St Francis De Sales Regional College, LEETON

Yanco Ave
Leeton NSW 2705

Committed to Christian Values and Excellence in Education.

SENIOR CURRICULUM HANDBOOK

YEAR 11 2016/ YEAR 12 2017

ST FRANCIS DE SALES REGIONAL COLLEGE, LEETON

- 1 -
YEAR 11 - 2016
INFORMATION EVENING

Tuesday, 28th July 2015
College Hall
6.30pm

AGENDA

 6.30 pm Opening Prayer  Mr Travis Doyle
   (Year Co-ordinator)

 Welcome  Mrs Marni Milne
   (Acting Assistant Principal)

 6.40 pm Question Time  KLA Co-ordinators

 7.10 pm BOSTES Requirements  Mrs Renae Pettit
   (Acting Leader of Curriculum)

Thank you for attending.
Your ongoing support of your son or daughter’s education is valued.
Dear Year 10 Students and Parents,

Thank you for considering St Francis De Sales Regional College for study of the Higher School Certificate. As has been well publicised, with the changing of the school leaving age now being 17, the HSC has become in many instances, the minimum educational requirement for the youth of today as they search for a successful future. It continues to be the main avenue into further study at University, TAFE and other Colleges and Institutions. The College is committed to providing opportunities that cater to diverse student interests.

This booklet will assist students providing information about the College’s curriculum, Board of Studies requirements and clarifying the subject selection process.

Students have a broad range of courses to choose from. The courses offered have been designed to cater for a wide variety of interests and for the specific prerequisites for students pursuing further studies. Please make the time to read this document and develop your understanding about the courses on offer.

Year 10 students will be given insight into the nature of the courses being offered by attending a series of seminars presented by the KLA Co-ordinators and specialist teachers. All students will have a time organised to discuss their subject selection with a variety of staff including Pastoral Teachers, the Careers Advisor and Learning and Teaching Coordinator.

I implore all students and their parents to obtain as much information as possible so correct decisions can be made. Teachers are very keen to ensure that students attempt those courses they will find ENJOYABLE BUT ALSO CHALLENGING.

The Information Evening will be vital in assisting students and parents in making some important decisions. Please make the time to attend and meet with staff.

Success in the senior years can only be achieved if the PARTNERS IN LEARNING: Students, Parents and Teachers: work together as one.

Best wishes,

Mrs Renae Pettit
Acting Leader of Curriculum
July 2015
INTRODUCTION- SUBJECT SELECTION

The process of selecting subjects for study in Years 11 and 12 is a process that involves a dialogue between the student, parents and the school. Many students are uncertain what career path they should follow. In general, there are two ways to approach selecting subjects for Years 11 and 12:

<table>
<thead>
<tr>
<th>Approach 1</th>
<th>Approach 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student identifies possible career options:</td>
<td>1. Student examines their current approach to study and determines their strengths/ weaknesses, interests/ dislikes as a student:</td>
</tr>
<tr>
<td>• What sort of career/s am I interested in?</td>
<td>• What subjects do I enjoy studying?</td>
</tr>
<tr>
<td>• What is involved in these careers?</td>
<td>• Which subjects do I perform well in?</td>
</tr>
<tr>
<td>• What career path fits me? My skills? Interests? Future aspirations?</td>
<td>• Which subjects are my skills appropriate for?</td>
</tr>
<tr>
<td>2. Student investigates the tertiary requirements that lead to this career and institutions that provide study:</td>
<td>2. What career possibilities are related to these interests and skills:</td>
</tr>
<tr>
<td>• Student gains an understanding of what subjects are prerequisites, assumed knowledge are required as well as what courses are studied as part of the tertiary qualification</td>
<td>• Student investigates careers and the tertiary requirements to pursue these careers.</td>
</tr>
<tr>
<td></td>
<td>• Students gain an understanding of what subjects are prerequisites, assumed knowledge are required as well as what courses are studied as part of the tertiary qualification.</td>
</tr>
<tr>
<td>3. Student investigates the subjects offered and questions whether these subjects are the right subjects for their abilities:</td>
<td>3. Student investigates the subjects offered and questions whether these subjects are the right subjects for their abilities:</td>
</tr>
<tr>
<td>• What are my current strengths and weaknesses as a student?</td>
<td>• What are my current strengths and weaknesses as a student?</td>
</tr>
<tr>
<td>• Could I have success in these subjects?</td>
<td>• Could I have success in these subjects?</td>
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<tr>
<td>• What skills do I need to be successful in these subjects?</td>
<td>• What skills do I need to be successful in these subjects?</td>
</tr>
<tr>
<td>• Do I have these skills?</td>
<td>• Do I have these skills?</td>
</tr>
<tr>
<td>• Am I interested in these subjects?</td>
<td>• Am I interested in these subjects?</td>
</tr>
<tr>
<td>4. Student seeks guidance from staff, parents and others. Asks questions.</td>
<td>4. Student seeks guidance from staff, parents and others. Asks questions.</td>
</tr>
<tr>
<td>5. Selects subjects in Years 11 and 12 based on interest, ability and tertiary requirements.</td>
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THE SFC PROCESS of HSC SUBJECT SELECTION

Step 1. SFC SUBJECT SEMINARS (Week 2)

Step 2. HSC INFORMATION NIGHT (Week 3- 28th July)

Step 3. DISCUSSION OF SUBJECT SELECTION IN PASTORAL

(Week 3/4)

Step 4. COMPLETE SUBJECT SURVEY FORM

(Week 4, Wednesday 5th August)

Step 5. FINAL SUBJECT LINES RELEASED – Wednesday, 19th August

Step 6. STUDENTS HAVE “ONE-ON-ONE” CONFERENCE

(Week 7- 24th August)

Step 7. STUDENTS TO SUBMIT FINAL SUBJECT CHOICE

(Week 7- 26th August)

Step 8. SFC TO FINALISE STUDENT SUBJECT CHOICES FOR 2016
Board Developed Courses for the Higher School Certificate

Studies of Religion I
Studies of Religion II

English Standard
English Advanced
English Extension I and II (HSC only)

General Mathematics 1 and 2
Mathematics
Mathematics Extension 1

Biology
Chemistry
Physics
Senior Science

Agriculture
Food Technology
Industrial Technology- Timber
Industrial Technology- Multimedia
Textiles and Design

Ancient History
Business Studies
Geography
Legal Studies
Modern History

Drama
Music 1
Visual Arts

Information Processes and Technology

Personal Development, Health and Physical Education
Community and Family Studies (CAFS)
**VET Curriculum Frameworks**

Metal and Engineering  
Hospitality  
Construction  
Business Services-Administration

**Board Endorsed/ Content Endorsed Courses**

1 Unit Sport, Lifestyle and Recreation Studies  
1 Unit Exploring Early Childhood  
Catholic Studies  
2 Unit English Studies  
2 Unit Mathematics General 1

**Life Skills Courses**

Life Skills Courses are offered in a wide range of subjects for Stage 6 by the Board of Studies. These courses are restricted. See the NSW Board of Studies ACE Manual and website for further information.
Information about the HSC

GENERAL INFORMATION

This is your introduction to the HSC and the many options now available. More information is contained in the Board of Studies publication:

*Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students* – distributed to all Year 10 students.

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses will be linked to further education and training.
- Extension courses (including undergraduate university courses) will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.
- The new HSC will fairly assess each student’s knowledge and skills.
- If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.
- For each course you will receive easy-to-understand reports, which contain much more information. These reports provide clearer indications of what you have demonstrated you know, understand and can do in each course.

WHAT TYPES OF COURSES CAN I SELECT?

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

- **Board Developed Courses**

The Board of Studies develops these courses. For each course the following information is available from the NSW Board of Studies website:

- 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 Board Developed 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 Index (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. The content endorsed courses offered to students in Stage 6 at St Francis College are Sport/Lifestyle/Recreation, Exploring Early Childhood and Work Studies. **These courses are 1 Unit courses and run for 1 year only. Choosing one of these subjects means students are only doing 11 Units for their HSC maximum.**

- Schools may also design courses to meet student needs. The Board of Studies must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate. **No such courses are available to Year 11 in 2016.**

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. **Board Endorsed Courses do not count in the calculation of the ATAR.**

**Vocational Education and Training (VET) Courses – either 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. Schools will deliver some of these courses, while TAFE or other providers will deliver others.

Further information about VET courses appears in the section listing the HSC Courses available.
**WHAT ARE UNITS?**

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 unit.

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

\[
2 \text{ units} = 4 \text{ hours per week (approximately 120 hours per year)} = 100 \text{ marks}
\]

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

**2 UNIT COURSE**
- This is the basic structure for all courses.

**EXTENSION COURSE**
- Extension study is available in a number of subjects.
- Extension courses are 1 Unit courses which build on the content of the 2 Unit course. Extension courses require students to work beyond the standard of the 2 Unit course, and 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**
- Studies of Religion can be undertaken as either a 1 unit or a 2 unit course.
- SLR, Exploring Early Childhood (CEC)
Requirements for the Award of the HSC

If you wish to be awarded the HSC:

- You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
  - at least 6 Units from Board Developed Courses including at least 2 Units of a Board Developed Course in English
  - at least three courses of 2 Units value or greater
  - at least four subjects
  - At most, 6 units of courses in Science can contribute to Higher School Certificate eligibility.

- You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.

- You must have sat for and made a serious attempt at the required Higher School Certificate examinations.

Additional information:

- The Board of Studies publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.

- 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.

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

• Teachers are being provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

• The 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.

• The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year’s School Certificate for the tests in English-literacy, Mathematics, Science and Australian History, Geography, Civics and Citizenship

• School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

• The other 50% will come from the HSC examination.

• Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

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

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

  • The Record of Achievement

  *(This document lists the courses you have studied and reports the marks and bands you have achieved.)*

  • Course Reports

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

This handbook contains information on the general organization and structure for Years Eleven and Twelve (Stage 6), in relation to both St Francis De Sales Regional College and the N.S.W. Higher School Certificate.

