Stage 6

2013 – 2014

Handbook
Do your best and God will bless your efforts.

Saint Mary MacKillop 22.11.1899
From The Principal,

Dear Parents and Students,

You are about to enter one of the most demanding and important phases of secondary education. By returning to St Joseph’s to complete Years 11 and 12 you making a commitment that has enormous implications for your future career and your development as young adults.

A part of the College Mission Statement is:

“To empower young women to make a difference in the world in the spirit of Mary MacKillop.”

This is a very important time for senior students to further develop their faith, for they have to choose subjects that will ensure this occurs in their personal and academic development.

To gain full advantage from the College, it is expected that as a senior student you will become fully involved in the life of the school. Involvement is an important factor in your growth as a person. The College will make demands on you as a young adult. You will be responsible for your own output of work, the pressure coming from yourself, not your teachers.

The challenge is for you to choose courses that suit your ability and interest level. During the next few weeks you will be involved in a process that is aimed at guiding you through these choices. Staff may advise you against certain choices and you would be wise to think carefully about that advice.

It is important to remember that your future career, education choices and options will be dependent on the next two years. Think through the advice given to you as well as the information you have available from reports and be realistic in your choices. This handbook provides you with basic information and is to be used in conjunction with the Stage 6 Evening, follow-up meetings and interviews.

Years 11 and 12 will require an organised and mature approach to school. To do so at a Catholic school demands a real commitment to its goals. Remember that we are a Catholic school where our Gospel values are the foundation to our Catholic faith, a school where you can grow in confidence to make a positive difference in our ever changing world.

Mr Stephen Walsh
Principal
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## Staff Directory

**Tel:** 4324 4022  
**Fax:** 4323 3512

### COLLEGE LEADERSHIP TEAM

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Mr. Stephen Walsh</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Ms Cheryl Merryweather</td>
</tr>
<tr>
<td>Religious Education Coordinator</td>
<td>Ms Nicole Harrison</td>
</tr>
<tr>
<td>Leader of Senior School</td>
<td>Ms Maria Woodhouse</td>
</tr>
<tr>
<td>Leader of Middle School</td>
<td>Ms Helen Love</td>
</tr>
<tr>
<td>Leader of Administration</td>
<td>Mr. Kendall Perriam</td>
</tr>
</tbody>
</table>

### COLLEGE MINISTRY TEAM

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Minister and Leader of Mission</td>
<td>Mrs. Fiona Green</td>
</tr>
</tbody>
</table>

### YEAR COORDINATOR

<table>
<thead>
<tr>
<th>Year</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>10, 2012</td>
<td>Mr Dave Matthews</td>
</tr>
</tbody>
</table>

### KEY LEARNING AREAS (KLA) COORDINATORS

<table>
<thead>
<tr>
<th>KLA</th>
<th>Coordinator</th>
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</thead>
<tbody>
<tr>
<td>Religious Studies</td>
<td>Ms Nicole Harrison</td>
</tr>
<tr>
<td>English</td>
<td>Mrs Sue Back</td>
</tr>
<tr>
<td>HSIE (Human Society &amp; Its Environment)</td>
<td>Mr. Colin Back</td>
</tr>
<tr>
<td>Business Studies, Commerce, Geography, Legal Studies, Economics, Society &amp; Culture, History</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mrs Kathy West</td>
</tr>
<tr>
<td>PDHPE (Personal Development Health &amp; Physical Education)</td>
<td>Mrs Janelle Bartholomew</td>
</tr>
<tr>
<td>Science</td>
<td>Mrs Amanda Eades</td>
</tr>
<tr>
<td>TAS (Technological &amp; Applied Studies)</td>
<td>Mrs Anne Evanson</td>
</tr>
<tr>
<td>Creative Arts (Visual Arts &amp; Drama, Music)</td>
<td>Mrs Belinda Kozakiewicz</td>
</tr>
<tr>
<td>LOTE (Languages Other Than English)</td>
<td>Ms Cheryl Merryweather</td>
</tr>
<tr>
<td>Learning Support</td>
<td>Ms Monique Maat</td>
</tr>
<tr>
<td>Vocational Education &amp; Training/TAFE</td>
<td>Mrs. Christine Wilkinson</td>
</tr>
</tbody>
</table>

### SPECIAL RESOURCE TEACHERS

<table>
<thead>
<tr>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>Librarian</td>
<td>Mrs Cathy Nesbitt-Hawes</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>Mrs Christine Wilkinson</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>Mrs Christine Hain</td>
</tr>
<tr>
<td>Sports Coordinator</td>
<td>Mrs Debra Northey</td>
</tr>
</tbody>
</table>
Studying for the Higher School Certificate

RoSA
The NSW Record of Student Achievement replaces the School Certificate and will be awarded to students who leave secondary education after completion of Year 10 but prior to the completion of the Higher School Certificate. RoSA will be an ongoing, cumulative record showing student achievement based on moderated, school based assessment using an A-E grade scale. RoSA will only be issued to students who have completed mandatory requirements for Stage 5 and will show grades for all courses a student has completed up until the point they leave including those completed in Year 10, Year 11 or even Year 12.

The Higher School Certificate
The Higher School Certificate is governed by the Education Act 1990 (NSW) which sets out the general requirements you need to meet in order to be awarded the Higher School Certificate. It is the highest educational award you can gain in New South Wales schools and is an internationally recognised credential. The HSC provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

There are over 100 Board Developed Courses available and a large range of Board Endorsed Courses. Board Developed and Board Endorsed Courses within the Higher School Certificate curriculum are available in general education subjects as well as in nationally recognised vocational education and training (VET) packages for many industries.

