

NSW Department of Education & Communities

Board of Studies New South Wales

Subject Selection Handbook

Information for Year 10 Student and Parents

Oxley High School



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Oxley High School at a glance



Oxley High School is a coeducational comprehensive high school with an enrolment of 1000 students including 120 Aboriginal students. The school prides itself on academic, vocational, creative and performing arts, sport and student leadership.



HSC Major Work

Principal's message

The following information has been prepared to inform students and families of the courses offered at Oxley High School for the award of the Higher School Certificate.

Students and parents should read this guide carefully before making selections and discuss the options available with teaching staff on any subject content.

*There is a lot to consider when making subject choices. Support is provided by the school to help all students make **informed** decisions about their future. Oxley prides itself in ensuring students and parents are provided with positive support, to confidently ensure informed decisions are made about subject choices.*

The school's Careers Adviser is available to support each student with subject choices in line with individual future study and career aspirations.

Any student with a particular interest in specific senior courses should speak to senior subject teachers and Head Teachers. They can provide practical advice on the demands of individual courses.

Your task now is to make some very important decisions. By seeking advice now and making the right subject choices from the start, you will be providing yourself with a great advantage. Remember to talk to as many people as possible so that the decision you make about the subjects that you choose, is one that you feel most comfortable about.

I wish you well in the important step you are taking, which will offer you exciting learning opportunities to achieve your goals.



Principal

Mr Simon Bartlett-Taylor

BSc. Dip Ed.

Introduction to the Higher School Certificate

As we move into Term 3, it is time for students to select their subjects for Year 11 in 2016. This is to enable us to organise their choices, classes and the timetable.

The choice of subjects for Year 11 is the first major decision students make in regard to their future careers. Oxley High School offers many choices - this is one of the benefits of a school our size. Given the importance of the choices and the variety of subjects, it is essential that students and parents consider factors such as:

- a) Subjects being selected according to students' needs and abilities.
- b) The setting of realistic goals in terms of career aspirations.

Course choices are the first steps in assuring students' success. Read and consider this handbook and others containing advice to students and parents as you make your choices. Approach your teachers for advice. Thoroughness in preparation will ensure the right decision and will provide the basis for students maximising their HSC results.

FEES: Year 11 and 12 courses have compulsory fees (See Pages 13 and 14) to cover the cost of materials and ingredients used by students in the course of their work. All course fees must be paid in advance and a copy of the receipt must be attached to the Subject Selection Sheet.

A student will not be able to proceed with their course unless their compulsory fees have been paid in full. We understand that this may represent a significant financial burden to some families. In recognition of this Oxley High School has facilities for families to pay fees by negotiated instalments prior to starting Year 11. ie. pay by instalments from now on). If for some reason, any course enrolment does not proceed any fee paid will be refunded.

IMPORTANT- On **Wednesday 22nd July** 2015 (Subject Selection Information Evening), we will be holding an evening where parents and students will be assisted in making these important decisions.

The following documents and actions **must** be completed by all students returning to Year 11.

These include: -

-Senior Code of Conduct and Application for the Senior School

-Year 11 Subject Selection 2016

-Copy of Fee Receipt

You must return these documents completed by Friday 31st July 2015 (Week 4) to

Mr. Hamilton

(Courses, classes and placement will be determined from week 4 on a sustainable number and first in basis – lateness may result in courses not running or placement on a course waiting list).

Please note:

Students should select carefully. We need accurate subject selections to allow us to arrange our staffing needs for 2016.

About this Booklet

This booklet has been prepared to inform Year 10 students of the subject options that will be available to them if they proceed to Year 11 to study for the Higher School Certificate.

Before making a selection of subjects, students should read this document carefully, discuss it at home and, if in any doubt, discuss it with Teachers, Head Teachers, Year Adviser or Careers Adviser.

If information is sought on the relevance of subjects to Tertiary courses or a particular occupation, the student should approach the Careers Adviser for assistance.

How do you become ready for the HSC? There are some important things you must do.

You must choose your [HSC subjects](#). There are some [rules](#) you need to follow – for example, everybody must do at least two units of English – but the [rest is up to you and your school](#). Some people find the choices easy, others find it harder, but our advice is to choose courses that you are good at, interested in and may use in the future. No school can offer every HSC subject to its students, so be prepared to make some compromises if you required. You can view [syllabuses](#) and [course descriptions](#) on the Board's website and read about university entry requirements on the [Universities Admissions Centre's website](#).

You must complete the [HSC: All My Own Work](#) (AMOW) program in ethical scholarship. This program was completed in 2015 by the Oxley HS Year 10 students. For new students to Oxley HS, the school will arrange to complete this program and help you to understand your rights and responsibilities in the HSC. AMOW prepares you for senior study, where you will do more independent learning and your teachers will expect more of your research and originality. Oxley HS will inform the Board of Studies when you have completed AMOW and your student file on the BOS system will then open to let you enrol in the HSC.

Before you can begin the HSC you must enrol. Even though the BOS have some of your details from your [Year 10 RoSA](#), they will need to confirm the old information and collect some new details from you before you begin Year 11. A lot of the business of your enrolment occurs on the secure connection between our school and the Board's computers, Schools Online. You give information to Oxley HS, and we check the details - then entering them on our system via Schools Online. Later, you will be asked to check that there were no mistakes in what we sent to the BOS. Accidents sometimes happen during data entry, and every year the Board hears from students who need to correct their home addresses, phone numbers, dates of birth and, most importantly, the courses they study. You can check your details via [Students Online](#). You need your Student Number and [HSC PIN](#) to log in.

If errors are made with your details, only you can tell the BOS it is wrong and get them to fix it – so make sure you check your records carefully [every time your school asks you](#).

Finally, you need to complete the Preliminary year of your HSC, which for [almost everyone](#) will be Year 11.

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* (This is distributed to all Year 10 students in Term 3).

Rules and Procedures for 2017 Higher School Certificate Candidates

Introduction to the HSC - General Information

The *Education Act 1990* (NSW) governs the award of the Higher School Certificate. The Board of Studies, under this Act, grants certificates to students who comply with the Act and the Board's requirements. The main rules and requirements are set out in this booklet.

Students can obtain more detailed explanations of the rules and requirements by referring to the *Assessment, Certification and Examination Manual*. A copy of the manual is kept in every secondary school and college of TAFE in NSW and many council libraries. It can also be downloaded from the Board of Studies website www.boardofstudies.nsw.edu.au/manuals

Eligibility requirements for the Higher School Certificate

To be eligible for the award of the Higher School Certificate you must have;

- (i) gained the Year 11 Preliminary HSC RoSA or such other qualifications as the Board of Studies considers satisfactory;
- (ii) attended a government school, an accredited non-government school, a school outside NSW recognised by the Board, or a college of TAFE;
- (iii) satisfactorily completed courses that comprise the pattern of study required by the Board for the award of the Higher School Certificate;
- (iv) sat for and made a serious attempt at the required Higher School Certificate examinations.

Pattern of study

To qualify for the Higher School Certificate you must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units.

Both patterns must include:

- At least 6 subjects of 2 units for the Preliminary Course.
- At least 5 subjects of 2 units for the HSC Course.
- Three subjects must be Board Developed Courses.
- At least two units of a Board Developed Course in English.
- At least three courses of two-unit value or greater (either Board Developed or Board Endorsed Courses).
- At least four subjects.

HSC: All My Own Work

All students undertaking one or more Preliminary or HSC courses must first complete the *HSC: All My Own Work* program (or its equivalent) in ethical scholarship. This program is delivered through the school and will assist you to understand your rights and responsibilities in HSC assessment. Students taking a wholly Life Skills program may be exempted from this requirement by the school.

Entering for the Higher School Certificate

You must be entered with the Board of Studies for all courses you are attempting in the current year, including those courses approved by your principal to be studied outside the school or college. This includes VET courses studied as part of school-based traineeships and apprenticeships and entries for HSC VET examinations. You will receive a Confirmation of Entry showing your personal details, courses entered and whether or not you are eligible to receive a Higher School Certificate. You must sign the declaration printed on the Confirmation of Entry and return it to your school principal.