Read all the information carefully.

Discuss your choices with your parents and teachers.

All members of the College teaching staff are willing to discuss your choices with you and provide any additional information required.

ENROLMENT PROCEDURES FOR 2016

- Year 10 students will attend a series of seminars presented by the KLA Leaders and specialist teachers outlining the course available for study in the HSC Preliminary year in 2016. The Board of Studies has also produced information and this has been made available to students.

- This information booklet is issued to ensure students and their parents are able to digest the great deal of information, which needs to be conveyed together. In the meantime all teaching staff will be available to discuss subject choices; in particular Mr Spina, Mrs Milne, Mrs Lewis, Mr Pettit, Mrs Wood, Year Leaders and KLA Leaders would be particularly helpful in this regard.

- Students will be able to discuss their subject choices with their various teachers including their Pastoral teacher, the Careers Advisor and Leader of Curriculum.

- Recommendations regarding levels of achievement at School Certificate level and their correlation to subjects chosen especially English and Mathematics will be provided.

- Students will choose their preferred subject from the lines provided in this booklet. Each of these subjects will be available in 2016 unless a particular subject does not attract the required numbers to form a class.

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

- The Board of Studies has made it mandatory for all students to complete at least 12 units in the Preliminary year and 10 units in the HSC year.

- Each 2 Unit course attracts approximately 7.5 hours of class time per fortnight. (120 hrs per year)

- 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 I Unit. Requiring students to work beyond the standard of the 2 Unit course, extension courses are available in English, Mathematics and Music.
Vocational Education and Training Courses will be offered in four of the seven frameworks. These courses have been designed to cater specifically for those students who wish to pursue careers in these particular fields. Course guidelines require students to complete a mandatory period of “work placement” which occurs at a predetermined time in the School year.

VET courses can be utilized for the ATAR. Students wishing to do so will undergo a formal external examination at the time of the HSC. However, those students interested in a HSC leading to university are able to include only one of the VET Frameworks courses as part of their Australian Tertiary Admission Index. Each of these courses contributes towards a HSC and earns the students Industry Accreditation as well as a Certificate for each completed course.

The VET courses have been developed especially, but not exclusively, for students seeking employment rather than University placement after Year 12.

The courses have been developed for many reasons.

Statistics indicate that Australian high school students are unrealistic in their career aspirations with many seeking positions in Universities or jobs, which will not be available. A recent survey found that 56% of students in Years 10 to 12 aspired to jobs in professional occupations, which make up only 13% of the workforce. It also found that while 60% of Year 12’s wanted to go to University, only 30% of those gaining the HSC in NSW gained a University place in the following year.

The Vocational Education options better prepare students for the workplace. Students can leave school at the end of Year 12 with a list of competencies which are recognised nationally. The work placements offered in the Vocational Educational courses involve specific tasks being done or competencies gained. The courses may give credit transfers to University and TAFE, with up to one third of trade qualifications being done at school. Employers are keen to employ students with work skills and TAFE credits. It is becoming more common for apprenticeships to have Year 12 as a minimum.

As the statistics show, the needs of an increasing number of students are more likely to be met through doing Vocational courses.

**HSC - TAFE credit transfer post Year 12**

Students completing some HSC courses at a satisfactory performance band may count these towards a TAFE award and will not have to study certain subjects or modules in the TAFE course. This is called Advanced Standing and students may be granted up to 75% Advanced Standing in a TAFE course.

Universities in allocating places in various courses they offer use the Australian Tertiary Admission Rank, previously University Admission Index, UAI.

To be eligible for an ATAR a student must complete, at HSC level, at least 10 units from Board Developed Courses, including at least 2 units of English.

These Board Developed Courses must include at least 3 courses of 2 units or greater, and at least 4 subjects.

No more than 2 units of category B courses can be counted towards an ATAR. Category B subjects include all VET Frameworks and Industrial Technology. All other Board Developed Courses are Category A and will count towards a UAL.
Board Endorsed Courses are **not** counted towards the ATAR.

At least 8 units of Category A subjects must be studied to qualify for an ATAR.

**What is the ATAR used for?**
The ATAR is used by universities to rank applicants, because for the majority of courses there are more applicants than there are places available. The ATAR should not be used for any other reason because its sole function is to help universities select students for admission.

**How is my ATAR calculated?**
Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising
i) your best two units of English and
ii) your best eight units from the remaining units.
iii) No more than two units of Category B courses can be included.

The actual calculation of your ATAR is a complex process that begins with scaling your raw HSC marks and ends with ranking you among your entire Year cohort.

**Can I work out what my ATAR will be from my HSC marks?**
No. Remember that your scaled marks (not your HSC marks) are used to calculate your ATAR, and your ATAR is not an average mark, it is a rank that indicates your position.

**Can I have my ATAR recalculated?**
Generally speaking no, but there are some instances where your ATAR will be recalculated:
 i) if the Board of Studies provides amended HSC results
 ii) if you complete additional courses
 iii) if you repeat courses you have already completed.

**Will I be notified if my ATAR is recalculated?**
Yes. Your ATAR will be recalculated if you complete additional courses or repeat courses you

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**PATHWAYS FOR THE H.S.C.**

Students can qualify for the Higher School Certificate in different ways at St Francis College.

St Francis offers a traditional full-time HSC. We also offer Vocational Education and Training courses and various combinations of courses leading to the HSC.

Students may also accumulate the HSC over more than two years.

**Example 1:**

**HSC WITH ATAR – In Year 11 a student may select a schedule such as:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Advanced</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics General</td>
<td>2</td>
</tr>
<tr>
<td>Business Studies</td>
<td>2</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>2</td>
</tr>
<tr>
<td>Studies of Religion 2</td>
<td>2</td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

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Example 2:
HSC WITH ATAR – In Year 11 a student may select a schedule such as:

- English Advanced 2unit
- Mathematics 2unit
- Geography 2unit
- Visual Arts 2unit
- Studies of Religion 2unit
- Metals and Engineering (VET) 2unit

Total 12units

(1 VET subject)

Example 3:
HSC WITH ATAR – A student may select the following subjects:

- English Advanced 2unit
- Mathematics 2unit
- Legal Studies 2unit
- Studies of Religion 2unit
- Hospitality (VET) 2unit
- Metals and Engineering (VET) 2unit

Total 12units

(2 VET subjects -> 12 units. ATAR = 10 best units including English and only ONE VET subject)

Example 4:
HSC WITHOUT ATAR

- Catholic Studies 1unit
- Sports, Lifestyle and Recreation 1unit
- English Studies 2unit
- Mathematics General 1 2unit
- Hospitality (VET) 2unit
- Construction (VET) 2unit
- Agriculture 2unit

Total 12units

(2 VET subjects and Category B Course)

CHOOSING SUBJECTS.......... before you make a choice!

Planning for Years 11 and 12 demands some time and effort on your part as you make the choices placed before you.

Even if you now have some idea about what you intend to do immediately after Year 12, it is possible that you may change your mind at a future date. A wise choice of subjects will keep open your options in different fields. If you would prefer to join the workforce it may well be that a vocational HSC is suited to you. This course provides a good balance of practical and academic subjects for your final year or two of school.
Most students will now stay at school longer with the school leaving age now being 17. This seems to help employment prospects, it is very important that students choose courses and levels which are appropriate to their ability.

Choose subjects that are related to your career choice but be realistic; take Year 10 results into account and consider the advice of your teachers.

Carefully check the recommended subjects in section 8.

Some key considerations in your choice of subjects are:
- Abilities - choose subjects in which you are capable of doing well
- Interests - choose subjects which interest you
- Motivation - choose subject areas which you want to study
- Career aspirations and needs - be realistic about your career choices

Select your pattern of study carefully as courses extend over two years.

AREAS OF UNIVERSITY STUDY AND HSC SUBJECTS

This is a general guide only. You should always check with the University of your choice to confirm the relevant information.

Architecture/Design and Planning: Students intending to undertake courses in these areas are advised to study two or more units of Mathematics. A general background in Science, particularly Physics, may be helpful but is not essential.

Arts I Humanities: Degree programs in arts and liberal studies do not normally require a particular program of study at secondary school. A satisfactory level of English is required by some Universities. If you wish to study foreign languages as your subject major, however, you would be advised to include the language of your choice in your HSC program although in many cases it is possible to take introductory language courses, which do not require prior study.

Business I Commerce I Economics I Marketing and Hospitality: Subjects such as accounting, banking, economics, econometrics, finance, information systems, management and marketing all require at least two units of Mathematics as either a prerequisite or assumed knowledge. HSC Economics is considered a useful but not essential preparation for courses in these areas.

Communication I Media Studies: Most courses in these areas do not require a particular course of study at secondary school. A minimum score in English is required by some universities. However, a questionnaire and/or interview may be required, in addition to the ATAR, for admission.

Education I Teaching: In some universities courses in education may be taken in an arts, science or other program. Some universities also offer a separate teacher education program in early childhood, primary and secondary education. Students who wish to qualify as a secondary teacher must also fulfill the entry requirements for study in their proposed area of teaching specialization. For intending early childhood or primary teachers, some universities assume or require satisfactory levels of Mathematics and/or English. Note - The Department of Education and Training requires all intending primary education teachers to have included at least two units of both Mathematics and English in their HSC program. Students must achieve at least a Band 4 in Mathematics and English, whatever the level.

Engineering: At least 3 units of Mathematics is recommended for the study of all branches of engineering. At least two units of Physics and Chemistry is also recommended.

Human Movement I Sport Sciences: Most courses in these areas do not require a particular program of study at secondary school. However, a background in Science subjects and Mathematics is recommended by some
universities. Some universities also require you to provide additional information relating to your sporting achievements.

**Law:** Generally, there are no prerequisites or levels of assumed knowledge associated with any legal course, although students contemplating a law program combined with arts, business, commerce, economics, engineering, science, social sciences or social welfare must comply with the requirements for those courses. A minimum score in English is required by some universities.