Tertiary Entry
Entry from Year 12 into university courses in N.S.W. and the A.C.T. generally depends on your Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview or portfolio. The ATAR for every student who completes the necessary pattern of study is calculated by the Universities, not by the Board of Studies.

Choosing a Course
There are several major criteria that you should consider when choosing your courses for Years 11 and 12. You should choose courses:
- that you are interested in;
- that you are good at
- that may help you in the future
- at the highest level that you can competently handle;

If you have not made up your mind about possible future careers don’t worry; this is quite normal for students at this stage in Year 10. You should choose a combination of subjects that will give you the most options in the future.

If you are intending to study at the Tertiary Level this means that you need to attempt to gain the maximum possible Australian Tertiary Admission Rank (ATAR) required for the tertiary courses in which you are likely to be interested. In order to maximise your ATAR you should select, for each of the courses that interest you, the highest level that you are competent at in that course; then work as hard as possible.

In order to protect students from frustration and disappointment resulting from inappropriate subject choices, the school reserves the right to prevent students entering subjects in Year 11 where they have not demonstrated sufficient mastery in that area in Year 10.

Students who have some idea regarding their future career should ensure that they have checked the current requirements and prerequisites for that particular career and, if in doubt, should see Mrs Wilkinson, the Careers Advisor.

Students who are not intending to pursue further studies at the tertiary level will not need an ATAR and are therefore free from the constraint of choosing subjects designed to maximise their ATAR. Instead, they should concentrate on those subjects that they are interested in and where they are likely to succeed. Even so, some subjects may be more relevant than others to the career they have in mind.
Board Developed Courses
These courses are developed and examined 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 Vocational Education and Training Courses)

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 can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

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

- **Content Endorsed Courses** (CECs) have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.

- **School Designed Courses** – Schools may also design special courses to meet student needs. These courses must be approved by the Board of Studies. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year courses. Board Endorsed Courses count towards the HSC and will appear on the Student Record of Achievement however they **do not** count towards calculation of the ATAR.

Vocational Education and Training (VET) – can be Board Developed or Board Endorsed.
Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations.

These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

These courses each have a specific **workplace component** and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

Please Note:
TAFE courses are partially funded by the College through the Catholic Education Commission of NSW. Parents must be prepared to commit to paying up to 50% of the course cost per annum. The average course cost is about $1500.00 which means parents would be charged $750.00 towards the course cost. This amount will be added to your Term 1 2013 school fees.

Life Skills Courses as part of a Special Program of Study.
Stage 6 (Years 11 and 12) Life Skills courses may 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).

**Pattern of Study – 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 have a 2 unit value. 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 units = 4 hours per week (120 hours per year) = 100 marks

The following is a guideline to help you understand the pattern of courses.

**2 Unit Course**  
This is the basic structure for all courses. It has a value of 100 marks.

**Extension Course**  
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. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET.

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). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

**1 Unit Course**  
1 unit equals approximately 2 hours of class time each week or 60 hours per year. There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.

**Requirements for the Award of the HSC**

If you wish to be awarded the HSC 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.
- have sat for and made a serious attempt at the Higher School Certificate examinations.
- 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

At most 6 units of courses in Science can contribute to Higher School Certificate eligibility.
The Board of Studies publication, ‘Studying for the New South Wales Higher School Certificate’, contains information regarding the HSC rules and requirements. This publication and other information relating to the HSC rules and requirements can also be found on the Board of Studies website.

If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, University Entry Requirements 2012 Year 10 Booklet, published by UAC and usually available at the end of July, 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.

Additional information about courses and the HSC is available on the Board of Studies Website: http://www.boardofstudies.nsw.edu.au

**HSC MAJOR WORKS**

There are many subjects offered for study in Stage 6 that require students to complete a Major Work or Individual Project as part of their Higher School Certificate examination in Year 12. These projects rely on students working independently to create a substantive project which demonstrates their knowledge, understanding and skills in particular areas across part or all of Year 12. This project must be certified as the original work of the student completed across the required timeframe. Students must consider the implications and workload associated with the completion of a major project when choosing subjects for Stage 6. Any student choosing a subject with a Major Work, Individual Project or practical component should discuss this option with the KLA Coordinator to ensure that they have a clear understanding of the requirements.

In the following courses students are required to complete a practical component as part of the Higher School Certificate examination: Dance; Design and Technology; Drama; English Extension 2; Industrial Technology; Music; Society and Culture; Textiles and Design; and Visual Arts (ACE Section 9.3.1). Below is an indication of some of the requirements for completion of a HSC Major Work.

**Before commencement**

Students are not permitted to commence the Major Work until students have:

- received a written copy of the course specific guidelines for the project component (as outlined syllabus documents)
- been informed of the WH&S guidelines regarding major works
- received a written copy of the Board of Studies publication – *HSC Assessments and Submitted Works: Advice to Students*
- submitted the Practical Project Record of Progress to the class teacher containing an outline of the major work
- received written consent for the project to commence from the classroom teacher

**During development**

During the development phase for the major works, teachers will regularly monitor and assess the student’s progress. Students will need to ensure that process diaries, logbooks, body of work, journals are kept up to date. Students will also be informed about the requirements regarding outside assistance including that they discuss any proposed outside assistance with the class teacher before it is undertaken and that outside assistance must be correctly and accurately acknowledged in the major work documentation.