Eligibility for courses

There are specific eligibility rules for:

- All Beginners Language courses.
- Continuers Language courses in languages where there are also Heritage and Background Speakers courses (Chinese, Indonesian, Japanese and Korean).
 - Heritage Language courses in Chinese, Indonesian, Japanese and Korean.
 - English (ESL).

If you wish to enrol in any of these courses you must apply to your principal.

Certain rules and prerequisites also apply to the study of other courses.

It is your responsibility to ensure that you are eligible to undertake the courses for which you are entered. You could jeopardise your HSC if you enrol in a course for which you are not eligible. (See the *Assessment, Certification and Examination Manual 2005*).

VET courses

The courses in the Vocational Education and Training (VET) Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages.

Work placement is a mandatory HSC requirement of each framework course and for some other VET courses. For each course, a minimum number of hours are required in the workplace to enable students to progress towards the achievement of industry competencies and to practice skills acquired in the classroom or workshop. If you fail to undertake any mandatory work placement component of a VET course, it may be determined that you have not made a genuine attempt to complete course requirements.

If you entered for a 240-hour Industry Curriculum Framework course, you may also be eligible to enter for the corresponding HSC examination.

Principal's certification of completion of course requirements

(i) You will be considered to have satisfactorily completed a course if, in your principal's view, there is sufficient evidence that you have met the following course completion criteria:

(a) Followed the course developed or endorsed by the Board.

(b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

(c) Achieved some or all of the course outcomes.

(ii) For courses where school assessment marks are submitted, **students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.**

(iii) If your principal determines that the above course completion criteria are not being met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination (non-completion of course requirements) for that course.

(iv) You have the right to appeal to the school against this determination. If unsuccessful, you may appeal to the Board. Your principal will advise you of this right and explain the appeal process.

(v) If you receive an 'N' determination for a course, you will receive no results in that course. Until you receive results in 12 Preliminary units and 10 HSC units, you will not be eligible for the award of a Higher School Certificate.

HSC Examinations

Your examination mark for Board Developed Courses is based on your performance in the external HSC examination. The examination may involve more than one component, such as a written examination, a submitted work or a practical examination. There is no external HSC examination for Board Endorsed Courses.

- (i) The following courses require you to undertake practical examinations or to submit works as part of your HSC examination:
 - Dance
 - Design and Technology
 - Drama
 - English Extension 2
 - Industrial Technology
 - Languages (except Classical languages and Background Speakers courses)
 - Music (all courses)
 - Society and Culture
 - Textiles and Design
 - Visual Arts
- (ii) HSC performances and practical examinations as well as projects submitted for examination should be consistent with general community standards. Such works should be developed in a manner that takes into account the values and culture of the school and its community. More information can be found on the Board's website at http://www.boardofstudies.nsw.edu.au/manuals/pdf_doc/advice_hsc_performance_05.pdf
- (iii) You should refer to the assessment and examination materials for each course you are studying for specifications and other requirements relating to performances and submitted works. Performances and works that do not comply with the requirements may be penalised.
- (iv) You are required to certify that any submitted work is your own, and that any words, ideas, designs or workmanship of others have been acknowledged appropriately (see sections 10 and 11). Your teacher will monitor your project through its development and is expected to keep records of your progress. Class teachers and principals must certify that the work has been done under the teacher's supervision, was the student's own work consistent with earlier drafts and other examples of the student's work, and was completed by the due date. If school staff cannot certify the work, you might not be awarded marks for it, or you may receive reduced marks. If you are planning a project that will need to be worked on at home, you must obtain your teacher's permission first.
- (v) If you are repeating a course where a submitted work is required, you cannot submit any work entered and marked for the HSC in a previous year without the special permission of the Board. If you developed a major work for a previous HSC examination but did not submit it, you may only submit it for your current course with the approval of your school.
- (vi) If you submit a work developed for one course, you may not use the same work either in full or in part for assessment in any other course.
- (vii) All submitted works (other than those created electronically) will be returned after marking. Some works will be retained until the following year. While every care will be taken with them, the Board accepts no responsibility for loss or damage to such works. It is your responsibility to arrange any insurance. Teachers will advise you about the packing of submitted works.
- (viii) Students intending to submit works in print or electronic format should keep copies.
- (ix) The Languages oral examinations and practical examinations for Music, Dance and Drama are held earlier than the written examinations and may be held at different locations. Advice about this will be sent to you or your school.
- (x) Languages oral examinations and practical examinations are held during Term 3, and submitted works are to be completed during Term 3. You are advised to check the Board website to ensure you are aware of the correct date.

Studying for the Higher School Certificate

The Higher School Certificate

The Higher School Certificate (HSC) is the highest educational award you can gain in NSW schools. It is an internationally recognised qualification that provides a strong foundation, whether you wish to pursue tertiary study, vocational training or employment.

Who is eligible for the HSC?

To be eligible for the HSC you need to:

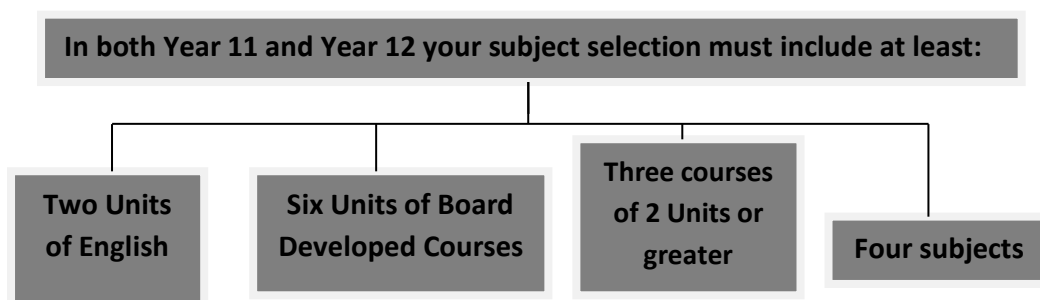
- Be enrolled at a NSW government school, or a registered and accredited non government school, or a TAFE NSW institute.
- Study the right number and type of courses.
- Satisfactorily complete the course requirements, including any practical or project work, or work placement.
- Complete tasks set by your school for the assessment of each HSC course.
- Sit for the required HSC examinations.

All students studying an HSC course must also complete the *HSC: All My Own Work* program in ethical scholarship (or its equivalent) except those undertaking a full Life Skills program. Your school will arrange this and help you to understand your rights and responsibilities in HSC assessment.

You can find out more about eligibility rules in the Board's publication, the *Assessment, Certification and Examination (ACE) Manual*, which can be found under **Manuals and Guides** on the Board's website. It is also available in every NSW secondary school and TAFE NSW institute.

What courses do you have to study?

There are some rules about the courses you need to study to gain an HSC. **You must complete at least 12 Preliminary units** (usually studied in Year 11) and **10 HSC units** (usually studied in Year 12). Most courses are worth 2 units although some, including HSC Extension courses, are 1 unit. The Preliminary course must be satisfactorily completed before commencing the HSC Course.



At most six units of courses in Science can count towards HSC eligibility.

All courses in the HSC have a unit value.

- Most courses are 2 Units.
- 2 Units=120 hours.
- 2 Units = 100 marks in the HSC Exam.
- 1 Unit= 60hrs; 50 marks in HSC Exam.
- Refer to HSC and ATAR requirements for individual subjects.

Are there different categories of courses?

There are two main categories of courses – Board Developed Courses and Board Endorsed Courses.

Board Developed Courses

These are the large number of courses set and examined by the Board of Studies including courses in the areas of English, Mathematics, Science, Technology, Creative Arts, Personal Development, Health and Physical Education, Human Society and Its Environment, Languages and Vocational Education and Training (VET) Industry Curriculum Frameworks. **Most Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).**

Board Developed Courses are usually 2 units, with the exception of Studies of Religion I (1 unit), most Extension Courses (1 unit) and some VET courses.