**Medical I Biological Sciences:** (including dentistry, medicine, optometry, pharmacy and veterinary sciences). Students intending to take up studies in these areas are advised to include at least two units of Mathematics, Chemistry and either Physics or Biology in their HSC program. Some universities prefer the combination of Chemistry and Physics while others may have no preference as long as Mathematics and Chemistry are included.

**Nursing:** Students intending to undertake nursing studies are generally advised to include at least two units of Mathematics and two more units of Science, preferably Chemistry or Biology.

**Paramedical Science:** (including diversional therapy, medical imaging, medical radiation technology, occupational therapy, orthoptics, physiotherapy, radiography and speech therapy). Students intending to take up studies in any of these areas are advised to include at least two units of Mathematics and Science, preferably Chemistry (Physics for medical imaging or medical radiation technology) in their HSC study program.

**Performing / Creative Arts:** Students intending to undertake studies in these areas are advised to gain experience outside the school environment. Entry to most of these courses requires an audition, interview or portfolio (or a combination of these) as well as a suitable ATAR. The study of Visual Arts may be helpful for courses in the creative arts area. Some universities will, in fact, base selection to a creative arts course on the mark obtained in Visual Arts at the HSC examination. Special admission procedures may be available if you are unable to choose Visual Arts for the HSC.

**Science I Applied Science:** Most courses in applied science are four year professional courses which involves the study of Mathematics, Chemistry, Physics and either Biology or Earth and Environmental Science in the first year. 3 units of Mathematics is the assumed level of knowledge for courses in the technologies such as textiles and metallurgy while Mathematics is acceptable in areas such as food technology and the agricultural and rural sciences. Computer science is taught on the assumption that students have studied 3 units of Mathematics. Most university science courses require students to have studied as much Science and Mathematics as they can effectively handle. Your HSC program should include both Chemistry and Physics if possible.

**Social Sciences:** Social Sciences may include the study of economics, education, geography, law, psychology and sociology. Mathematics may be required for some subjects.

**Social Work I Welfare:** Most courses in these areas do not require a particular program of study at secondary school although a minimum score in English may be required by some universities.

**Tourism / Hospitality:** Most courses in these areas do not require a particular program of study at secondary school although Economics may be useful. Some courses also require a minimum level of English. Some universities require work experience in customer services as a prerequisite.

**Visual Arts:** Students intending to take up studies in the visual arts area are advised to include at least Visual Arts in their HSC program - some universities will, in fact, base selection on the mark obtained in Visual Arts at the HSC examination. Special admission procedures may be available if you are unable to include Visual Arts in your HSC program. Some courses will also require the presentation of a portfolio of work for entrance purposes.
Students are advised that enrolment in Years 11 and 12 at St Francis College cannot be assumed to be automatic. Grounds for blocking progression include:

- Omission, to a significant degree, of experiences which are integral requirements of the syllabus, eg. assignments, practical work, Religion Studies retreats.
- Failure to satisfy the Preliminary Course may block entry to Year 12.
- Conduct having an adverse effect on the studies of the student involved or other students.
- Failing to display diligence and sustained effort, through poor application or attendance.
- Unacceptably poor progress in Year 11, having regard to the candidate's ability.

Students will receive "early warnings" of unsatisfactory-progress. Failure to rectify problems may result in conditional enrolment, as arranged by the Principal, or work contracts as arranged by the relevant Coordinator(s).

**PRINCIPAL'S CERTIFICATION**

(a)  *In order to receive a result in any course*, candidates must satisfactorily study that course. Satisfactory study involves not only the completion of Assessment Tasks but satisfactory participation and progress in all aspects of the course. If the Principal is not prepared to certify that you have satisfactorily studied a course, the Board may cancel your results in that course.

The effect of such a decision may be that you receive results in less than 12 units and are therefore not eligible for the Higher School Certificate or HSC Preliminary Certificate.

(b)  *In order to receive a Higher School Certificate or HSC Preliminary Certificate*, candidates must have followed the course, displayed sustained effort and diligence and achieved some or all of the course outcomes. If the Principal is not prepared to certify that your record is satisfactory, the Board may award a Result Notice instead of a certificate.

If it appears, during the course, that certification may have to be withheld, a Subject Coordinator or Year Coordinator will attempt to counsel you. Your parents may also be notified. If certification is ultimately withheld, the Principal will advise you of the decision and the appeal provisions.

**STUDY**

As has been pointed out, the HSC program involves a demanding academic program. Students intending to complete a HSC leading to university should be prepared to spend considerable time, up to 3 hours on most nights, in private study. Unless this is the case students could not realistically expect to complete their course successfully.

Not all subjects set regular nightly "homework". More commonly, assignments are set to be completed by a certain date. The amount of work put into such assignments is often up to students. It would be expected that a student gains most benefit from the reading and other preparatory work for an assignment. One of the important things a student must learn is to organise personal study time so that an assignment is not begun the day before it’s due. A late start will mean...
Planning is essential if the best value is to be obtained from the time spent at study.

**Study lessons**

Some students will have study lessons at school. It is important to use these to reduce some homework. This applies especially to students with sporting or paid work commitments. The use of study time is primarily the responsibility of each student and the student group collectively, under the guidance and assistance of study supervisors, librarians and Year Coordinators. All students are expected to cooperate, so that learning is enhanced.

For study lessons students are to move to the designated study area immediately. Quiet, individual study is the expectation.

**ATTENDANCE**

If students elect to attend school they must do so regularly to be eligible to sit for the HSC examinations and for the school to be eligible to receive various Government Grants.

The School roll is the legal evidence of attendance and as such must be accurately kept by the School. Absence must be recorded on the roll in one of three ways:

- Absence through sickness.
- Absence with leave.
- Unaccounted absence.

To assist class teachers to fill in the class roll accurately parents are asked to send a note if

a) a student is absent through sickness - if the sickness is prolonged a phone call to the office is appreciated so that it is known that a student will be away for some days;

b) a student has to leave the school during a school day for some reason.

Parents are asked where possible to arrange necessary medical and dental appointments out of school time.

Teachers on duty have the right to request to see a student’s pass or permission letter and refuse exit if it is not presented.

Students over 15 are not legally bound to attend school. If a student is absent repeatedly without sufficient cause his/her place will be declared vacant.

Unsatisfactory attendance prevents the award of the Higher School Certificate when it means that course completion criteria are not met. If students are late for school or late for class they should have a note and obtain a "late slip" from the office and present it to the appropriate class teacher.

**TRANSPORT**

**Cars and Motor Bikes** - Senior students ARE NOT ENCOURAGED drive to school on a regular basis. If they do, they need the permission of the Principal to do so. There is NO parking available on the school grounds for vehicles being driven by senior students.

Students will not be permitted to travel to school events or excursions in their vehicles. Exemptions may be made in special cases but under no circumstances will students be permitted to carry other students to excursions etc. without the written permission of the parents of those other students.

The Principal reserves the right to have a student deposit his/her car keys at the office during school hours for any breaches of the above directions.
UNIFORM

Please check the Student Diary for accurate details of uniform requirements.

CHANGING SUBJECTS

It is hoped that the subject selection made by each student at the end of the enrolment procedure is final. Changes during Year 11 are not encouraged. No changes will be made after Week 4 of Term 1. Students must complete a Change of Subject Form and be authorized by Mr Fuller to change courses.

Should it be necessary to consider a change of subjects, the student needs to consult with the Learning and Teaching Coordinator. Students wishing to change subjects must take into account that Preliminary Courses finish at the end of Term 3.

Students are also advised not to make definite decision about dropping a particular subject part way through a course. These decisions should be made at the conclusion. No students will be able to drop back to 10 or 11 Units before Term 4 Week 2.

ASSESSMENT POLICY

Preliminary Higher School Certificate

FORWARD

Senior students pass through two distinct Stages.

Year 11 is the PRELIMINARY COURSE and
Year 12 is the HIGHER SCHOOL CERTIFICATE COURSE.

The Preliminary Course must be completed satisfactorily before a student can attempt the Higher School Certificate.

In order to educate students to develop good work and study habits, St Francis has developed an Assessment Policy for Year 11 that prepares all students for the Assessment Procedure necessary for the Higher School Certificate. Assessment for Year 11 is school-based.

Students are expected to satisfy all the Assessment Requirements of the courses in which they are enrolled.

This HSC has standards: clear statements in every syllabus about what students are expected to learn and should be able to demonstrate by the end of Year 12. Knowing what the standards are will help students set and achieve their Higher School Certificate goals.

Students completing the HSC examinations will receive detailed reports of their exam results and school assessments for each course.

The HSC gives students, parents and future employers a clear understanding of what is to be learned, how it is measured and how achievement is reported.

The standards for each course are included in this document. It needs to be remembered that these standards are summative i.e. they describe a student’s standard at the conclusion of the HSC course.
This booklet outlines the Conditions of Assessment at St Francis and the Assessment Schedules for each course, as developed by the appropriate Key Learning Area. Approximate timing for Assessment Tasks is indicated, but as KLA Departments conduct ongoing evaluation of their Assessment Procedures, modifications to Assessment Programs may be made from time to time. Students will be notified of all changes well in advance.

While Assessment Tasks are an essential part of the Preliminary Course and Higher School Certificate Course, they are neither more nor less important than other assignments allocated for homework, private study and research. The best preparation for Assessment Tasks is organisation and a serious attempt at all work that is set for a particular subject.

It must be remembered that the aim of the Assessment Program is to determine the level of student achievement in relation to the predetermined course outcomes. Students will be assessed according to their performance using a range of Assessment tools, which will give all students an opportunity to achieve. Often these varied tasks will provide important information about students’ performance that is not easily gathered through examinations.

Students must develop effective study programs and keep up-to-date with Assessment Tasks and day-to-day class work and homework. This is the only way of ensuring the best possible results.

PURPOSES OF ASSESSMENT
The Assessment Program is designed to measure the performance of each student at various times throughout the course. These marks are combined to give a final Assessment Mark for all students in each course.