**Submission and Certification**

The submission Dates for completion and submission to school for major work projects are determined by the Board of Studies and are published in the *Higher School Certificate Practical Examination Important Dates Schedule.*

Students will need to complete a declaration for the submitted works on which the student must certify that the submitted item or performance is their own work. The class teacher and principal are both required to certify that the major work or performance was developed under the teacher’s supervision,
was the student’s own work and was completed by the due date. (ACE Manual, http://ace.bos.nsw.edu.au/higher-school-certificate)

If either the teacher or the principal is unable to certify any major work or performance, a non-certification report form is to be forwarded (with the major work) to the Board of Studies. The Board will make final determinations on all cases of non-certification and advise both the school and the student at the time of the release of HSC results. (ACE Manual)

**WH&S considerations regarding Majors Works**

In respect to issues of health and safety, the development and selection of student projects, major works, exhibitions and performances should:

- Recognise and reflect relevant State and National legislation, regulations and standards including those relating to occupational health and safety, animal welfare, dangerous goods, hazardous substances and weapons. For further details regarding exclusions – refer to ACE Manual

*NB: Any HSC project that might be considered dangerous to health or safety may not be marked.*

Students should discuss with their class teacher the suitability of their major work and if unsure of the suitability of all or any part of their major work should consult their teacher immediately.

**Vocational Education and Training (VET)**

**VET Curriculum Frameworks**

The Board has developed curriculum frameworks for nine industries. Within each framework there are a number of courses. It is expected that at least one designated 240-hour course in each framework will contribute towards the ATAR. However students must complete the examination to have the result for that course included in the calculation of their ATAR. You must complete work placement to complete these courses successfully.

The nine frameworks are:

- Business Services (Administration)
- Construction
- Information Technology
- Metal and Engineering
- Primary Industries
- Retail Operations
- Tourism
- Hospitality
- Entertainment Industry

**Trade Training Centre - St Joseph’s College and St Edward’s College**

**School Based Apprentice Trainee’s (SBAT’s)**

St Joseph’s and St Edward’s offer students in Year 11 and 12 the opportunity to combine school, a TAFE qualification and paid employment in a chosen vocation as a school based apprentice or trainee (SBAT). The specialist industry areas available to our students are Construction, Metal and Engineering delivered at St Edward’s and Hospitality delivered at St Joseph’s.

These study options are a result of both colleges’ success in gaining recent Federal Government funding to set up the schools as a **Trade Training Centre (TTC)**. While completing an SBAT a student is able to participate in a study program where they would attend school for 4 days per week and work with an employer for on the job paid employment on the remaining day. This integrated program offers the student the opportunity to complete Stage I of their Trade while also obtaining their HSC. Further information on the above options can be obtained by contacting Mrs Wilkinson and Ms Merryweather at St Joseph’s or Mr Baines at St Edward’s College.
Assessment and Reporting

The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject. The HSC reports will provide a description of your achievements for each of the courses you complete indicating the band level for your performance.

The HSC course syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

School-based assessment tasks will contribute 50% of your HSC mark for each subject. 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.
Description of courses that may be offered in the Preliminary Course 2013
# Studies of Religion 1 Unit

<table>
<thead>
<tr>
<th>Course: Studies of Religion I</th>
<th>Course No: 15370</th>
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<tbody>
<tr>
<td>1 unit for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Studies of Religion II</td>
</tr>
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</table>

## Course Description
Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

### Preliminary Course
- **Nature of Religion and Beliefs** - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- **Two Religious Traditions Studies** from: Buddhism, Christianity, Hinduism, Islam, Judaism - Origins - Principal beliefs - Sacred texts and writings - Core ethical teachings - Personal devotion/expression of faith/observance.

### HSC Course
- **Religion and Belief Systems in Australia post-1945** – Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- **Two Religious Tradition Depth Studies** from: Buddhism, Christianity, Hinduism, Islam, Judaism – Significant people and ideas; Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics; significant practices in the life of adherents.
# Studies of Religion 2 Unit

<table>
<thead>
<tr>
<th>Course: Studies of Religion II</th>
<th>Course No: 15380</th>
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<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Studies of Religion I</td>
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</table>

## Course Description
Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

### Preliminary Course
- **Nature of Religion and Beliefs** - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- **Three Religious Traditions Studies** from: Buddhism, Christianity, Hinduism, Islam, Judaism: Origins - Principal beliefs - Sacred texts and writings - Core ethical teachings - Personal devotion/expression of faith/observance.
- **Religions of Ancient Origin**: The response to the human search for ultimate meaning in two religions of ancient origin from: - Aztec or Inca or Mayan -Celtic -Nordic -Shinto -Taoism -an Indigenous religion from outside Australia
- **Religion in Australia pre-1945**: The arrival, establishment and development of religious traditions in Australia prior to 1945.

### HSC Course
- **Religion and Belief Systems in Australia post-1945**: Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- **Three Religious Tradition Depth Studies** from: Buddhism, Christianity, Hinduism, Islam, Judaism - Significant people and ideas - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics - Significant practices in the life of adherents.
- **Religion and Peace** – The distinctive response of religious traditions to the issue of peace.
- **Religion and Non-Religion** – The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.
Catholic Studies – Board Endorsed Course

Please note – Catholic Studies can not be included in the units of study required for gaining an ATAR.

<table>
<thead>
<tr>
<th>Course: Catholic Studies – Board Endorsed Course</th>
<th>Course No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit for each of Preliminary and HSC</td>
<td>Exclusions:</td>
</tr>
<tr>
<td>Designed by the Diocese of Broken Bay</td>
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</table>

Course Description:
Catholic Studies builds on and depths all that has been learned in the last ten years of Catholic primary and secondary school. Incorporating a little more of the affective component of the religious dimension, students will benefit from the inspiring content of the course.

This course is designed to enable Year 11 and 12 students at St. Joseph's Catholic College to study the Catholic faith and tradition, expressed in the life and mission of the Church.

The course allows students to research religions, related social and moral questions and issues of personal significance within the context of Catholic Christian tradition.

The course also contributes to the personal development of students with its focus on education in the skills of critical reflection, social analysis and moral decision making within the context of the Catholic Christian tradition.