- **Some Board Developed Courses might not be taught at your school and some have prerequisites and eligibility rules.**
- **Talk to your Year adviser/Careers Adviser about the courses available at your school and individual course requirements.**

HSC syllabuses are available on the Board's website.

The screenshot shows the 'HSC Syllabuses' page on the Board of Studies NSW website. The page features a navigation menu on the left with categories like 'HSC Exam Papers', 'HSC Assessment', 'HSC Syllabuses', 'HSC support materials', 'Distinction Courses', 'HSC Advice line', 'Instructions - 2008 HSC Results', 'New HSC Assessment Support Document', 'New HSC consultation process', 'School Certificate', 'Years 7-10 Syllabuses', 'Manuals and Guides', 'Employers', 'Parents Page', 'Special Education Needs', 'Vocational Education', 'Official Notices', 'Board Bulletin', 'Registered NSW Schools', and 'About the Board'. The main content area is titled 'HSC Syllabuses' and includes an alphabetical index (A-Z). Below the index, there are three columns of course listings: 'Board Developed Courses', 'PDHPE', and 'Board Developed, TAFE Delivered VET Course'. The 'Board Developed Courses' column lists subjects like English, Mathematics, Science, and HSIE. The 'PDHPE' column lists subjects like Community and Family Studies, Personal Development, Health and Physical Education, Creative Arts, and Technology. The 'Board Developed, TAFE Delivered VET Course' column lists Accounting, Life Skills Courses, and Board Endorsed Courses. The 'Board Endorsed Courses' column lists Content Endorsed Courses like Ceramics, Computing Applications, Exploring Early Childhood, Marine Studies, Photography, Video and Digital Imaging, Sport, Lifestyle and Recreation Studies, Visual Design, and Work Studies.

Board Endorsed Courses

These courses are developed by schools, TAFE and universities. They **count towards your HSC** but do not have an HSC examination and **do not contribute towards calculation of your ATAR**. The availability of Board Endorsed Courses varies across schools so again, you need to talk with your Year adviser/Careers Adviser about which courses are offered by your school.

Special education – Life Skills courses

If you have special education needs you can earn your HSC by studying HSC Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to gain your HSC.

You will need to talk with your Year Adviser/Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR. A list of Life Skills courses is available under **HSC Syllabuses** on the Board's website.

Vocational Education and Training and the HSC

VET courses can be studied either at school or through TAFE NSW and other training providers. You'll need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses involve a minimum number of hours in the workplace.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC examination, so if you choose to sit the examination your results can also count towards your ATAR.

They enable students to gain both Higher School Certificate Qualifications and accreditation with Industry and the workplace as part of the Australian Qualifications Framework (AQF), which have clear links to Post-School destinations.

Talk to your Year adviser/Careers Adviser for further details about VET courses, and visit **Vocational Education** on the Board's website.

Can you change courses after you've started?

Early in the year, your school submits to the Board the list of courses you expect to complete that year. If you wish to change courses after the list has been submitted, you need to apply to your school principal.

What to consider when making your course choices

You should choose courses that you enjoy, are interested and succeed in and may use in the future. Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections. Also, make sure you ask for information about any prerequisites for your future study or work plans. If you want an ATAR, check that you are studying at least 10 units of eligible Board Developed Courses.

Where can you find information about the different HSC courses?

This booklet contains a list of the courses available for study in Years 11 and 12. This will be able to help you with course selection. Also, the Board of Studies publishes syllabuses for every Board Developed Course. Board syllabuses contain information about course content and assessment requirements. Copies of Board syllabuses are provided to us and are published on the Board's website. Some HSC courses also have prescribed texts, topics, projects and works that must be studied for the HSC. Make sure you are aware of the requirements of your courses by talking with your Year adviser/Careers Adviser. Course descriptions are available under **HSC Syllabuses** on the Board's website.

HSC Pathways

Most students study the HSC over two years during Years 11 and 12. However, HSC Pathways offer a more flexible program for people who wish to combine their studies with employment or other commitments, such as family care or elite sporting or cultural pursuits.

Accumulation

You can take up to five years to complete your HSC studies. The five year period starts in the first year you complete a HSC course. At the end of the five year period you need to have met all of the HSC requirements.

Repeating courses

You can repeat one or more HSC courses, but it must be within the five year accumulation period. Results of all attempts will appear on your Record of Achievement. In calculating your Australian Tertiary Admission Rank (ATAR), the Universities Admissions Centre (UAC) will use the marks from your most recent attempt. There is no penalty for repeating a course.

Recognition of Prior Learning

You may be granted credit transfer – that is, be able to count courses studied in educational institutions such as TAFE towards your HSC. You may also be granted advanced standing – that is, be exempted from some components of courses if you can show you have met the necessary outcomes in another way, eg overseas study.

Acceleration

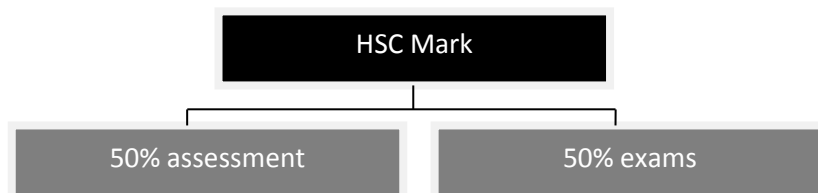
Acceleration allows very capable students to commence a course earlier. Students whose studies are accelerated usually sit their HSC examination for that course at the end of Year 11 and accumulate their results.

School-based traineeships and apprenticeships

You can combine HSC study with a part time traineeship. Traineeships and apprenticeships combine paid work and training and lead to a recognised AQF VET credential. A school based traineeship or apprenticeship counts towards the HSC.

HSC Assessment & Beyond

Most Board Developed Courses have a school-based assessment component. Your school submits your assessment mark for each of your courses to the Board of Studies. Your assessment mark contributes to 50% of your final HSC mark.



For VET courses, you are assessed on your ability to carry out relevant tasks to industry standards. This assessment counts towards your AQF VET qualification but not towards an HSC mark.

What you need to know about school assessment

Your school needs to provide you with information on its assessment policies and details of your assessment tasks, such as due dates and the requirements for each task. You need to be aware of your school's assessment program for each course and to complete the tasks that are part of that program.

Satisfactory completion of courses

You must satisfactorily complete course requirements. If you are not meeting the requirements for any course your principal will give you written warnings and the opportunity to correct any problems.

Honesty in Assessment – the Standard

The following standard sets out the requirements for submitting your HSC assessments. You, your teachers and anyone who assists you with your work are required to comply with the standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined only by the quality of the work produced by the student. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the Board's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The Board of Studies treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the Board of Studies will report matters to the *Independent Commission Against Corruption*.

These requirements should be read in conjunction with Board syllabuses and policies on malpractice and satisfactory completion of a course, available on the Board's website.

HSC examinations

Your HSC examinations contribute 50% of your final HSC mark. You must sit for your required examinations to receive your HSC. Most examinations for the HSC are written examinations, held in October and November each year. However, some courses have practical examinations and/or submitted works or projects in addition to the written HSC examination. Talk with your Year adviser/Careers Adviser or subject coordinator about course requirements before making your final course selections.

What are special examination provisions?

Special examination provisions offer practical support to students with disabilities that affect their ability to read or respond to examination questions. They include arrangements such as large print or coloured examination papers, rest breaks, writers or readers.

You should contact your Year Adviser/LaST staff if you wish to apply for special examination provisions, or if you need further information. There is also information on the Board's website.

Your HSC results

You will receive a summary of your HSC results in mid to late December so you can start making decisions about your future. Your official HSC portfolio will be mailed to you in January. Detailed explanations of the HSC documents are available on the Board's website.

How do your HSC results contribute towards university entry?

Entry from Year 12 into university courses in NSW and the ACT generally depends on your ATAR. If you have requested an ATAR, the Universities Admissions Centre (UAC) will use your HSC marks to calculate your ATAR. Your ATAR is not part of your HSC and is not calculated by the Board of Studies NSW.

