Fee:** Nil

**Costs:** Transport and other excursion incidentals.