Main Topics Covered:

**Preliminary Course**
Celebrating Life through Liturgy
Jesus of History, Christ of Faith
Church in the World Today

**HSC Course:**
Call to Discipleship
Catholic Social Teaching
Catholic World View
## Course

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

<table>
<thead>
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<th>Course No: 15020</th>
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| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Nil |

## Course Description

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

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

### Main Topics Covered Preliminary Course

**Part 1: Introduction**

Investigating the past: History, Archaeology and Science – Case Studies (at least ONE)

**Part II: Studies of Ancient Societies, Sites and Sources** – At least ONE study to be chosen.

**Part III: Historical Investigation** – The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.

### HSC Course

**Part I: Core Study**: Cities of Vesuvius – Pompeii and Herculaneum (25%)

**Part II**: ONE Ancient Society (25%)

**Part III**: ONE Personality in their Times (25%)

**Part IV**: ONE Historical Period (25%)

### Particular Course Requirements

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

HSC Ancient History is a perquisite for HSC History Extension. HSC History Extension is only available to students during the HSC year. It is a one unit Board Developed course which involves the study and evaluation of the ideas and processes used by historians to construct history.
Biology

Course: Biology
Course No: 15030

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Senior Science (Preliminary only)

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Course: Business Studies</th>
<th>Course No: 15040</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

## Course Description
Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

## Main Topics Covered

### Preliminary Course
- Nature of Business (20% of course time) – the nature and role of business in a changing business environment
- Business management (40% of course time) - the nature and responsibilities of management in the business environment
- Business planning (40% of course time) – processes of establishing and planning a small to medium enterprise

### HSC Course
- Operations (25% of course time) – strategies for effective operations management in large businesses
- Marketing (25% of course time) – elements involved in the development of marketing strategies
- Finance (25% of course time) – interpreting financial information in planning and management of business
- Human resources (25% of course time) – contribution of human resource management to business performance

## Particular Course Requirements
In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business.
**Chemistry**

<table>
<thead>
<tr>
<th>Course: Chemistry</th>
<th>Course No: 15050</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Senior Science (Preliminary only)</td>
</tr>
</tbody>
</table>

**Course Description**
Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level. The Preliminary course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students' understanding of the Earth’s resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds.

The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the management and monitoring of chemicals that have been developed and/or released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

**Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry Skills Module 8.1</td>
<td>Chemistry Skills Module 9.1</td>
</tr>
</tbody>
</table>

**Core Modules**
- The Chemical Earth
- Metals
- Water
- Energy

**Core Modules**
- Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

**One Option from the following modules:**
- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation
- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

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

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

<table>
<thead>
<tr>
<th>Course: Community and Family Studies</th>
<th>Course No: 15060</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

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

### Main Topics Covered

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

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

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

### Particular Course Requirements
Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management. The IRP is completed in term 4 – at the beginning of the HSC course and needs much of the research to be completed independently.
### Dance

<table>
<thead>
<tr>
<th><strong>Course:</strong> Dance</th>
<th><strong>Course No:</strong> 15070</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td><strong>Exclusions:</strong> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</td>
</tr>
</tbody>
</table>

#### Preliminary Course

Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

Components to be completed are:
- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class).

#### HSC Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology.
- Core (60%)
- Performance 20%
- Composition 20%
- Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

#### Particular Course Requirements

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses. The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.
# Drama

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

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

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

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

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

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

## Main Topics Covered Preliminary Course
- Improvisation, Playbuilding, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

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

## Particular Course Requirements
The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.
# Economics

<table>
<thead>
<tr>
<th>Course: Economics</th>
<th>Course No: 15110</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

## Course Description
Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students’ knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

## Main Topics Covered

### Preliminary Course
- Introduction to Economics (10%) – the nature of economics and the operation of an economy
- Consumers and Business (10%) – the role of consumers and business in the economy
- Markets (20%) – the role of markets, demand, supply and competition
- Labour Markets (20%) – the workforce and role of labour in the economy
- Financial Markets (20%) – the financial market in Australia including the share market
- Government in the Economy (20%) – the role of government in the Australian economy.

### HSC Course
- The Global Economy (25%) – Features of the global economy and globalisation
- Australia’s Place in the Global Economy (25%) – Australia’s trade and finance
- Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management (25%) – the range of policies to manage the economy.
<table>
<thead>
<tr>
<th>Course: English (Standard)</th>
<th>Course No: 15130</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each Preliminary and HSC Board Developed Course</td>
<td>Exclusions: English (Advanced); English (ESL); English (Extension)</td>
</tr>
</tbody>
</table>

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

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

**Main Topics Covered:**

### Preliminary Course

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

### HSC Course

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

**Particular Course Requirements**

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

HSC English (Standard) Course requires the close study of:
- at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts
- a wide range of additional related texts and textual forms.
**Course:** English (Advanced)  
**Course No:** 15140