VET credit transfer

The skills and knowledge you have gained through your HSC studies may be recognised by TAFE NSW and other registered training organisations. If you complete a VET qualification as part of your HSC you are eligible to apply for national recognition of this qualification with another registered training organisation.

All about the Australian Tertiary Admission Rank (ATAR)



The ATAR is a rank that allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions to rank and select school leavers for admission to tertiary courses. Other selection criteria may be used together with the ATAR.

- 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.**
- Only ATAR courses can be used in the calculation of your ATAR. Your ATAR is calculated from your aggregate of scaled marks from your ATAR courses, including at least:
 - ***two units of English***
 - ***eight units from Category A Courses (no more than two units of Category B Courses)***
 - ***three Board Developed Courses of two units or greater***
 - ***four subjects***

ATAR courses

ATAR courses are Board Developed courses for which there are formal examinations conducted by the Board of Studies that yield a graded assessment. These are the only courses that can be included in the ATAR calculations. ATAR courses are classified as either Category A courses or Category B courses.

Category A courses

These courses have the academic rigour and depth of knowledge to provide an adequate background for tertiary studies.

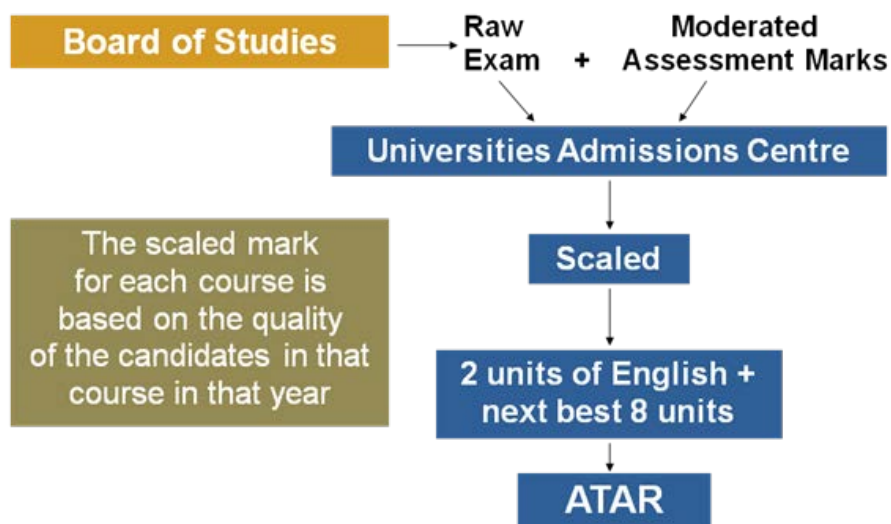
Category B courses

These courses do not have the academic rigour and depth of knowledge to provide an adequate background for tertiary studies in themselves, but their contribution to the ATAR is regarded as adequate if the other courses included in the ATAR are more academically demanding.

In 2015 the Category B courses are:

- Accounting
- VET ICF (240-hour courses + Exam)
- Automotive
- Business Services
- Construction
- Electro-technology
- Entertainment Industry
- Hospitality
- Health Services
- Information Technology
- Metal and Engineering
- Primary Industries
- Retail Services
- Tourism

Calculating the ATAR



Percentile

A percentile indicates your position in a course against other students. The top percentile is 99.95 and the bottom percentile is 0. If your percentile in a course is 73, you are placed 27% from the top of the students in that course.

UAC

The Universities Admissions Centre (NSW & ACT) Pty Ltd is the central office which receives and processes applications for admission to most undergraduate courses offered by universities in NSW and the ACT and other participating institution. Details of ATAR requirements can be found in the UAC Guide, published each year by UAC.

You can phone UAC on (02) 9752 0200 or view the UAC website at <http://www.uac.edu.au/>

Summary of Courses for the Higher School Certificate-Oxley High School

FACULTY	Course	Units	Prerequisites HSC Only	ATAR	Mandatory Course requirements	COURSE FEE
ENGLISH	English (Standard)	2		✓		No Course Fee
Head Teacher- Joanne THURLING	English (Advanced)	2		✓		No Course Fee
	English Extension 1	1		✓	✓	No Course Fee
	English Extension 2	1	✓	✓	✓	No Course Fee
	English Studies	2		X		No Course Fee
MATHEMATICS	Mathematics General 1	2		X		No Course Fee
Head Teacher -(R) Gail HANSEN	Mathematics General 2	2		✓		No Course Fee
	Mathematics (2U)	2		✓		No Course Fee
	Extension 1 (1U)	1		✓		No Course Fee
	Extension 2 (2U)	2	✓	✓		No Course Fee
SCIENCE	Biology	2		✓		\$20
Head Teacher- Rod BLAKER	Chemistry	2		✓		\$20
	Earth And Environmental	2		✓		\$20
	Physics	2		✓		\$20
	Senior Science	2		✓		\$20
HSIE - SOCIAL SCIENCES	Business Studies	2		✓		No Course Fee
Head Teacher- Chris WALSH	Economics	2		✓		No Course Fee
	Geography	2		✓		No Course Fee
	Legal Studies	2		✓		No Course Fee
	Society & Culture	2		✓	Personal Interest Project	No Course Fee
HSIE - HISTORY	Ancient History	2		✓		No Course Fee
Head Teacher- Chris WALSH	Modern History	2		✓		No Course Fee
	Studies of Religion	1	✓	✓		No Course Fee
PDHPE	PDHPE	2		✓		No Course Fee
Head Teacher- (R) Peter MAXWELL	Community & Family Studies	2		✓	Independent Research Project	No Course Fee
	SLR	2		X		\$40

Note: *Life Skills Course offered (Life Skills courses do not count towards the ATAR).

A list of Life Skills courses is available under **HSC Syllabuses** on the Board's website - www.boardofstudies.nsw.edu.au

FACULTY	Course	Units	Prerequisites HSC Only	ATAR	Mandatory Course requirements	COURSE FEE
CAPA	Visual Arts	2		✓	Major Work	\$60 Yr 11, \$60 Yr 12
Head Teacher- Samantha READING	Music 1	2		✓	Portfolio	\$40
	Music 2	2		✓	Portfolio	\$40
	Dance	2		✓	Major Study	\$40
	Drama	2		✓	Individual Project	\$40
LANGUAGE	Japanese Beginners	2		✓		\$40
Head Teacher- (R) Glenda MERCER	Japanese Continuers	2		✓		No Course Fee
	HSC Japanese Extension	1		✓		No Course Fee
TAS	Design & Technology	2		✓	Major Design Project	\$60 Yr 11, \$60 Yr 12
Head Teacher- (R) Ricky PETRIE	Engineering Studies	2		✓	Engineering Report	No Course Fee
	Industrial Technology Timber	2		✓	Major Design Project	\$60 Yr 11, \$60 Yr 12
	Industrial Technology Metal	2		✓	Major Design Project	\$60 Yr 11, \$60 Yr 12
	Textiles and Design	2		✓	Major Design Work	\$30 Yr 11, \$30 Yr 12
	Food Technology	2		✓		\$40 Yr 11, \$40 Yr 12
	Software Design and Development	2		✓		
	Exploring Early Childhood	2		X		\$40 Yr 11, \$40 Yr 12
VET	Construction	2		✓	70 hr Workplacement (35 hrs Prelim, 35 hrs HSC)	\$40 Yr 11, \$40 Yr 12 + sturdy footwear
Head Teacher- Mark BALDWIN	Hospitality – Food & Beverage	2		✓	70 hr Workplacement (35 hrs Prelim, 35 hrs HSC)	\$120 Yr 11, \$100 Yr 12 + Approx \$80 Uniform
	Hospitality – Commercial Cookery	2		✓	70 hr Workplacement (35 hrs Prelim, 35 hrs HSC)	\$120 Yr 11, \$100 Yr 12 + Approx \$80 Uniform
	Metal & Engineering	2		✓	70 hr Workplacement (35 hrs Prelim, 35 hrs HSC)	\$90 Yr 11, \$90 Yr 12 + steel capped boots
AGRICULTURE						
Head Teacher - Andrew HAMILTON	Agriculture	2		✓		\$20 Yr 11, \$20 Yr 12

Note:*Life Skills Course offered (Life Skills courses do not count towards the ATAR).