ASSESSMENT COMPONENTS
For Assessment purposes, the syllabus for each course is divided into major areas known as components. The importance of each component is indicated by a weighting (percentage - %) assigned to it. The weightings of each component give an indication of the marks available for the Assessment Tasks involving that component.

ASSESSMENT TASKS
Assessment for the Year 11 Preliminary Course will commence during Term 1 and will conclude with the Yearly Examinations in Week 10 of Term 3.

Each course has a number of Assessment Tasks to be performed. Although the number may vary slightly from one course to another, the Board of Studies recommends between 3 and 5 tasks only. Assessment Tasks are usually of a kind with which students are familiar eg tests, practical work, research projects, oral presentations, demonstrations etc. The major examinations may have an Assessment Component.

Approximate dates for the Assessment Tasks for each course are given in this booklet. As the time for each draws closer, the exact time is given by the teacher with a minimum of two weeks’ notice for Year 12. Occasionally, circumstances may make it necessary to change the date for the Assessment Tasks.
Students are obliged to do the Assessment Tasks at the times set down unless there is a valid reason/s for not doing so. The Board of Studies gives schools the right to decide what reasons are acceptable; further, the school may be obliged, on occasion, to ensure that the reason given by a student is genuine. Requests for a medical certificate and consultation with parents might need to be made if circumstances arise.

**NON-COMPLETION OF TASKS**
Failure to submit Assessment Tasks: If a student fails to submit an Assessment Task specified in the Assessment Program and the teacher considers that student has a valid reason/s e.g. illness or endorsed leave, an extension of the time may be granted or a mark may be awarded based on a substitute task. Students must complete an Illness/ Misadventure Extension Form obtained from the Learning and Teaching Coordinator.

Where there is NO VALID reason for non-completion of an Assessment Task, a ZERO MARK must be recorded for that Task.

**ASSESSMENT PROCEDURES**

1. **Absence from a Task on that day:**
   a) the Learning and Teaching Coordinator, via the school, must be notified of the absence at the time
   b) on the first day of return to school the student must present documentary evidence explaining the absence, including a Medical Certificate in the case of illness.
   c) the Illness Misadventure/ Extension Form must be obtained from the Learning and Teaching Coordinator. The form must be completed by the Learning and Teaching Coordinator, KLA Coordinator, parent and student before a decision is made. Requests will be considered on their merit and it should not be assumed that they would automatically be granted. The Learning and Teaching Coordinator will advise the student of the decision via the completed form. A copy of the form is in this booklet
   d) if a student is absent from an Assessment Task due to a family matter, (e.g. family illness or bereavement) contact should be made with the Learning and Teaching Coordinator via the school, a letter of explanation is required as is completion of an Illness Misadventure/ Extension Form. Each case will be evaluated individually if the need arises.

Failure to follow these procedures will earn a ZERO MARK for the Task

2. **Failure to attend School or individual classes on the day a Task is due:**
   Students who stay away from school for the purposes of completing and/or doing extra work on a piece of work to be submitted, will be considered as being involved in partial truancy, therefore gaining an unfair advantage and will attract a penalty accordingly.

3. **Late submission of work:**
   A ZERO MARK will be given for the Task unless an application for an extension of time is made (and upheld) BEFORE the due date. If the extension is granted there will be no mark penalty. Students must obtain an Illness Misadventure/ Extension form from the Learning and Teaching Coordinator. It must be submitted fully completed.
4. **Authenticity of student work:**

Assessment Tasks are set to assess and report on a student’s demonstrated ability in a range of areas. It is therefore essential that the student has created the work, which is received. Concerns relate to acknowledging sources and plagiarism and include:

- Copying from others’ work (in part or in full)
- Downloading from the Internet (in part or in full)
- Submitting others’ work (in part or in full)

A concern also surrounds the assistance students receive in Assessment Tasks. It is important to realise that when another person (e.g. friend, family member, tutor etc.) assists in the completion of an external Assessment Task, the value of the task as an educational and assessment tool is diminished. Likewise, if a student is receiving worked examples specific to the task, the resulting submission may not reflect a true indication of the students ability. As a result the student may not reap the full benefit expected from the experience of working through the task.

In such an event, a student may be asked to re-sit the task or part of the task under classroom conditions to provide a means of verifying the content and standard of work. They may also be required to supply a detailed list of the research materials used to generate their submission.

If a student is found to have not submitted his or her own work;

- They will be penalised and will receive a ZERO for the task
- Parents will be informed by letter, when serious concerns are evident
- The student may be required to resubmit the task in part or in full.

If a student is found to have supplied their work for the purpose of allowing another student to copy or paraphrase all or part of it, they will also receive a ZERO mark.

All students in this cohort will undertake the “*All My Own Work*” programme during their Preliminary HSC year, which is mandated by the NSW Board of Studies. This will be acknowledged on the HSC Confirmation of Entry, Principal’s Certification document and signed by the students prior to their HSC examinations. As a result of this, all issues relating to plagiarism and acknowledgement of sources has been thoroughly covered, and students are aware of the implications if breaches occur. The Board of Studies and College view acts of malpractice as being serious breaches of a student responsibility and obligations.

5. **Student Absence when the task is given;**

If a student is absent when the task is actually given, he/she must approach the teacher or KLA Co-ordinator at the earliest convenience for details.

6. **Procedures for handing in Assessment Tasks:**

All Assessment Tasks must be handed directly to the classroom teacher personally on or before the due date and at the time designated by the teacher. If the teacher responsible for the task is unavailable that day, the task must be handed to the KLA Co-ordinator. Should this person also be unavailable, the task is to be handed to the staff at the Front Office who will register the date/time of submission.

**NO ASSESSMENT TASKS ARE TO BE PLACED IN THE STAFFROOM OR IN TEACHERS’ PIGEON HOLES.**

Assessments are to be submitted as a hard copy unless otherwise stated by the teacher. Where agreement has been reached to provide an electronic copy of the student’s work, submission must be done at the specified time so that no unfair advantage can be obtained.
Failure to comply with this will incur penalties as noted in this policy. Students are expected to ensure that their work is backed up and that drafts are saved. You must also ensure that they have access to a working printer. Use of working technology is the responsibility of the student. You should ensure that they have adequate time to deal with issues should they occur.

7. **Querying Assessment Task Results:**
   Mark/Results for individual Assessment Tasks can only be queried at the time the tasks are returned to students. It is the student’s responsibility to see the teacher at this time. Should a student wish to appeal their result after discussion with their teacher, a panel will be convened consisting of the Learning and Teaching Coordinator, KLA Coordinator and classroom teacher. Determination of the panel is final.

8. **Use of Estimates and Substitute Tasks**
   If a student enrolls late in the Preliminary Course, the KLA Coordinator may either ask a student to complete the missed task or substitute task OR use an estimate before the final mark is determined. This will be based on results in other Assessment Tasks and determined by the KLA Coordinator.

**ASSESSMENT RESULTS**
Results for Assessment Tasks, may be given as marks and/or grades. Students should check their corrected work and the result they were given. A check should be made with the teacher if there is any doubt about the result or any part of it. Any question regarding the marks awarded must be settled at this stage; requests for consideration at a later stage cannot be granted. Students are advised to keep their work samples for the duration of the Preliminary Course.

**NON-ASSESSMENT WORK**
The importance of work done for Assessment cannot be over-emphasised but the ordinary day-to-day work cannot be neglected.
The non-assessment work has an important bearing on Preliminary and HSC Examinations performance and student application must be maintained in this area. Failure to do so may breach Board of Studies course requirements.

**ADVICE**
The Assessment Program is a challenge but one which can be faced confidently with the right attitude. With each Assessment Task, you have the potential to influence your HSC result.
For advice, parents and students can consult with their classroom teacher, KLA Coordinators, the Learning and Teaching Coordinator, Board of Studies website and the Assessment, Certification and Examination (ACE) Manual.

Approach each task positively, manage your time effectively, ask questions where necessary and do your best.
CRITERIA FOR SATISFACTORY COURSE COMPLETION

The Board of Studies has stated that the following Course Completion Criteria will apply to both Preliminary and HSC Courses:

A student will be considered to have satisfactorily completed a course if in the Principal’s view, there is sufficient evidence that the student has:

a) followed the course developed or endorsed by the Board;
b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

c) achieved some or all of the course outcomes.

St Francis De Sales Regional College, interpreting these requirements, regards the following grounds as a basis for failing to satisfactorily complete a Preliminary Course:

a) omission to a significant degree of experiences and learning activities which are integral to achieving “some or all of the course outcomes” (e.g. assignments, homework, practical work, fieldwork, classwork etc).
b) preparation so trivial that poor examination performance is likely to occur.
c) failure to make a genuine attempt at tasks worth over 70% of available assessment marks. It is a matter for the schools’ professional judgment whether the attempt is a genuine one;
d) having a record and/or pattern of poor attendance which in the Principal’s judgment is contrary to the Course Completion Criteria. This includes, other than for exceptional circumstances, attending less than 85% of the available school days; and
e) insufficient application i.e. lack of “diligence and sustained effort”, leading to unacceptably poor progress having regard to the candidate’s ability.

If a candidate is at risk of being deemed unsatisfactory in a Preliminary Course for one or more of the above reasons, then the Principal will ensure the following procedures are followed:

i) warn the candidate in writing in time for the problem to be corrected;
ii) hand the warning to the candidate or post by ordinary mail;
iii) request the candidate’s written acknowledgement of the warning;
iv) retain a copy of the warning notice; and
v) advise the parent or guardian.
ST FRANCIS DE SALES REGIONAL COLLEGE, LEETON

UNSATISFACTORY COMPLETION OF PRELIMINARY / HSC COURSE

STUDENT’S NAME DATE:

Dear ………………………………………

The purpose of this letter is to warn you that ………………. in danger of receiving an Unsatisfactory ('U') determination in the course listed below. This determination will mean that he/she will not receive a result in this course on his/her Preliminary Record of Achievement. It may also mean that he/she is unable to proceed to the HSC Course as he/she has not satisfactorily completed the Preliminary Course.