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

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

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

**Main Topics Covered**

**Preliminary Course**

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

**HSC Course**

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

**Particular Course Requirements**

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

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

<table>
<thead>
<tr>
<th>Courses: Preliminary English Extension</th>
<th>Course No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC English Extension 1</td>
<td>Course No: 15160</td>
</tr>
<tr>
<td>HSC English Extension 2</td>
<td>Course No: 15170</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1 unit of study for each of Preliminary and HSC</td>
<td>Exclusions: English (Standard); Fundamentals of English; English (ESL)</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td></td>
</tr>
<tr>
<td>(a) English (Advanced)</td>
<td></td>
</tr>
<tr>
<td>(b) Preliminary English Extension is a prerequisite for English Extension Course 1</td>
<td></td>
</tr>
<tr>
<td><strong>N.B.</strong> English Extension Course 1 is a prerequisite for English Extension Course 2</td>
<td></td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td></td>
</tr>
<tr>
<td>In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.</td>
<td></td>
</tr>
<tr>
<td>In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise. In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.</td>
<td></td>
</tr>
<tr>
<td><strong>Main Topics Covered</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Preliminary Extension Course</strong></td>
<td></td>
</tr>
<tr>
<td>The course has one mandatory section: Module: Texts, Culture and Value.</td>
<td></td>
</tr>
<tr>
<td><strong>HSC English Extension Course 1</strong></td>
<td></td>
</tr>
<tr>
<td>The course has one section. Students must complete one elective chosen from one of the three modules offered for study:</td>
<td></td>
</tr>
<tr>
<td>• Module A: Genre</td>
<td></td>
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<tr>
<td>• Module B: Texts and Ways of Thinking</td>
<td></td>
</tr>
<tr>
<td>• Module C: Language and Values.</td>
<td></td>
</tr>
<tr>
<td><strong>HSC English Extension Course 2</strong></td>
<td></td>
</tr>
<tr>
<td>The course requires students to complete a Major Work.</td>
<td></td>
</tr>
<tr>
<td><strong>Particular Course Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>In the Preliminary English (Extension) Course students are required to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.</td>
<td></td>
</tr>
<tr>
<td><strong>HSC English Extension Course 1</strong></td>
<td></td>
</tr>
<tr>
<td>requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2009–2012 Electives and Prescribed Texts).</td>
<td></td>
</tr>
<tr>
<td><strong>HSC English Extension Course 2</strong></td>
<td></td>
</tr>
<tr>
<td>requires completion of a Major Work and a statement of reflection.</td>
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</tr>
</tbody>
</table>
Exploring Early Childhood – Content Endorsed Course

Please note – Exploring Early Childhood can not be included in the units of study required for gaining an ATAR as it is a Content Endorsed Course.

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

| Exclusions: Nil                  |

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

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

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children’s services.

Course content

Core Modules
Pregnancy and Childbirth
Child Growth and Development
Promoting Positive Behaviour

Selection from the following optional modules:
Learning Experiences for Young Children
Play and the Developing Child
Starting School
Gender and Young Children
Children and Change
Children of Aboriginal and Torres Strait Islander Communities
Historical and Cultural Contexts of Childhood
The Children's Services Industry
Young Children and Media
Young Children and the Law
Children's Literature
Food and Nutrition
Child Health and Safety
Young Children with Special Needs

In year 11 the students have a weekend practical experience with the computerized “babies”. This gives the girls some real life experience at parenting. It is not a marked component of the course but is commented on in the reporting process.
## Food Technology

<table>
<thead>
<tr>
<th>Course: Food Technology</th>
<th>Course No: 15180</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

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

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

### Preliminary Course
- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

### HSC Course
- Involves the study of The Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition.

### Particular Course Requirements
There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students must ‘learn about’ food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. Researching, analysing, communicating, experimenting and preparing, designing, implementing and evaluating skills will be developed throughout the course.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand.
# Geography

<table>
<thead>
<tr>
<th>Course: Geography</th>
<th>Course No: 15190</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

## Course Description
The Preliminary course investigates biophysical and human geography and develops students’ knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers’ contribution to understanding our environment and demonstrates the relevance of geographical study.

## Preliminary Course
- Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management.
- Global Challenges (45%) – geographical study of issues at a global scale.
- Senior Geography Project (10%) – a geographical study of student’s own choosing.

## HSC Course
- Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection.
- Urban Places (33%) – study of cities and urban dynamics.
- People and Economic Activity (33%) – geographic study of economic activity in a local and global context.

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

## Particular Course Requirements
Students complete a senior geography project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.
## Industrial Technology – Timber

<table>
<thead>
<tr>
<th>Course:</th>
<th>Industrial Technology</th>
<th>Course No:</th>
<th>15200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed Course</td>
<td>2 units for each of Preliminary and HSC Board</td>
<td>Exclusions:</td>
<td>Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses</td>
</tr>
</tbody>
</table>

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia I Technologies; Timber Products and Furniture Technologies.

### Preliminary Course
The following sections are taught in relation to the relevant focus area:
- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design, Management and communication – designing, drawing, computer applications, project management, literacy, calculations, graphics
- Production – display a range of skills through the construction of a major project
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies

### HSC Course
The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:
- Industry Study
- Design, Management and communication
- Production
- Industry related manufacturing technology

### Particular Course Requirements
In the Preliminary course, students must design, develop and construct a minimum of 2 projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry, related to the specific focus area: industry.
Japanese Continuers

**Course:** Japanese Continuers  
**Course No:** 15830

2 units for each of Preliminary and HSC Board Developed Courses

**Prerequisites:** School Certificate Japanese or equivalent knowledge is assumed

**Exclusions:** Japanese Beginners; Heritage Japanese; Japanese Background Speakers

*Strict eligibility rules apply to the study of this subject*

Check with your teacher or refer to Section 8.2.2.2 of the Board’s *ACE Manual*

**Course Description**

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students’ skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

**Prescribed Themes**

<table>
<thead>
<tr>
<th>Prescribed Themes</th>
<th>Mandatory Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The individual</td>
<td>• Personal world</td>
</tr>
<tr>
<td></td>
<td>• Daily life</td>
</tr>
<tr>
<td></td>
<td>• Leisure</td>
</tr>
<tr>
<td></td>
<td>• Future plans</td>
</tr>
<tr>
<td>• The Japanese-speaking communities</td>
<td>• Travelling in Japan</td>
</tr>
<tr>
<td></td>
<td>• Living in Japan</td>
</tr>
<tr>
<td></td>
<td>• Cultural life</td>
</tr>
<tr>
<td>• The changing world</td>
<td>• The world of work</td>
</tr>
<tr>
<td></td>
<td>• Current issues</td>
</tr>
</tbody>
</table>

Students’ language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying the culture of Japanese-speaking communities through texts.