A list of Life Skills courses is available under **HSC Syllabuses** on the Board's website - www.boardofstudies.nsw.edu.au

Higher School Certificate Course Descriptions

Board Developed Courses



Course: English (Standard)

Course No: 15130

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: English (Advanced); English Studies; 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 multimedia, as well as Australian texts.

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

Main Topics Covered

Preliminary Course – 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 which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Particular Course Requirements

In the **Preliminary English (Standard) Course** students are required to:

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

HSC English (Standard) Course requires the close study of:

- at least four types of prescribed text, one drawn from **each** of the following categories: prose fiction; drama; poetry; nonfiction **or** film **or** media **or** multimedia texts
- a wide range of additional related texts and textual forms.

Course: English (Advanced)

Course No: 15140

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: English (Standard); English Studies

Course Description

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

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

Main Topics Covered

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.

Particular Course Requirements

In the **Preliminary English (Advanced) Course** students are required to:

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

HSC English (Advanced) Course requires the close study of:

- at least **five** types of prescribed text, one drawn from **each** of the following categories: Shakespearean drama; prose fiction; drama **or** film; poetry; nonfiction **or** media **or** multimedia texts
- a wide range of additional related texts and textual forms.



Courses: Preliminary English Extension

HSC English Extension 1

HSC English Extension 2 (HSC Only)

Course No:
 Course No: 15160
 Course No: 15170

1 unit of study for each of Preliminary and HSC

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

Exclusions: English (Standard); English Studies

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 1 Course, students explore ideas of value and consider how cultural values and systems of valuation arise.

In HSC English Extension 2 Course, 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 from three modules offered for study.

Oxley High School students study:

- Module A: Genre
- Elective 2: Crime Writing

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 2009–2014 Electives and Prescribed Texts).

HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection.



Course: English Studies

Course No:

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* 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, to be determined by the needs of the students.

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, to be determined by the needs of the students.

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.

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

Course No: 11235 Preliminary
30120 HSC

2 units Preliminary (Board Developed Course)
2 units HSC (Content Endorsed 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.

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.

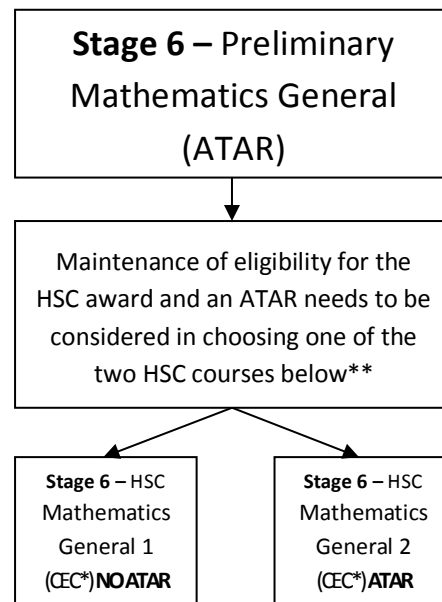
Main Topics Covered

Preliminary Mathematics General Course

- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Communication
- Focus Study: Mathematics and Driving

HSC Mathematics General 1 Course

- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Design
- Focus Study: Mathematics and Household Finance
- Focus Study: Mathematics and the Human Body
- Focus Study: Mathematics and Personal Resource Usage



* BDC – Board Developed Course (HSC BDCs are examined at the HSC) CEC – Content Endorsed Course (HSC CECs are not examined at the HSC).

** The HSC Mathematics General 1 course (two units of study in the HSC Year) is a Content Endorsed Course and cannot be used to meet the requirement that, to be eligible for the HSC award, students must study at least six units of Board Developed Courses. 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. For further information, please refer to the Board's Assessment Certification Examination (ACE) website at <http://ace.bos.nsw.edu.au>.

Course: Mathematics General 2

Course No: 11235 Preliminary
15235 HSC

2 units for each of Preliminary and 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.

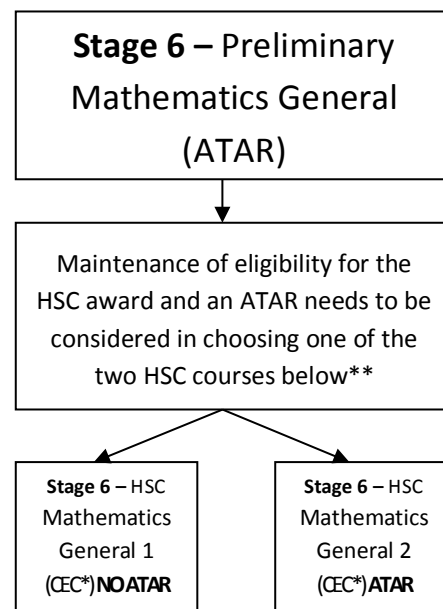
Main Topics Covered

Preliminary Mathematics General Course

- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Communication
- Focus Study: Mathematics and Driving

HSC Mathematics General 2 Course

- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Health
- Focus Study: Mathematics and Resources



* BDC – Board Developed Course (HSC BDCs are examined at the HSC).
CEC – Content Endorsed Course (HSC CECs are not examined at the HSC).

** The HSC Mathematics General 1 course (two units of study in the HSC Year) is a Content Endorsed Course and cannot be used to meet the requirement that, to be eligible for the HSC award, students must study at least six units of Board Developed Courses. 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. For further information, please refer to the Board's Assessment Certification Examination (ACE) website at <http://ace.bos.nsw.edu.au>.



Course: Mathematics

Course No: 15240

2 units for each of Preliminary and HSC
Board Developed Course

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

Course: Mathematics Extension 1

Course No: 15250

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

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

Exclusions:

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

Course: Biology

Course No: 15030

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Senior Science (Preliminary only)

Course Description

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

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

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

Topics Covered

Preliminary Course

Biology Skills Module 8.1

Core Modules

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

HSC Course

Biology Skills Module 9.1

Core Modules

- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health

One Option from the following modules:

- Communication
- Biotechnology
- Genetics: The Code Broken?
- The Human Story
- Biochemistry

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Biology skill outcomes. Biology modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers will 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 a local terrestrial 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.



Thalgarrah Excursion



Course: Chemistry

Course No: 15050

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Senior Science (Preliminary only)

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 will 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: Earth and Environmental Science

Course No: 15100

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Senior Science (Preliminary only)

Course Description

Earth and Environmental Science is the study of the planet Earth, its processes and its environment.

The Preliminary course develops knowledge of the physical and chemical features of the environment, the available resources and human impact on Australian environments and the interplay between the internal and external forces that constantly shape the Earth. It increases students' understanding of these concepts by focusing on the unique nature of the Australian continent, its geology and environments and, in particular, the local environment and the effect of human impact on it.

The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time, current pressures and their effects on the Australian environment, and the indicators of environmental ill-health. The options cover a variety of interest areas and draw on increased information and understanding provided by improved technology to examine areas of current research.

Topics Covered

Preliminary Course

Earth and Environmental Science Skills Module 8.1

Core Modules

- Planet Earth and Environment
 - A Five Thousand Million Year Journey
- The Local Environment
- Water Issues
- Dynamic Earth

HSC Course

Earth and Environmental Science Skills Module 9.1

Core Modules

- Tectonic Impacts
- Environments Through Time
- Caring for the Country

One Option from the following modules:

- Introduced Species and the Australian Environment
- Organic Geology – A Non-renewable Resource
- Mining and the Australian Environment
- Oceanography

Particular Course Requirements

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

The Preliminary course includes experiences in the identification of landforms, rocks and 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: Physics

Course No: 15330

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Senior Science (Preliminary only)

Course Description

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

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

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

Topics Covered

Preliminary Course

Physics Skills Module 8.1

Core Modules

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

HSC Course

Physics Skills Module 9.1

Core Modules

- Space
- Motors and Generators
- From Ideas to Implementation

One Option from the following modules:

- Geophysics
- Medical Physics
- Astrophysics
- From Quanta to Quarks
- The Age of Silicon

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Physics skill outcomes. Physics modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers will 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.