Course in jeopardy: …………………………………

The following information specifies those areas where ………………………. is failing to meet Board of Studies requirements. The Board requires Principals to issue a minimum of two course-specific warnings prior to a final determination being made for a course.

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

a) followed the course developed or endorsed by the Board; and
b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
c) achieved some or all of the course outcomes.

……………………. has not to date satisfactorily met ……………………… (a, b, c or all three areas)

The following list notifies you of those tasks not yet completed and/or for which ……………….. has not made a genuine attempt. In order for him/her to satisfy course requirements the following tasks need to be satisfactorily completed.

<table>
<thead>
<tr>
<th>Task Name/Course Requirement</th>
<th>Date Task initially due</th>
<th>Action required</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Please regard this letter as an OFFICIAL WARNING. The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

This is the FIRST warning we have issued concerning the …………………………………………

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~~ Unsatisfactory Completion of Preliminary/HSC Course ~~

Please discuss this matter with ..................... And contact the school if further information or clarification is needed.

Yours sincerely,

__________________________________________
Class Teacher/KLA Co-ordinator

__________________________________________
Principal

Please complete, detach and return the below portion to the College OFFICE

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A PRELIMINARY COURSE

I have received the letter dated ________________________________ indicating that ________________

Is in danger of not having satisfactorily completed the course listed above.
I am aware that this course may not appear on his/her Record of Achievement.
I am also aware that the “U” Determination may make him/her ineligible to proceed to the Higher School Certificate Course in this Course.

Parent/Guardian Signature__________________________ Date____________

Student’s Signature_______________________________ Date____________
Dear ………………………………….

Your child, …………………………… has been awarded a **Score of Zero** for the **Preliminary Course** as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Geography</th>
<th>Course Preliminary</th>
<th>2 Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Task</td>
<td>19th September 2011</td>
<td>Research Task/ Portfolio</td>
<td>Major Assessment</td>
</tr>
</tbody>
</table>

**REASON FOR RECOMMENDATION:**

- [ ] Absence from Assessment Task
- [ ] Failure to submit an Assessment Task
- [ ] Late/Non-Submission of an Assessment Task
- [ ] Failure to attend alternate Assessment Task
- [ ] Unsatisfactory class application/progress
- [ ] Proven cheating in an Assessment Task

**SUMMARY OF SITUATION:**

*The Senior Geography is a major Assessment Task with 20% of the overall Preliminary Course Assessment Mark for this subject.* ……………………….. is still expected to submit this assignment as soon as possible.

**TEACHER:**

_____________________

**KLA CO-ORDINATOR**

Signature of Student:…………………………………………… Date:…………………………

Year Co-ordinator:………………………………………… Date:…………………………

Yours sincerely,

Mrs Renae Pettit
Leader of Curriculum

Please complete, detach and return to the College Office

I have received and noted the **SCORE OF ZERO** for my child ……………………………… For the **PRELIMINARY Assessment Course** in …………………………………………………

**Parent/s Signature:**……………………………………….. **Date:**……………………………………
ILLNESS MISADVENTURE/ EXTENSION REQUEST FORM

I, ___________________________ hereby apply for an EXTENSION of TIME for the Task specified below or an ALTERNATIVE TASK.

<table>
<thead>
<tr>
<th>Course:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task:</td>
<td>Due Date:</td>
</tr>
</tbody>
</table>

REASON for ABSENCE/ EXTENSION or ALTERNATIVE TASK
(Documentary evidence from Parent/Doctor to be attached)

Was the College contacted by phone (if absent for task)? YES ☐ NO ☐
Is a Medical Certificate attached? YES ☐ NO ☐

In applying for this EXTENSION or ALTERNATIVE TASK, I assure the Principal that I am not taking unfair advantage over other students in this course.

SIGNATURE DATE

Student: 

Parent: 

KLA Coordinator: 

Learning and Teaching Coordinator: 

TEACHER USE ONLY-DECISION
☐ Alternate Assessment Task to be set___________________________________________________________

☐ Extension of time granted until_______________________________________________________________

☐ ZERO Score to be recorded ( Unsatisfactory Warning Letter to be issued)

☐ Other action______________________________________________________________________________

Copies to Student/ KLA Coordinator/ Learning and Teaching Coordinator
WHAT IF I LEAVE SCHOOL BEFORE COMPLETING THE HSC?

At the end of 2011 the NSW Government replaced the School Certificate. The new credential is called the Record of School Assessment. Students will receive this if they meet the requirements of Stage 5 or 6 and if they leave before completing the HSC.

Fully implemented the RoSA will:
- Be a record of the full range of student achievements right up to the day they do their HSC or leave school
- Provide an electronic record of achievements that students can use at any time
- Use assessment by teachers in schools, moderated by the Board of Studies NSW to ensure reliability and fairness of grades
- Provide the capacity to record vocational courses and students’ vocational experiences as well as citizenship and leadership achievements such as First Aid courses, community languages courses and Duke of Edinburgh awards
- Offer on-line literacy and numeracy tests, with particular emphasis on work readiness that students will be able to undertake twice a year from next year.

The RoSA will be available electronically and as a verifiable hard copy on demand with the most up-to-date information on a student’s achievements, across all subjects and a range of extra-curricular activities.

The Board of Studies NSW has consulted widely with the teaching and broader community to ensure the RoSA balances the need to encourage students to stay at school for their HSC, while still offering a meaningful credential to those who choose to leave earlier.

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

A cumulative credential – recognising all your academic achievements

The RoSA recognises that many students who leave school before completing their HSC continue on to complete some further courses.

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

A credential for school leavers

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

- To receive a RoSA you will need to meet your school’s attendance requirements.
- You will be able to request a RoSA through your school when you talk to your teachers or principal about leaving and if you are eligible, your RoSA credential will be sent directly to you.
- If you have completed any Life Skills courses you will receive your Life Skills Profile of Student Achievement at the same time as your RoSA.

Fair grades for everyone

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

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

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

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

**Recording extra-curricular achievements**
The Board is working on a new online package that will allow students to collect evidence of their extra-curricular achievements such as first-aid qualifications or volunteer work. The pilot project will begin in 2012.
Grading for Preliminary Courses

Schools are responsible for awarding each student studying and completing a Stage 6 Preliminary course a grade (A, B, C, D or E) to represent the student’s achievement (except Life Skills courses and VET). The grade awarded is reported on the student’s Record of School Achievement.

The Common Grade Scale

Teachers will use the Common Grade Scale for Preliminary Courses for all Board Developed and Board Endorsed Courses to determine grades. The grade descriptions are derived from the knowledge, skills and understandings developed in Stage 6 syllabuses and provide a general description of typical performance at each grade level, A to E.

Determining Stage 6 Preliminary course grades

Teachers should follow the school’s procedures for assessment of student achievement in Preliminary courses and the awarding of grades.

The process should involve the collection of information on the achievement of each student at various stages throughout the course. This assessment information presents a picture of what the student knows, understands and can do in relation to the syllabus objectives and outcomes. Teachers apply their professional judgment to the overall picture of student achievement at the end of the course. The Common Grade Scale for Preliminary Courses is then used to make an on-balance judgment of the most applicable grade description. A student should be awarded the grade that aligns with the most appropriate grade description.

Common Grade Scale for Preliminary Courses

The Common Grade Scale shown below should be used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A
The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B
The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C
The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D
The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E
The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.
UNDERSTANDING HSC TERMINOLOGY

UNIT All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 Unit or 2 Units. Most courses are 2 Unit.

Each unit involves class time of approximately 4 sessions per fortnight (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.

A 2 Unit Course = 9 sessions per fortnight.

SUBJECT Is the general name given to an area of study

COURSE Is a branch of study within a subject; a subject may have several different courses, for example, within the subject English, the courses include English Studies, English Standard, English Advanced, HSC English Extension 1, HSC English Extension 2 and English as a Second Language.

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. Extension courses are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.

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 BOARD ENDORSED

COURSE 1 unit equals approximately 4 sessions per fortnight or 60 hours per year. There are a number of 1 Unit Board Endorsed Courses. These courses do not count towards the ATAR.

BOARD ENDORSED COURSES

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student’s Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).
Course: Studies of Religion I

1 unit for each of Preliminary and HSC Board Developed Course

Exclusions: Studies of Religion II

Course Fee: $65

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.
<table>
<thead>
<tr>
<th>Course: Studies of Religion II</th>
<th>Course Fee: $85</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Studies of Religion I</td>
</tr>
</tbody>
</table>

**Course Description**

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

**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/expressions 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.
Course: English (Standard)  
Course Fee: $60

2 units for each of Preliminary and HSC Board Developed Course

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

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.
<table>
<thead>
<tr>
<th>Course: English (Advanced)</th>
<th>Course Fee: $35</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: English (Standard); English Studies</td>
</tr>
</tbody>
</table>

**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.

In the 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.
| Courses: | Preliminary English Extension  
|          | HSC English Extension 1  
|          | HSC English Extension 2 (HSC only) | Course Fee- $25 |
| 1 unit of study for each of Preliminary and HSC |

**Prerequisites:**
(a) English (Advanced)  
(b) Preliminary English (Extension) is a prerequisite for English Extension Course 1  
(c) English Extension Course 1 is a prerequisite for English Extension Course 2

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

**Course Description**
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.

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.

**Main Topics Covered**

**Preliminary English (Extension) Course**
The course has one mandatory section: Module: Texts, Culture and Value.

**HSC English Extension Course 1**
The course has one section. Students must complete one elective chosen from one of the three modules offered for study:
- Module A: Genre
- Module B: Texts and Ways of Thinking
- Module C: Language and Values.

**HSC English Extension Course 2**
The course requires students to complete a Major Work.

**Particular Course Requirements**
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.

**HSC English Extension Course 1** requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2009–2012 Electives and Prescribed Texts).