**Particular Course Requirements:** Nil
## Legal Studies

<table>
<thead>
<tr>
<th>Course: Legal Studies</th>
<th>Course No: 15220</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

### Course Description

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

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

#### Preliminary Course (from 2010)

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

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

#### HSC Course (2010)

- Core – Part I- Crime (30% of course time)
- Core – Part II – Human Rights (20% of course time)
- Options – (50% of course time)

Students will study two focus studies chosen from:

- Consumers
- Family
- Global environmental protection
- Indigenous peoples
- Shelter
- Workplace
- World order.

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

### Particular Course Requirements

No special requirements
# Mathematics General

<table>
<thead>
<tr>
<th>Course: Mathematics General</th>
<th>Course No: 15230</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Mathematics General Course*: 2 units Board Developed Course</td>
<td>Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics General.</td>
</tr>
<tr>
<td>HSC Mathematics General 2 Course: 2 units Board Developed Course (examined at the HSC)</td>
<td></td>
</tr>
<tr>
<td>HSC Mathematics General 1 Course**: 2 units Content Endorsed Course (not examined at the HSC)</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: For students who intend to study the Mathematics General course, it is recommended that they have completed the Stage 5.2 course. The following topics are recommended in addition for students who have completed the Stage 5.1 course: Patterns and Algebra and Trigonometry from the Mathematics Years 7–10 Syllabus 5.2 Pathway.</td>
<td></td>
</tr>
</tbody>
</table>

## Course Description

Mathematics General focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.

The course is fully prescribed, and is designed to support TAFE and other vocational courses. It 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 business, humanities, nursing and paramedical sciences.

### Preliminary Mathematics General Course content
- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modelling
- Focus Study: Mathematics and Communication
- Focus Study: Mathematics and Driving

### HSC Mathematics General 2 Course (BDC)
- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modelling
- Focus Study: Mathematics and Health
- Focus Study: Mathematics and Resources

### HSC Mathematics General 1 Course (CEC)
- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modelling
- Focus Study: Mathematics and Design
- Focus Study: Mathematics and Household Finance
- Focus Study: Mathematics and the Human Body
- Focus Study: Mathematics and Personal Resource Usage

* Satisfactory completion of the Preliminary Mathematics General course may be followed by study of either the HSC Mathematics General 2 course or the HSC Mathematics General 1 course.

** The HSC Mathematics General 1 course (two units of study in the HSC Year) is a Content Endorsed Course and cannot be used to meet the requirement that, to be eligible for the HSC award, students must study at least six units of Board Developed Courses. The two units of study for the HSC Mathematics General 1 course cannot be counted in the 10 units required for the calculation of an ATAR.
### Mathematics

<table>
<thead>
<tr>
<th>Course: Mathematics</th>
<th>Course No: 15240</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td></td>
</tr>
</tbody>
</table>

**Prerequisites:**
For students who intend to study the Mathematics course, it is recommended that they have completed the Stage 5.3 course. The following topics are recommended in addition for students who have completed the Stage 5.2 course: *Real Numbers, Algebraic Techniques, Coordinate Geometry, Trigonometry and Deductive Geometry* from the Stage 5.3 course (identified by § in the Mathematics Years 7–10 Syllabus).

**Exclusions:**
Mathematics General

### Course Description
The course is intended to give students who have demonstrated general competence in the skills of Stage 5.3 Mathematics course and significant competence in the skills of Stage 5.2 Mathematics course an understanding of and competence in, further aspects of mathematics, which are applicable to the real world. It is a calculus based course and is useful for both general educational merit and application to concurrent studies in science and business. This course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level and in support of courses such as any of the health sciences, economics or marketing courses.

Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should consider undertaking the Mathematics Extension 1 course.

### Main Topics Covered

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

#### HSC Course
- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications
Course: Mathematics Extension 1
Course No: 15250

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

Prerequisites:
The course is based on the assumption that students have achieved to a high standard in the Stage 5.3 course.

Exclusions:
Mathematics General

Course Description
The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of the Stage 5.3 Mathematics course and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, engineering studies and business. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences.

Students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course in Year 12.

Topics Covered

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

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

<table>
<thead>
<tr>
<th>Course: Mathematics Extension 2</th>
<th>Course No: 15260</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit for the HSC Board Developed Course</td>
<td>Exclusions: Mathematics General</td>
</tr>
<tr>
<td>The course is designed for students with a demonstrated high level of interest and aptitude in mathematics.</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**
The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in the other mathematics courses. It represents a distinctly high level of rigour in school mathematics involving the development of considerable manipulative skills and understanding in the areas of algebra and calculus. These topics are treated in significant depth. Thus, the course provides a sufficient basis for all applications of mathematics at tertiary level such as advanced mathematics and science, engineering and actuarial studies.