Course: Senior Science

Course No: 15340

2 units for each of Preliminary and HSC Board Developed Course

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

Course Description

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

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

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

Topics Covered

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 will 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: HSC Ancient History

Course No: 15020

2 units for each of Preliminary and HSC Board
Developed Course

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Preliminary Course

Part 1: Introduction

- o Investigating the past: History, Archaeology and Science
- o 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%)

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 No: 15270

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 19th Century 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 20th Century, 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 20th Century (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 20th Century (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: HSC Studies of Religion I

Course No: 15370

1 unit HSC

Board Developed Course **YEAR 12 ONLY**

Exclusions: Studies of Religion II

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.

Both Preliminary and HSC course to be covered in Year 12.



Course: Music 1

Course No: 15290

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: Music 2

Course No: 15300

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Music 1

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 one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.

In the Preliminary course, the Mandatory Topic is Music 1600–1900.

In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

Particular Course Requirements

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology 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.

All students will be required to develop a composition portfolio for the core composition.



Course: HSC Music Extension

Course No: 15310

1 unit/60 hour course

Board Developed Course

Prerequisites: Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways.

Exclusions: Music 1

Course Description

The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

Particular Course Requirements

Students selecting Composition or Musicology as their area of specialisation 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: Agriculture

Course No: 15010

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.

Course: Business Studies

Course No: 15040

2 units for each of Preliminary and HSC

Exclusions: Nil

Board Developed Course

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

Course: Community and Family Studies

Course No: 15060

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

HSC Option Modules

Select **one** of the following (approximately 25% of course time):

- **Family and Societal Interactions** Government and community structures that support and protect family members throughout their lifespan.
- **Social Impact of Technology** The impact of evolving technologies on individuals and lifestyle.
- **Individuals and Work** Contemporary issues confronting individuals as they manage roles within both their family and work environments.

Particular Course Requirements

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

Course: Dance

Course No: 15070

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Preliminary Course

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

Components to be completed are:

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

HSC Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

Particular Course Requirements

The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses.

The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.



Course: Design and Technology

Course No: 15080

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

Main Topics Covered

Preliminary Course

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC Course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.



Major Design Project

Course: Drama

Course No: 15090

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

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, Play Building 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, Play Building, 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. *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: Economics

Course No: 15110

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

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

Main Topics Covered

Preliminary Course

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

HSC Course

- The Global Economy – Features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including economic growth, unemployment, inflation, distribution of income and wealth, external stability and environmental sustainability.
- Economic Policies and Management – the range of policies to manage the economy.



Course: Engineering Studies

Course No: 15120

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

Main Topics Covered

Preliminary Course

The *Engineering Studies Stage 6 Syllabus* comprises a Preliminary course made up of four compulsory modules (three application modules and one focus module), Engineering fundamentals, Engineered products, Braking systems and Biomedical engineering.

HSC Course

The HSC course is made up of four compulsory modules (two application modules and two focus modules). Civil Structures, Personal and public transport, Aeronautical engineering and Telecommunications engineering.

Particular Course Requirements

Students develop the requirements and significance of writing Engineering reports. **One** Engineering Report from the Preliminary course and **one** Engineering Report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork to successful engineering projects.

Course: Food Technology

Course No: 15180

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

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 study 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: Geography

Course No: 15190

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

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 should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.



Geography Excursion

Course: Industrial Technology Timber

Course No: 15200

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Course Description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of 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.

Main Topics Covered

Preliminary Course

The following sections are taught in relation to the relevant focus area:

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

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

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

Particular Course Requirements

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

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.



Industrial Technology HSC Major Design Project



Course: Industrial Technology Metal

Course No: 15200



Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Course Description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of 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.

Main Topics Covered

Preliminary Course

The following sections are taught in relation to the relevant focus area:

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

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

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

Particular Course Requirements

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

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.



Course: Japanese Beginners

Course No:
15820

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Japanese Continuers; Japanese Extension; Heritage Japanese; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's *ACE Manual*.

Course Description In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, *the personal world* and *the Japanese-speaking communities*, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Main Topics Covered

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

Particular Course Requirements: Nil

Course: Japanese Continuers

Course No: 15830



2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites: School Certificate Japanese or equivalent knowledge is assumed.

Exclusions: Japanese Beginners; Heritage Japanese; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.2 of the Board's *ACE Manual*.

Course Description

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

Prescribed Themes

- The individual
- The Japanese-speaking communities
- The changing world

Mandatory Topics

- Personal world
- Daily life
- Leisure
- Future plans
- Travelling in Japan
- Living in Japan
- Cultural life
- The world of work
- Current issues

Students' language skills are developed through tasks such as:

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

Particular Course Requirements: Nil



Course: HSC Japanese Extension

Course No: 15850

1 unit for HSC

Board Developed Course

Prerequisites: The Japanese Continuers Preliminary course

Co-requisites: The Japanese Continuers HSC course

Exclusions: Nil

Course Description The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Japanese language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression.

Theme:

- The individual and contemporary society.

Prescribed Issues:

- The impact of change on society
- Relationships
- The search for personal identity.

Students' knowledge and understanding of the issues are developed through tasks such as:

- discussing issues in prescribed and related texts
- presenting points of view on issues
- analysing aural and written texts.

Particular Course Requirements: Nil



Course: Legal Studies

Course No: 15220

ATAR

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

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

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

Preliminary Course

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

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

HSC Course

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

Two options are chosen from:

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

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

Particular Course Requirements No special requirements



Course: Personal Development, Health and Physical Education

Course No: 15320

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 will study **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 will study **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 will study **two** options in each of the Preliminary and HSC courses.

Course: Society and Culture

Course No: 15350

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Preliminary Course

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

HSC Course

Core

- Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country
- The Personal Interest Project – an individual research project.

Depth Studies

Two to be chosen from:

- Popular Culture – the interconnection between individuals and popular culture
- Belief Systems – role of belief systems in societies, cultures and personal life
- Equality and Difference – the nature of equality and difference in societies and cultures
- Work and Leisure – the nature and role of work and leisure in society.

Particular Course Requirements

Completion of Personal Interest Project.

Course: Software Design and Development

Course No: 15360

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Computing Applications CEC



Course Description

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

Preliminary Course

- Concepts and Issues in the Design and Development of Software (30%)
 - Social and ethical issues
 - Hardware and software
 - Software development approaches
- Introduction to Software Development (50%)
 - Defining and understanding the problem
 - Planning and designing software solutions
 - Implementing software solutions
 - Testing and evaluating software solutions
 - Maintaining software solutions
- Developing software solutions (20%)

HSC Course

- Development and Impact of Software Solutions (15%)
 - Social and ethical issues
 - Application of software development approaches
- Software Development Cycle (40%)
 - Defining and understanding the problem
 - Planning and design of software solutions
 - Implementing software solutions
 - Testing and evaluating software solutions
 - Maintaining software solutions

Course: Textiles and Design

Course No: 15390

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Fashion and Textiles TVET CEC 43480
Fashion Design and Technology TVET CEC 41016

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 include 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 an 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

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 of 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.



Textiles and Design HSC Major Work

Course: Visual Arts

Course No: 15400

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

Visual Arts involves students in art making, 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.



Visual Arts HSC Major Art Work

Content Endorsed Courses



Course: Exploring Early Childhood

Content Endorsed Course

Exclusions: Nil

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

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

The study of this course will enable students to:

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



Course: Sport Lifestyle and Recreation Studies

Content Endorsed Course

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

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.

Vocational Education and Training (VET)

Industry Curriculum Framework Course Information

Oxley High School offers its students a large variety of vocational subjects at school and at Tamworth TAFE. The Vocational Education and Training Courses offered at Oxley are Hospitality, Construction and Metals and Engineering. Tamworth TAFE through Oxley offers our students many TVET courses such as Aeroskills, Animal Studies and Electrotechnology. Oxley High also caters for School Based Apprenticeships and Traineeships. In the past, students have completed studies in areas such as Hairdressing, Business Services, Electrotechnology and Automotive Sales.