**HSC English Extension Course 2** requires completion of a Major Work and a statement of reflection.
**Course:** Mathematics General 2  
**Course Fee:** $55

2 units Preliminary (Board Developed Course)
2 units HSC (Board Developed Course)

**Prerequisites:** The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* (2002) up to, and including, the content and outcomes of Stage 5.1. For students who intend to study the HSC Mathematics General 2 course, it is recommended that they study at least some of the Stage 5.2 content of the *Mathematics Years 7–10 Syllabus* (2002), particularly the *Patterns and Algebra* topics and *Trigonometry*, if not all of the content.

**Exclusions:** Students may **not** study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics General 2 course.

**Course Description**

The Preliminary Mathematics General course and the HSC Mathematics General 2 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 2 course content is written in the same five Strands and includes a further two Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC Mathematics General 1 pathway. The Preliminary Mathematics General/HSC Mathematics General 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.

**Main Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Mathematics General Course</th>
<th>HSC Mathematics General 2 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strand: Financial Mathematics</td>
<td>• Strand: Financial Mathematics</td>
</tr>
<tr>
<td>• Strand: Data and Statistics</td>
<td>• Strand: Data and Statistics</td>
</tr>
<tr>
<td>• Strand: Measurement</td>
<td>• Strand: Measurement</td>
</tr>
<tr>
<td>• Strand: Probability</td>
<td>• Strand: Probability</td>
</tr>
<tr>
<td>• Strand: Algebra and Modeling</td>
<td>• Strand: Algebra and Modeling</td>
</tr>
<tr>
<td>• Focus Study: Mathematics and</td>
<td>• Focus Study: Mathematics and</td>
</tr>
<tr>
<td>Communication</td>
<td>Health</td>
</tr>
<tr>
<td>• Focus Study: Driving</td>
<td>• Focus Study: Resources</td>
</tr>
</tbody>
</table>

- 40
<table>
<thead>
<tr>
<th>Course: Mathematics</th>
<th>Course Fee: $55</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
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</tr>
</tbody>
</table>

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

**Exclusions:** General Mathematics

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

### Main Topics Covered

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

#### HSC Course
- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications
<table>
<thead>
<tr>
<th>Course: Mathematics Extension 1</th>
<th>Course Fee: $25</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit in each of Preliminary (Preliminary Mathematics Extension) and HSC Board Developed Course</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry of Mathematics Years 7–10 Syllabus.</td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions:</strong> General Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**

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

**Main Topics Covered**

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

**HSC Course**
- Methods of integration
- Primitive of \(\sin^2 x\) and \(\cos^2 x\)
- Equation \(\frac{dN}{dt} = k(N - P)\)
- Velocity and acceleration as a function of \(x\)
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics HSC course topics
<table>
<thead>
<tr>
<th>Course: Mathematics Extension 2 (HSC only)</th>
<th>Course Fee: $10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit for the HSC</td>
<td></td>
</tr>
<tr>
<td>Board Developed Course</td>
<td></td>
</tr>
<tr>
<td>The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.</td>
<td></td>
</tr>
<tr>
<td>Exclusions: General 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 other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

**Main Topics Covered**

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 topics
Course: Biology
2 units for each of Preliminary and HSC Board Developed Course
Course Fee: $185
Exclusions: Senior Science (Preliminary only)

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

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

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

Topics Covered

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

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

The Preliminary course includes a field study related to local terrestrial and aquatic environments. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.
<table>
<thead>
<tr>
<th>Course: Chemistry</th>
<th>Course Fee: $160</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 knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students’ understanding of the Earth’s resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds.

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

### Topics Covered

#### Preliminary Course

Chemistry Skills Module 8.1

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

#### HSC Course

Chemistry Skills Module 9.1

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

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

### Particular Course Requirements

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

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.
**Course Fee:** $165

<table>
<thead>
<tr>
<th>Course: Physics</th>
<th>Course Fee: $165</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**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics Skills Module 8.1</td>
<td>Physics Skills Module 9.1</td>
</tr>
<tr>
<td>Core Modules</td>
<td>Core Modules</td>
</tr>
<tr>
<td>- The World Communicates</td>
<td>- Space</td>
</tr>
<tr>
<td>- Electrical Energy in the Home</td>
<td>- Motors and Generators</td>
</tr>
<tr>
<td>- Moving About</td>
<td>- From Ideas to Implementation</td>
</tr>
<tr>
<td>- The Cosmic Engine</td>
<td>One Option from the following modules:</td>
</tr>
<tr>
<td></td>
<td>- Geophysics</td>
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<td></td>
<td>- Medical Physics</td>
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<td></td>
<td>- Astrophysics</td>
</tr>
<tr>
<td></td>
<td>- From Quanta to Quarks</td>
</tr>
<tr>
<td></td>
<td>- The Age of Silicon</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>Course: Senior Science</th>
<th>Course Fee: $165</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics</td>
</tr>
</tbody>
</table>

**Course Description**

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

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

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

**Topics Covered**

**Preliminary Course**
- Senior Science Skills Module 8.1
- Core Modules
  - Water for Living
  - Plants
  - Humans at Work
  - The Local Environment

**HSC Course**
- Senior Science Skills Module 9.1
- Core Modules
  - Lifestyle Chemistry
  - Medical Technology – Bionics
  - Information Systems
- One Option from the following modules:
  - Polymers
  - Preservatives and Additives
  - Pharmaceuticals
  - Disasters
  - Space Science

**Particular Course Requirements**

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

The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.
Course: Agriculture  
Course Fee: $130

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

Course Description
The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

Main Topics Covered

Preliminary Course
- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

HSC Course
Core (80%)
- Plant/Animal Production (50%)
- Farm Product Study (30%)

Elective (20%)
Choose ONE of the following electives to study:
- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

Particular Course Requirements
Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.
<table>
<thead>
<tr>
<th>Course: Food Technology</th>
<th>Course Fee: $190</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

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

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

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

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

**Particular Course Requirements**
There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students must ‘learn about’ food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand.
**Course:** Industrial Technology- Multimedia  
**Course Fee:** $135

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Developed Course</td>
</tr>
<tr>
<td><strong>Exclusions:</strong> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses</td>
</tr>
<tr>
<td><strong>Students may not choose Industrial Technology Multimedia and Timber</strong></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.

In the Preliminary study, the content is introductory and is related to a number of practical projects and the study of an individual business in the focus area.

The aim of the Preliminary course is to prepare and equip the students with the necessary knowledge and skills to successfully complete the HSC Major Project and related folio.

The HSC content is centred on the application of design, research and manufacture of a Major Project and related folio, together with a more detailed study of the focus area industry.

*Some of the areas studies are:*
- web authoring
- publishing
- sound creation/capture/editing
- image creation/capture/editing
- video creation/capture/editing
- text creation/capture/editing
- animation creation/capture/editing
- 2D/3D drawing

**Main Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry Study (15%)</td>
</tr>
<tr>
<td>Design (10%)</td>
</tr>
<tr>
<td>Management and Communication (20%)</td>
</tr>
<tr>
<td>Production (40%)</td>
</tr>
<tr>
<td>Industry Related Manufacturing Technology (15%)</td>
</tr>
</tbody>
</table>

**HSC Course**

<table>
<thead>
<tr>
<th>Industry Study (15%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Project (60%)</td>
</tr>
</tbody>
</table>
- Design, Management and Communication
- Production
| Industry Related Manufacturing Technology (25%) |

**Particular Course Requirements**

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

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.
<table>
<thead>
<tr>
<th>Course: Industrial Technology- Timber</th>
<th>Course Fee: $90</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions:</strong></td>
<td></td>
</tr>
<tr>
<td>Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses</td>
<td></td>
</tr>
<tr>
<td><strong>Students may not choose Industrial Technology Multimedia and Timber</strong></td>
<td></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.

**Main Topics Covered**

**Preliminary Course**

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

**HSC Course**

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

**Particular Course Requirements**

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

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.
<table>
<thead>
<tr>
<th><strong>Course:</strong> Textiles and Design</th>
<th><strong>Course Fee:</strong> $265</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Fashion and Textiles TVET CEC 43480 Fashion Design and Technology TVET CEC 41016</td>
</tr>
</tbody>
</table>

**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 textile 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.

**Main Topics Covered**

**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 focuses 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 Properties and Performance of Textiles and focuses 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.
<table>
<thead>
<tr>
<th>Course: HSC Ancient History</th>
<th>Course Fee: Approximately $130</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 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.
Course: HSC Modern History  
Course Fee: Approximately $70

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 the role of key features, issues, individuals, groups, events and concepts from the C19th to the present using the methods of historical inquiry.

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

Main Topics Covered

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

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

Particular Course Requirements
In the Preliminary course, one Case Study must be from Europe, North America or Australia (see list A on p.18 of the syllabus).

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

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

Course Fee: Approximately $85

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

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

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

Preliminary Course
Nature of business (20%) – the role and nature of business

Business management (40%) – the nature and responsibilities of management

Business planning (40%) – establishing and planning a small to medium enterprise

HSC Course
Operations (25%) – strategies for effective operations management

Marketing (25%) – development and implementation of successful marketing strategies

Finance (25%) – financial information in the planning and management of business

Human resources (25%) – human resource management and business performance
<table>
<thead>
<tr>
<th>Course: Geography</th>
<th>Course Fee: Approximately $350</th>
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</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
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</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 – how biophysical processes contribute to sustainable management.  
Global Challenges – geographical study of issues at a global scale.  
Senior Geography Project – a geographical study of student’s own choosing.