**Topics Covered**
- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder applications of the Mathematics Extension 1 course topics
# Modern History

<table>
<thead>
<tr>
<th>Course: Modern History</th>
<th>Course No: 15270</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC Modern History 2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

## Course Description

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

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

## Main Topics Covered Preliminary Course

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

A source-based approach is to be used. **HSC Course**

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

## Particular Course Requirements

**One Case Study** must be from Europe, North America or Australia (see list A on p.18 of the syllabus).

**One Case Study** must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.18 of the syllabus).

The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

HSC Modern History is a perquisite for HSC History Extension. HSC History Extension is only available to students during the HSC year. It is a one unit Board Developed course which involves the study and evaluation of the ideas and processes used by historians to construct history.
## Music 1

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

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

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

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

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.
### Personal Development, Health and Physical Education

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

#### Course Description

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

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

#### Preliminary Course Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

#### Optional Component (40%)

Students select two of the following options:

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

#### HSC Course Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

#### Optional Component (40%)

Students select two of the following options:

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

#### Particular Course Requirements

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

<table>
<thead>
<tr>
<th>Course: Physics</th>
<th>Course No: 15330</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Senior Science (Preliminary only)</td>
</tr>
</tbody>
</table>

### Course Description

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

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

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

### Topics Covered

#### Preliminary Course

Physics Skills Module 8.1

**Core Modules**
- The World Communicates
- Electrical Energy in the Home
- Moving About
- The Cosmic Engine

#### HSC Course

Physics Skills Module 9.1

**Core Modules**
- Space
- Motors and Generators
- From Ideas to Implementation

**One Option from the following modules:**
- Geophysics
- Medical Physics
- Astrophysics
- From Quanta to Quarks
- The Age of Silicon

### Particular Course Requirements

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

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

**Course:** Senior Science

**Course No:** 15340

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

2 units for each of Preliminary and HSC Board Developed Course

### Course Description

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

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

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

### Topics Covered

**Preliminary Course**

Senior Science Skills Module 8.1

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

**HSC Course**

Senior Science Skills Module 9.1

- Lifestyle Chemistry
- Medical Technology – Bionics
- Information Systems

One Option from the following modules:

- Polymers
- Preservatives and Additives
- Pharmaceuticals
- Disasters
- Space Science

### Particular Course Requirements

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

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

<table>
<thead>
<tr>
<th>Course: Society and Culture</th>
<th>Course No: 15350</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

## Course Description
Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

## Preliminary Course
- The Social and Cultural World (20%) – the interaction between aspects of society and cultures
- Personal and Social Identity (40%) – socialisation and coming of age in a variety of social and cultural settings.
- Intercultural Communication (40%) – how people in different cultures interact and communicate.

## HSC Course Core
- Social and Cultural Continuity and Change (30% of course time) – the nature, continuity and change, research and study of a selected country
- The Personal Interest Project (30% of course time) – an individual research project.

## Depth Studies (40%)
Two to be chosen from:
- Popular Culture – the interconnection between individuals and popular culture
- Belief Systems – role of belief systems in societies, cultures and personal life
- Equality and Difference – the nature of equality and difference in societies and cultures
- Work and Leisure – the nature and role of work and leisure in society.

## Particular Course Requirements
Completion of Personal Interest Project.
## Textiles and Design

<table>
<thead>
<tr>
<th>Course:</th>
<th>Textiles and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course No:</td>
<td>15390</td>
</tr>
</tbody>
</table>

2 units for each of Preliminary and HSC Board Developed Course

### Course Description

The **Preliminary course** involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for end use.

The **HSC course** builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

### Preliminary Course
- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

### HSC Course
- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%).

### Particular Course Requirements

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focus on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focus on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.
**Visual Arts**

<table>
<thead>
<tr>
<th>Course: Visual Arts</th>
<th>Course No: 15400</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</td>
</tr>
</tbody>
</table>

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

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

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

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

**Particular Course Requirements Preliminary Course:**
- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in artmaking, 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.
Vocational Education and Training Courses

Hospitality (240 indicative hours)

Board Developed Course
A total of 4 units of credit – Preliminary and/or HSC
Minimum mandatory work placement – 70 hours

Category B status for the Australian Tertiary Admission Rank (ATAR)
Exclusions with other Board Developed Courses – nil

Course Description
This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in accommodation services, commercial cookery or food and beverage service. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner.

Recognition of Prior Learning
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Students with Special Education Needs
Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

Assessment and Course Completion
Competency-based Assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

Optional HSC examination
Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N Determinations
Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals
Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.

School-based Apprenticeship/Traineeship
A school-based apprenticeship/traineeship is available. For more information: http://www.sbatinnsw.info/

More Information
For more information on this course: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html
Retail Services (240 indicative hours)

<table>
<thead>
<tr>
<th>Board Developed Course</th>
<th>Category B status for the Australian Tertiary Admission Rank (ATAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A total of 4 units of credit – Preliminary and/or HSC</td>
<td>Exclusions with other Board Developed Courses – nil</td>
</tr>
<tr>
<td>Minimum mandatory work placement – 70 hours</td>
<td></td>
</tr>
</tbody>
</table>

Course Description
This course provides students with the opportunity to obtain national vocational qualifications for employment in the retail services industry. Students will be able to gain skills in communication, safe work practices, customer service, retail technology, stock control and routine work activities within the retail, wholesale or community pharmacy sectors. Occupations in the retail services industry include sales clerk/assistant, customer service representative, checkout operator, wholesale clerk, pharmacy assistant and retail executive.

Recognition of Prior Learning
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Students with Special Education Needs
Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

Assessment and Course Completion
Competency-based Assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

Optional HSC examination
Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N Determinations
Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals
Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.

School-based Traineeships
A school-based traineeship is available. For more information: http://www.sbatinsw.info/

More Information
For more information on this course: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/retail-services.html
Business Services (240 indicative hours)

<table>
<thead>
<tr>
<th>Board Developed Course</th>
<th>Category B status for the Australian Tertiary Admission Rank (ATAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A total of 4 units of credit – Preliminary and/or HSC</td>
<td>Exclusions with other Board Developed Courses – nil</td>
</tr>
<tr>
<td>Minimum mandatory work placement – 70 hours</td>
<td></td>
</tr>
</tbody>
</table>

Course Description
This course provides students with the opportunity to obtain national vocational qualifications for employment in the business services industry. Students will be able to gain skills in office administration, business communication, safe and environmentally sustainable work practices and the use of technology in an office environment. Skills gained in this industry transfer to other industries. Occupations in the business services industry include sales clerk/officer, secretary/personal assistant, receptionist, payroll clerk/officer and office manager/owner of a small business.