About VET in Schools Courses

VET (Vocational Education and Training) courses are available for study by students as part of their School Certificate or Higher School Certificate.

Almost all VET in Schools courses lead to nationally recognised Australian Quality Training Framework (AQF) qualifications, either certificates or statements of attainment. Some courses also include work placement. These courses can provide a head start towards a career and pathways to further study.

VET courses are delivered to students by Registered Training Organisations (RTOs). These can be their schools, colleges of TAFE NSW or other private RTOs.



All VET courses are either developed or endorsed by the NSW Board of Studies, for inclusion in a student's School Certificate or Higher School Certificate.

All ICFs include **Mandatory Work Placement**, and an optional HSC exam in these courses is available to contribute to the University Admissions Index (ATAR).

- Board Developed VET courses [Industry Curriculum Frameworks](#), as well as contributing to the Higher School Certificate, allow students to sit for an **optional examination** which **can contribute to the Australian Tertiary Admission Rank (ATAR)**.
- [Board Endorsed](#) (non-framework) courses contribute to the School Certificate or Higher School Certificate, but not to the ATAR.
- **More information:** Students wishing to undertake a VET course should enquire at their school.
- **Useful Website:** <https://www.det.nsw.edu.au/vetinschools/index.html>

Industry Curriculum Frameworks delivered at Oxley High School include-

Subject	Location
Construction	Trade Training Centre Oxley H.S
Hospitality	Trade Training Centre Oxley H.S
Metal and Engineering	Trade Training Centre Oxley H.S



ATAR
With HSC
Exam

CONSTRUCTION (VET - Industry Curriculum Framework)

Certificate 1

Why study Construction?

Construction provides students with the opportunity to gain a range of skills suitable for employment in the construction industry and to provide pathways for further study.

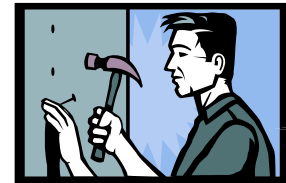
Working in the Construction industry involves:

- constructing buildings
- modifying buildings
- contracting
- designing buildings
- measuring materials and sites
- communicating with clients



Samples of occupations students can aim for in the construction industry:

- | | |
|---------------|----------------|
| ✓ building | ✓ plastering |
| ✓ bricklaying | ✓ roofing |
| ✓ carpentry | ✓ shop fitting |
| ✓ concreting | ✓ sign writing |
| ✓ glazing | ✓ tiling |
| ✓ joinery | |



Course description:

This course is based on units of competency, which have been developed by the construction industry to describe the competencies, skills and knowledge required by workers in the industry. The course incorporates core units plus a range of elective units from the General Construction sector.

A mandatory Workcover NSW approved general WH&S induction-training program, as well as a work activity WH&S training and site-specific WH&S training must be completed before students are allowed onto a work site.

An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the Australian Tertiary Admission Rank (ATAR) for university entrance.

HSC Course requirements regarding Work Placement:

Students must complete a minimum of 70 hours of mandatory work placement.

Recognition of Prior Learning:

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally, if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

Course costs: Prelim \$40+ HSC \$40

Course requirements: Sturdy footwear A4 display folder

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

Course structure: Construction (240 indicative hours)

COMPULSORY UNITS	
CPCCOHS2001A	Apply OH&S Requirements, Policies and Procedures
CPCCM1002A	Work effectively and Sustainably in the Construction Industry
CPCCM1003A	Plan and organise work
CPCCCM1004A	Conduct workplace communication
CPCCCM1005A	Carry out measurements and calculations
CPCCCM2001A	Read and interpret plans and specifications
CPCCCA2005A	Use construction tools and equipment
CPCCOHS1001A	Work Safely in the Construction Industry

ELECTIVE UNITS	
CPCCCM2006A	Apply basic levelling procedures
CPCCCO203A	Carry out concreting to simple forms
BCCM2004A	Drain and Dewater site.
CPCCCM2004A	Handle construction materials
CPCCCA2003A	Erect and Dismantle Formwork for Footings on the Ground
CPCCCA2001A	Handle Carpentry Materials

Depending on competencies chosen, full or part qualifications from the General Construction Training Package (BSG03) are available in general construction; bricklaying/ blocklaying; carpentry; concreting; painting and decorating; and wall and floor tiling. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

The qualifications available through the Construction Curriculum Framework are:

- Certificate I in General Construction BCG10103
- Statement of Attainment in partial completion of Certificate II in General Construction BCG20103

For more information on possible outcomes please visit the NSW Board of Studies

website: <http://www.boardofstudies.nsw.edu.au> or <https://www.det.nsw.edu.au/vetinschools/index.html>



Hospitality (VET - Industry Curriculum Framework)

ATAR
With HSC
Exam

Why study Hospitality?

Hospitality focuses on providing customer service. Skills learned can be transferred across a range of industries. Workplaces for which Hospitality competencies are required include cafes, catering organisations and resorts.

Working in the hospitality industry involves:

- supporting and working with colleagues to meet goals and provide a high level of customer service
- developing menus, managing resources, preparing, cooking and serving a range of dishes
- providing food and beverage service in a range of settings
- planning and organising events and managing services

Samples of occupations students can aim for in the hospitality industry:

- ✓ chef
- ✓ bar assistant
- ✓ food & beverage manager



Novotel Pacific Bay, Coffs Harbour

Course description:

This course is based on units of competency, which have been developed by the hospitality industry to describe the competencies, skills and knowledge required by workers in the industry. The course incorporates core units of competency plus units from various functional areas such as: kitchen attending, commercial cookery and food and beverage.

An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the Australian Tertiary Admission Rank (ATAR) for university entrance.

HSC Course Requirements regarding Work Placement:

Students must complete a minimum of 70 hours of mandatory work placement.

Recognition of Prior Learning:

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

Course costs: The following items/costs are required for this course:

	Preliminary	HSC
Food Costs:	\$120	\$100
Uniform Purchase:	Approx \$80	-



Course requirements:

Commercial Cookery - Full chef's uniform including: long sleeve white jacket, white buttons, check pants, chef's hat, apron, neckerchief and fully enclosed black leather shoes (flat, non-slip).

Food and Beverage - Black pants, long sleeve white shirt, black apron, and fully enclosed black leather shoes (flat, non-slip).

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

Course Structure: Hospitality (240 indicative hours)

These courses are being updated by the BOS in 2008. This may result in changes to the course structure for 2009.

COMMERCIAL COOKERY STREAM

COMPULSORY		COMMERCIAL COOKERY STREAM	
SITXCOM001A	Work with colleagues and customers	SITHCCC001A	Organise and prepare food
SITXCOM002A	Work in a socially diverse environment	SITHCCC002A	Present food
SITXOHS001A	Follow health, safety and security procedures	SITXFSA001A	Implement food safety procedures
SITXOHS002A	Follow workplace hygiene procedures	SITHCCC005A	Clean and maintain kitchen premises
SITHIND001A	Develop and update hospitality industry knowledge	SITHCCC005A	Use basic methods of cookery
SITXENV001A	Participate in environmentally sustainable work practices		

FOOD & BEVERAGE STREAM

COMPULSORY		FOOD & BEVERAGE STREAM	
SITXCOM001A	Work with colleagues and customers	SITHFAB003A	Serve food and beverage to customers
SITXCOM002A	Work in a socially diverse environment	SITHACS006A	Clean premises and equipment
SITXENV001A	Participate in environmentally sustainable work practices	SITHFAB010a	Prepare and serve non-alcoholic beverages
SITXOHS001A	Follow health, safety and security procedures	SITXFSA001A	Implement food safety procedures
SITXOHS002A	Follow workplace hygiene procedures		
SITHIND001A	Develop and update hospitality industry knowledge		

The qualifications available in the Hospitality Curriculum Framework are:

- Certificate I in Hospitality SIT10207
- **Certificate II in Hospitality SIT20207**

OR

- Certificate I in Hospitality (Kitchen Operations) SIT10307
- Statement of Attainment towards Certificate II in Hospitality (Kitchen Operations) SIT20307
- **Certificate II in Hospitality (Kitchen Operations) SIT20307**

For more information on possible outcomes please visit the NSW Board of Studies website: <http://www.boardofstudies.nsw.edu.au> or <https://www.det.nsw.edu.au/vetinschools/index.html>

METAL AND ENGINEERING (VET - Industry Curriculum Framework)



Why study Metal and Engineering?