**HSC Course**

Ecosystems at Risk – the functioning of ecosystems, their management and protection.  
Urban Places – study of cities and urban dynamics.  
People and Economic Activity – 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.
Course: Legal Studies

<table>
<thead>
<tr>
<th>Course Fee: $100</th>
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<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
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<tr>
<td>Exclusions: Nil</td>
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</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
- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

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

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

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

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

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

Particular Course Requirements No special requirements
<table>
<thead>
<tr>
<th>Course: Drama</th>
<th>Course Fee: $540</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td></td>
</tr>
<tr>
<td>Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</td>
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</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.
**Course:** Music 1

<table>
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<tr>
<th>Course Fee: $190</th>
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</table>

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

**Exclusions: Music 2**

**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.
Course: Visual Arts  
Course Fee: $250

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary and HSC Board Developed Course</td>
<td>$250</td>
<td>Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</td>
</tr>
</tbody>
</table>

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

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

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

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

**Particular Course Requirements**

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

**HSC Course:**
- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.
<table>
<thead>
<tr>
<th>Course: Information Processes and Technology</th>
<th>Course Fee: $110</th>
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</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Computing Applications CEC</td>
</tr>
</tbody>
</table>

**Course Description**
Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

**Main Topics Covered**

**Preliminary Course**
- Introduction to Information Skills and Processes (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%)

**HSC Course**
- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Transport Systems; Automated Manufacturing Systems; Multimedia Systems.

**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.
Course: Personal Development, Health and Physical Education

Course Fee: $235 plus excursion costs

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

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.
Board Endorsed Courses

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

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

Schools may also develop special courses in order to meet student needs. These courses must be approved by the Board of Studies.

There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student’s Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

Course descriptions for Vocational Education and Training (VET) Board Endorsed Courses, both VET Content Endorsed Courses and locally designed VET Board Endorsed Courses, are available on the Vocational Education page of the Board’s website at:

Course: English Studies
Course Fee: $100

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

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

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

Students considering choosing the course should be advised that:

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

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

Main Topics Covered

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

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

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

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

Particular Course Requirements
In each of the **Preliminary** and **HSC** courses students are required to:
- read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- undertake study of at least one substantial print text and at least one substantial multi-modal text
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.
Course: Mathematics General 1

<table>
<thead>
<tr>
<th>2 units Preliminary (Board Developed Course)</th>
<th>2 units HSC (Content Endorsed Course)</th>
<th>Course Fee: $55</th>
</tr>
</thead>
</table>

Prerequisites: The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2002) up to, and including, the content and outcomes of Stage 5.1

Exclusions: Students may not study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics General 1 course.

Course Description: The Preliminary Mathematics General course and the HSC Mathematics General 1 (Content Endorsed) course (CEC) are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 1 course content is written in the same five Strands and includes a further four Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC Mathematics General 2 pathway. The Preliminary Mathematics General/HSC Mathematics General 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.

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

<table>
<thead>
<tr>
<th>Preliminary General Mathematics 1 Course</th>
<th>HSC General Mathematics 1 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preliminary Mathematics General Course</strong></td>
<td><strong>HSC Mathematics General 1 Course</strong></td>
</tr>
<tr>
<td>• Strand: Financial Mathematics</td>
<td>• Strand: Financial Mathematics</td>
</tr>
<tr>
<td>• Strand: Data and Statistics</td>
<td>• Strand: Data and Statistics</td>
</tr>
<tr>
<td>• Strand: Measurement</td>
<td>• Strand: Measurement</td>
</tr>
<tr>
<td>• Strand: Probability</td>
<td>• Strand: Probability</td>
</tr>
<tr>
<td>• Strand: Algebra and Modelling</td>
<td>• Strand: Algebra and Modelling</td>
</tr>
<tr>
<td>• Focus Study: Mathematics and Communication</td>
<td>• Focus Study: Mathematics and Design</td>
</tr>
<tr>
<td>• Focus Study: Mathematics and Driving</td>
<td>• Focus Study: Mathematics and Household Finance</td>
</tr>
<tr>
<td>• Focus Study: Mathematics and the Human Body</td>
<td>• Focus Study: Mathematics and Personal Resource Usage</td>
</tr>
</tbody>
</table>
Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning.

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

The study of this course will enable students to:

- 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.

This course will involve excursions to local preschools and primary schools to observe and interact with children. Students will also be required to have the experience of full time child care (48 hours) of a baby at the newborn stage.
**Course:** Sport, Lifestyle and Recreation Studies  

**Content Endorsed Course**  

**Exclusions:** Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.  

**Course Fee:** $215  

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

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

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:
- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.
Course information sheets for VET Industry Curriculum Frameworks are available on the Vocational Education page of the Board’s website at: www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.html

VET Content Endorsed Courses

There is a range of VET Content Endorsed Courses available.

For 2014 this will include:
- Community Services
- Furnishing
- Hairdressing
- Property Services
- Screen and Media
- Visual Arts, Craft and Design.

Course descriptions for VET Content Endorsed Courses are available on the Vocational Education page of the Board’s website at:

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES
**BUSINESS SERVICES CURRICULUM FRAMEWORK**

**BUSINESS SERVICES TRAINING PACKAGE (BSB07)**

**COST:** $165

| POSSIBLE QUALIFICATIONS | Certificate II in Business – BSB20107  
Statement of Attainment towards Certificate III in Business Administration – BSB30407  
Statement of Attainment towards Certificate III in Business – BSB30107  
*Note: These qualifications are accredited by VETAB, the Catholic Schools Office, Wagga Wagga (90306) is registered as a Registered Training Organisation with VETAB* |
|---|---|

**GENERAL INFORMATION**

The above qualifications are recognised entry level qualifications for employment in the Business Services industry. This course would suit students who are interested in a career in the office environment and in other personal contact & service occupations such as legal or medical secretary, business management, marketing, advertising and finance.

**HSC INFORMATION**

This course can be studied as a 120 hour course in Year 11 or as a 240 hour course over Years 11 & 12. The course is a Category B course and may be counted towards the UAI. **Students should note that the HSC examination in this subject is Optional.** Students not wishing to achieve a UAI need not sit the HSC examination. Some schools may offer VET subjects in Years 9 & 10. **NB: only 2 units of category B subjects can be counted towards the ATAR.**

**UNITS OF COMPETENCY**

**Compulsory Units:**  
BSBCMM201A Communicate in the Workplace, BSBCUS201A Deliver a Service to Customers, BSBIND201A Work Effectively in a Business Environment, BSBINM201A Process & Maintain Workplace Information, BSBOH201A Participate in OHS Processes, BSBSUS201A Participate in Environmentally Sustainable Workpractices, BSBWOR202A Organise and Complete Daily Work Activities, BSBWOR203A Work Effectively with Others, BSBWOR204A Use Business Technology PLUS Elective units to the value of 95 hours (note Part A from the syllabus on Board of Studies website)

**WORK PLACEMENT**

The Board of Studies requires students to complete an additional 35 hours of work placement for each 120 hour component undertaken by the student. Workplacement is a mandatory component of the course and must be completed prior to the HSC Business Services examination.

**ASSESSMENT**

This course is competency based and will be assessed using oral, practical, written & other assessment methods. Students may also carry out self-assessment. Students are given a number of opportunities to demonstrate competence across the range of competency standards covered by this course. Formal assessment events will occur in Year 11 & 12. For further information on assessment please read the Vocational Education & Training (VET) overview in this booklet.

**RECOGNITION OF PRIOR LEARNING (RPL)**

You may be entitled to apply for Recognition of Prior Learning. If you have completed any training, either through your part-time work, TAFE or other courses you have completed recently, or through experience gained in other ways you can apply for RPL. You should talk to your School VET Coordinator, Careers Adviser or the Hospitality teachers for further information.

**COSTS**

A fee is charged to cover materials and consumables. The fee may be refundable if you withdraw from the course. The school bursar can provide further details on refunds. Excursion costs will vary depending on the location.

**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.

**LINKS TO OTHER COURSES OR QUALIFICATIONS**

The course outcomes are recognised by TAFE and other Registered Training Providers. Students gaining the above qualification may move directly into the next qualification level in Business Services with another training provider. The 240 hours may also be credited against a related traineeship

**Possible Career Pathways**

Office Administrator, Project Manager, Manager, Human Resource Assistant
## CONSTRUCTION CURRICULUM FRAMEWORK

Construction, Plumbing and Services Integrated Training Package (CPC08)

**Cost:** $120

### Possible Qualifications

Certificate II Construction (CPC20108) or Certificate II Construction Pathways (CPC20208)

Statements of Attainment towards Certificate II Construction (CPC20108) or Certificate II Construction Pathways (CPC20208)

*Note: These qualifications are accredited by VETAB, the Catholic Schools Office, Wagga Wagga (90306) is registered as a Registered Training Organisation with VETAB*

### General Information

The above qualifications will give students a broad range of skills & knowledge appropriate for entry level employers in the Construction industry. This course would suit students who are interested in a career in the construction and related service industries such as plumbing, electrical, plastering, carpentry, concreting and bricklaying.

### HSC Information

This course can be studied as a 120 hour course in Year 11 or as a 240 hour course over Years 11 & 12. The course is a Category B course and may be counted towards the UAI. **Students should note that the HSC examination in this subject is Optional.** Students not wishing to achieve a UAI need not sit the HSC examination. Some schools may offer VET subjects in Years 9 & 10.

**NB: only 2 units of category B subjects can be counted towards the ATAR.**

### Units of Competency

<table>
<thead>
<tr>
<th>Compulsory Units:</th>
<th>Compulsory Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCMM1002A Work effectively and sustainably in the construction industry</td>
<td>CPCCCMM2005A Use construction tools and equipment</td>
</tr>
<tr>
<td>CPCCCMM1003A Plan and organise work</td>
<td>CPCCOHS1001A Work safely in the construction industry</td>
</tr>
<tr>
<td>CPCCCMM1004A Conduct workplace communication</td>
<td>CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</td>
</tr>
<tr>
<td>CPCCCMM1005A Carry out measurements and calculations</td>
<td>PLUS electives to the value of 110 hours - the electives chosen by the school will determine the Certificate awarded (see Part A of the syllabus Board of Studies website)</td>
</tr>
<tr>
<td>CPCCCMM2001A Read and interpret plans and specifications</td>
<td></td>
</tr>
</tbody>
</table>

### Work Placement

The Board of Studies requires students to complete an additional 35 hours of work placement for each 120 hour component undertaken by the student. Workplacement is a mandatory component of the course and must be completed prior to the HSC Construction examination.