Recognition of Prior Learning
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Students with Special Education Needs
Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

Assessment and Course Completion

Competency-based Assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

Optional HSC examination
Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N Determinations
Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals
Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.

School-based Traineeship
A school-based traineeship is available. For more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)

More Information
**Construction (240 indicative hours) – St Edward’s College**

<table>
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<tr>
<td>Minimum mandatory work placement – 70 hours</td>
<td>Exclusions with other Board Developed Courses – nil</td>
</tr>
<tr>
<td>A total of 4 units of credit – Preliminary and/or HSC</td>
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**Course Description**
This provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries.

Occupations in the construction industry include: construction or trades assistant, builder’s labourer, tiler, concreter, painter and decorator and wall or floor tiler.

**Recognition of Prior Learning**
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

**Students with Special Education Needs**
Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

**Assessment and Course Completion**

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

**Optional HSC examination**
Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

**N Determinations**
Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

**Appeals**
Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.

**School-based Apprenticeship/Traineeship**
A school-based apprenticeship/traineeship is available. For more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)

**More Information**
## Metal and Engineering (240 indicative hours) – St Edward’s College

<table>
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<tr>
<td>A total of 4 units of credit – Preliminary and/or HSC</td>
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### Exclusions with other Board Developed Courses – Industrial Technology – Metals and Engineering Industries Focus Area

### Course Description

This course provides students with the opportunity to obtain national vocational qualifications for employment in the manufacturing, engineering and related industries. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, technical drawing and engineering measurement. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, engineering draftsperson, boat builder/repairer and mechanical, production or marine engineer.

### Recognition of Prior Learning

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

### Students with Special Education Needs

Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

### Assessment and Course Completion

#### Competency-based Assessment

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

#### Optional HSC examination

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

#### N Determinations

Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

#### Appeals

Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.

### School-based Apprenticeship/Traineeship

School-based apprenticeships and traineeships are available. For more information: [www.sbatin.nsw.info](http://www.sbatin.nsw.info)

### More Information

Flexible Delivery Courses

Diocese of Lismore Online Education Centre

Changes over the past ten years have broadened the options for students enrolling for the Higher School Certificate. Students are no longer confined to a mostly academic pathway or limited to courses that can be taught at their schools. It is now possible to study using several different modes of delivery, attending different campuses and institutions, pursuing various pathways over a number of years. The information in this section deals with one such mode of delivery.

Online, flexible delivery courses have been made available within our Diocesan secondary schools to cater for specific student needs and to address equity issues associated with existing distance education.

It is not our intention to replace existing face-to-face classes with flexible delivery modes. What we are endeavouring to do is maintain a Catholic education for our students and to provide them with access to subjects that traditionally have created timetable difficulties due to their very small candidature.

The delivery of these subjects can and will be achieved through the use of emerging internet technologies. A teacher will use this infrastructure to teach students in various other schools, across several Dioceses. Some lessons will involve being on-line together at the same time, i.e. synchronously. Students follow up these lessons by accessing course materials and resources and completing set work in their own time, i.e. asynchronously. This asynchronous delivery can take place at school during the normal school day or at home in the student's own time. However, in order to meet the course requirements and to cater for all schools and students it will be necessary to timetable the synchronous classes after school each week. This is similar to existing arrangements for Extension English, Mathematics and History that already exist in some schools although students would not need to remain at school in order to participate. This and the necessity of travelling to a regional location at least twice per year to work with the teacher face to face are commitments students must consider carefully when choosing these subjects. It is recommended that students have access to a computer with reliable internet access at home.

As part of the support network for these students a mentor will be based in each school. The mentor is the first point of contact for online students needing guidance and support. Another role of the mentor is to keep in contact with the appointed online teacher and monitor student progress. Mentors also have responsibility for the coordination of exams and other assessment events that the student attempts at school. All formal assessment tasks will be conducted at school. The internet will not be used as a means of conducting formal assessment tasks. School reports for online subjects will be issued by the Diocese of Lismore Online Education Centre.

Obviously this structure and the type of learning involved may not be suited to all students. However, for motivated and conscientious students, this form of delivery may provide the flexibility required to pursue a chosen pattern of study.

The courses involved in this mode of delivery will be provided to the student at a cost, over and above existing school fees. **The course cost in 2012 is $350 per annum per course.** More detailed information can be obtained from your school.
Open High School – Languages

St Joseph’s offers senior students the opportunity to study the Japanese Continuers course on campus. However the study of other languages is not always possible for several reasons in which case the option available for students is to study through the Open High School.

The Open High School operates in a distance education mode with students completing the bulk of their learning in their home schools via a variety of strategies including:

- Printed materials
- CD ROMS
- DVDs
- Telephone lessons
- Computer-assisted communication
- Internet-based exercises delivered via the school’s online Learning Management System, Moodle

This mode of delivery requires students to be self-directed and motivated learners. In 2010 Mrs Mary Warren supervised the Open High School students assisting them with the organisation of equipment and telephone lessons as well as monitoring the return of work. Students must attend all telephone lessons and complete all designated work if they are to achieve in their language course. The Open High School also encourages students to attend face-to-face days which are usually held at Open High School once a term for students in Years 11 and 12 as these are valuable learning experiences where students meet their teachers and the other members of their class.

Please note:
The cost to parents in 2012 was $800 for each Open High School language studied. The Open High School has a quota system which limits the number of students that may be accepted for study from non-Government schools so students are not guaranteed a place.

Any student wishing to apply for study through either Lismore Diocese or Open High School must see Ms Merryweather before completing subject selection process.