### Assessment

This course is competency based and will be assessed using oral, practical, written & other assessment methods. Students may also carry out self-assessment. Students are given a number of opportunities to demonstrate competence across the range of competency standards covered by this course. Formal assessment events will occur in Year 11 & 12. For further information on assessment please read the Vocational Education & Training (VET) overview in this booklet.

### Recognition of Prior Learning (RPL)

You may be entitled to apply for Recognition of Prior Learning. If you have completed any training, either through your part-time work, TAFE or other courses you have completed recently, or through experience gained in other ways you can apply for RPL. You should talk to your School VET Coordinator, Careers Adviser or the Hospitality teachers for further information.

### Costs

A fee may be charged to cover materials and consumables. The fee may be refundable if you withdraw from the course.

Excursion costs will vary depending on the location. Students must supply their own safety clothing, footwear and personal protective equipment.

### 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.

### Links to Other Courses or Qualifications

The course outcomes are recognised by TAFE and other Registered Training Providers. Students gaining the above qualification may move directly into the next qualification level with another training provider. The 240 hours may also be credited against a related apprenticeship or traineeship.

### Possible Career Pathways

Carpenter, Concreter, Wall & Floor Tiler, Plasterer, Builder, Project Manager
### METAL & ENGINEERING CURRICULUM FRAMEWORK

#### METAL & ENGINEERING TRAINING PACKAGE (MEM05)
Cost $250

| POSSIBLE QUALIFICATIONS | Certificate I in Engineering – MEM10105  
Statement of Attainment towards Certificate I in Engineering – MEM10198  
Certificate II in Engineering – MEM20105  
Statement of Attainment toward Certificate II in Engineering–Production Technology–MEM20105  
Note: These qualifications are accredited by VETAB, the Catholic Schools Office, Wagga Wagga (90306) is registered as a Registered Training Organisation with VETAB |
| GENERAL INFORMATION | The above qualifications will give students a broad range of skills & knowledge appropriate for entry level employers in the Manufacturing industry. This course would suit students who are interested in a career in the manufacturing, engineering and related service industries. This qualification would be useful to students seeking apprenticeships in the manufacturing industry. |
| HSC INFORMATION | This course can be studied as a 120 hour course in Year 11 or as a 240 hour course over Years 11 & 12. The course is a Category B course and may be counted towards the UAI.  
**Students should note that the HSC examination in this subject is Optional.**  
Students not wishing to achieve a UAI need not sit the HSC examination. Some schools may offer VET subjects in Years 9 & 10.  
**NB: only 2 units of category B subjects can be counted towards the ATAR.** |
| UNITS OF COMPETENCY | Compulsory Units: Manufacturing, engineering and related services industries induction, Interpret technical drawing, Perform engineering measurements, Perform computations, Apply principles of occupational health and safety in the work environment, Plan to undertake a routine task, Apply quality systems, Apply quality procedures, Work with others in a manufacturing, engineering or related environment, Use hand tools, Use power tools/hand held operations.  
Elective Units: Perform soft soldering, Perform routine oxy acetylene welding, Use workshop machines for basic operations, Perform manual heating and thermal cutting, Undertake manual handling, Perform routine gas metal arc welding, Use comparison and basic measuring devices, Perform routine Manual metal arc welding |
| WORK PLACEMENT | The Board of Studies requires students to complete an additional 35 hours of work placement for each 120 hour component undertaken by the student. Workplacement is a mandatory component of the course and must be completed prior to the HSC Metal & Engineering examination. |
| ASSESSMENT | This course is competency based and will be assessed using oral, practical, written & other assessment methods. Students may also carry out self-assessment. Students are given a number of opportunities to demonstrate competence across the range of competency standards covered by this course. Formal assessment events will occur in Year 11 & 12. For further information on assessment please read the Vocational Education & Training (VET) overview in this booklet. |
| RECOGNITION OF PRIOR LEARNING (RPL) | You may be entitled to apply for Recognition of Prior Learning. If you have completed any training, either through your part-time work, TAFE or other courses you have completed recently, or through experience gained in other ways you can apply for RPL. You should talk to your School VET Coordinator, Careers Adviser or the Hospitality teachers for further information. |
| COSTS | Some VET courses require additional materials and equipment, check with your subject coordinator or subject information booklet for any costs associated with this course. |
| LINKS TO OTHER COURSES OR QUALIFICATIONS | The course outcomes are recognised by TAFE and other Registered Training Providers. Students gaining the above qualification may move directly into the next qualification level in Metals & Engineering with another training provider. The 240 hours may also be credited against a related apprenticeship and/or traineeship. |
| 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. |
| POSSIBLE CAREER PATHWAYS | Fluid Power Mechanic, Maintenance Mechanic, Plant Mechanic, Mechanical Fitter, Tool and Die Maker, Design Engineer, Mechanical and Maintenance Engineer |
Distance Education Courses

These courses are offered through Dubbo School of Distance Education or The Diocese of Lismore Online Education Centre. Application to these courses is only available with agreement from the Principal. Students undertaking courses through these institutions must have proven themselves to be diligent and self-motivated in their junior schooling as there is a high degree of independence associated with them. Additional fees also apply.

http://oec.lism.catholic.edu.au
www.dubbo-d.school.nsw.edu.au

Note- students should not assume that their desire to complete a course through distance education will be endorsed. Students electing to complete courses through other providers may have an impact on courses run at the College.

Course Fees

The fees specified in this booklet are indicative of costs for 2015 and should be used as a guide only. They are subject to change. Course fees relate to consumables, general course materials, excursions and study days, recurrent disposable items and general maintenance of equipment.

Refunds can be sought from the Bursar in consultation with the KLA Coordinator. The availability of a refund will be effected by the time and type of request.
## STAFF LIST 2015

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal (Acting)</td>
<td>Mr Seb Spina</td>
<td><a href="mailto:spinas@ww.catholic.edu.au">spinas@ww.catholic.edu.au</a></td>
</tr>
<tr>
<td>Assistant Principal (Acting)</td>
<td>Mrs Marni Milne</td>
<td><a href="mailto:milnem@ww.catholic.edu.au">milnem@ww.catholic.edu.au</a></td>
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<tr>
<td>Leader of Curriculum (Acting)</td>
<td>Mrs Renae Pettit</td>
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</tr>
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</tr>
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<tr>
<td>Year Leader</td>
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</tr>
<tr>
<td>Careers Advisor</td>
<td>Mrs Michelle Wood</td>
<td><a href="mailto:woodm@ww.catholic.edu.au">woodm@ww.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

### KEY LEARNING AREAS

#### RELIGIOUS EDUCATION
- Studies of Religion 1
- Studies of Religion 2
- Catholic Studies

- Mrs Tonetta Iannelli
  - iannellia@ww.catholic.edu.au

#### ENGLISH
- English Studies
- Standard English
- Advanced English
- Extension English

- Mrs Nicole Papasidero (Acting)
  - papasideron@ww.catholic.edu.au

#### HSIE
- Ancient History
- Business Studies
- Geography
- Legal Studies
- Modern History

- Mrs Nicole Preston
  - prestonn@ww.catholic.edu.au

#### Mathematics
- General Maths
- Mathematics
- Extension Maths

- Mrs Cristi Carroll
  - carrolc@ww.catholic.edu.au

#### PDHPE
- Personal Development, Health and Physical Education
- Exploring Early Childhood
- Sport, Lifestyle and Recreation

- Mr Carl Norman
  - normanc@ww.catholic.edu.au

#### Science
- Biology
- Chemistry
- Physics
- Senior Science

- Mrs Jane Hill
  - hillj@ww.catholic.edu.au

#### Creative Arts
- Drama
- Music
- Visual Arts

- Mr Mark Ciavarella
  - ciavarellalm@ww.catholic.edu.au

#### TAS
- Agriculture
- Food Technology
- Industrial Technology
  - Timber
  - Industrial Technology
  - Multimedia
  - Textiles

- Mr Ryan Thurgood (Acting)
  - thurgoodr@ww.catholic.edu.au

#### VET
- Business Services
- Construction
- Hospitality
- Metals and Engineering

- Mrs Vanessa Creece
  - creecev@ww.catholic.edu.au

#### LOTE
- Japanese Beginners
- Japanese Continuers

- Mrs Renae Pettit (Acting)
  - pettitr@ww.catholic.edu.au

#### Technology
- Information Processes
  - Technology

- Mr Tom Pulver
  - pulvert@ww.catholic.edu.au
ST FRANCIS DE SALES REGIONAL COLLEGE, LEETON

YEAR 11 2016 SUBJECT SURVEY FORM

Student Name: ........................................ Pastoral: ....................

Please return this form, signed and completed to the College Office by 26th August 2015.

NB: not all subjects listed here will run at SFC in 2016. The information gathered on this form will assist with our planning and provisions of 2016 subjects. Students are asked to consider all the issues and information outlined within this booklet before making selections. Additional consultation may be necessary for students who select a course that will not run in 2016.

Please complete the following by placing a tick next to the appropriate option-

I am interested in a HSC but not an ATAR

I am interested in a HSC and ATAR

INSTRUCTIONS
- Please select ONE English and ONE RELIGION course
- Please choose an additional four subjects if you choose Studies of Religion 2
- Please choose an additional five subjects if you choose Studies of Religion 1 or Catholic Studies

ENGLISH AND RELIGION are compulsory.
At least 1U of STUDIES OF RELIGION OR CATHOLIC STUDIES is compulsory.
Students must have subjects totalling 12 Units with a maximum of 13 Units.

SUBJECT- ENGLISH__________________________ (Select Standard, Advanced, English Studies)

SUBJECT- RELIGION _________________________ (Catholic Studies, 1U Studies of Religion, 2U Studies of Religion)

SUBJECT 3 - ________________________________

SUBJECT 4 - ________________________________

SUBJECT 5 - ________________________________

SUBJECT 6 - ________________________________

SUBJECT 7- ________________________________ (If you have chosen Studies of Religion 1 or Catholic Studies)

STUDENT SIGNATURE

Print Parent Name: ________________________________________________________

PARENT SIGNATURE ____________________________ DATE____________________