The manufacturing, engineering and related service industries include a wide range of industry sectors. The major industry activities and sectors are metal fabrication, metal manufacturing, aeroskills, metal machining, transport equipment manufacturing, electrical equipment and appliance manufacturing, and industrial machinery and equipment manufacturing.

Most occupations within the industry have been subject to significant change within the last decade. In some areas career paths are converging with those in computer programming.

Working in the metal and engineering industry involves:

- constructing, assembling, installing, modifying, repairing and maintaining machines
- assembling, making parts, equipment, machines, instruments and tools
- designing machinery, parts, computer hardware and electronic circuits, using 3D graphics and drafting skills
- managing clients and staff, overseeing quotas and information, leading projects



Samples of occupations students can aim for in the metal and engineering industry:

- ✓ engineering draftsman
- ✓ engineer (automotive, fabrications, production, plastics, marine, mechanical)
- ✓ fitter
- ✓ instrument maker
- ✓ maintenance fitter
- ✓ structural steel and welding supervisor
- ✓ toolmaker
- ✓ boat builder/ repairer
- ✓ sailmaker



Course description:

This course is based on units of competency, which have been developed by the metal, engineering and related service industries to describe the competencies, skills and knowledge required by workers in the industry.

An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the Australian Tertiary Admission Rank (ATAR) for university entrance.

HSC Course requirements regarding Work Placement:

Students must complete a minimum of 70 hours of mandatory work placement.

Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

Course costs: Prelim \$90+ HSC \$90

Course requirements: Steel capped leather boots

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

Course Structure: (240 indicative hours)

COMPULSORY	
N/A	Manufacturing, engineering and related services industries induction
MEM09002B	Interpret technical drawing
MEM12023A	Perform engineering measurements
MEM12024A	Perform computations
MEM13014A	Apply principles of occupational health and safety in the work environment
MEM14004A	Plan to undertake a routine task
MEM15002A	Apply quality systems
MEM15024A	Apply quality procedures
MEM16007A	Work with others in a manufacturing, engineering or related environment
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations

ELECTIVE POOL	
*MEM05004C	Perform routine oxy acetylene welding
*MEM05005B	Carry out mechanical cutting
*MEM05006B	Perform brazing and/or silver soldering
*MEM05007C	Perform manual heating and thermal cutting
*MEM05012C	Perform routine manual metal arc welding
*MEM05050B	Perform routine gas metal arc welding
MEM05051A	Select welding processes

The qualifications through the Metal and Engineering Framework are:

- Certificate I in Engineering MEM10105
- Certificate II in Engineering MEM20105
- Statement of Attainment in partial completion of Certificate I in Engineering MEM10105
- Statement of Attainment in partial completion of Certificate II in Engineering MEM20105

For more information on possible outcomes please visit the NSW Board of Studies website: <http://www.boardofstudies.nsw.edu.au> or <https://www.det.nsw.edu.au/vetinschools/index.html>



TAFE-delivered Vocational Education and Training in Schools (TVET)

TAFE delivered HSC VET Courses (TVET) are courses, developed or endorsed by the Board of Studies, which senior secondary school students may study at a TAFE NSW institute while completing their HSC at school.

TVET courses are taught by TAFE teachers usually at a TAFE NSW college/campus. As these students are enrolled in TAFE NSW they are subject to student rights, obligations and policies and also receive TAFE NSW credentials on successful completion of their studies. In some cases, courses are delivered by TAFE NSW teachers using school or other facilities. Students can also undertake HSC VET courses through a shared school/TAFE delivery arrangement.

Students can check which TVET courses are available in their area, but must apply through their school.

PLEASE NOTE: All courses are not offered at all TAFE campuses and courses are offered subject to minimum class size requirements.

TAFE Delivered Vocational Courses (TVET)

HSC Courses FRAMEWORKS

- Automotive Mechanical
- Automotive Paint/Panel
- Business Services (NEI)
- Construction
- Electrotechnology Electrical
- Entertainment
- Hospitality
- Information Technology
- Metal & Engineering
- Primary Industries
- Retail
- Tourism

NON-FRAMEWORKS

- Accounting
- Aeroskills Mechanical
- Aged Care Work Introduction
- Animal Care Introduction
- Automotive Mechanical Continuing
- Automotive Vehicle Paint/Panel
- Aviation Aircraft Operations
- Beauty Therapy - Makeup Services
- Beauty Therapy - Nail Technology
- Children's Services Introduction
- Computer Aided Drafting
- Digital Arts & Media
- Electrotechnology Electrical Continuing
- Fashion Fundamentals
- Hairdressing - Salon Skills
- Horse Industry Skills
- Horse Racing Industry
- Multimedia
- Nursing/Health Assistant
- Outdoor Recreation
- Plumbing Techniques



- Recreational Fishing Industry
- Resources & Infrastructure
- Retail Extension
- Screen - Film & Video
- Sport and Recreation - Fitness
- Visual Arts & Contemporary Crafts
- Workplace Communications



FREQUENTLY ASKED QUESTIONS -(TVET) HSC COURSES

What are the TAFE Delivered Vocational HSC Courses?

These courses (referred to as TVET courses) are designed to broaden the curriculum options available to senior secondary students in NSW by allowing them to undertake some of their HSC program at TAFE.

What are the benefits of TVET courses?

- Practical training linked to industry and career pathways
- Direct credit transfer into Certificate and Diploma level courses
- Broader choices for students studying for the HSC

How do the students study at TAFE?

Students usually spend between 3-4 hours per week at TAFE for either one or two years. TAFE subjects are packaged together into 2 unit courses to meet the requirements of the NSW Board of Studies.

Do TVET courses contribute to the HSC?

Yes, approval by the NSW Board of Studies ensures that all courses contribute to the HSC.

Can TVET courses count towards the ATAR?

Only the Industry Curriculum Framework (ICF) Courses contribute to the ATAR if the student completes the optional HSC examination. Students are only permitted to include one Framework course in the ATAR calculation. Accounting is the only Non-Framework course that can contribute to the ATAR.

What are Framework courses?

These courses have work placement as a mandatory requirement, there is an optional exam attached to each Framework course making it eligible for inclusion in the ATAR.

What are Non-Framework courses?

These courses do not have work placement or an external HSC exam. These courses are not included in the ATAR, (with the exception of Accounting) but may be selected for career pathways or interest.

Who pays for TVET courses?

The NSW Department of Education and Training funds the participation of government school students. It is the decision of the non-government school or the system authority as to whether costs will be met out of school or authority funds or whether individual students will have to cover all or part of the costs associated with their participation in the program.

Who will teach the course?

Trained TAFE teachers with industry experience and industry specific qualifications teach TVET classes.

Who can apply?

All students in Years 11 and 12 from government and non-government schools are eligible to apply through their school. Year 10 students in isolated high schools and all central schools may also undertake modified TVET course subject to Board of Studies approval.

When do I apply to do a TVET course?

Students can apply from the beginning of Term 3 to do a TVET course. An application form is included in the TVET Handbook and application forms will also be available from the school Careers Adviser and/or from the local TAFE Campus Coordinator. The application form must be signed by a parent or guardian and by the school Principal or delegate before being forwarded to TAFE. The first round closing date is Friday 28 September 2007. Applications received after September will be subject to vacancies being available.

When do students attend the TAFE Campus?

A number of schools in your area may be coordinated to attend TAFE at a common time each week. This will depend on local arrangement



School Based Apprenticeships and Traineeships in NSW



What are the main features of school based apprenticeships and traineeships?

School based apprenticeships and traineeships allow senior high school students to commence an apprenticeship or complete a traineeship while at school. School based apprentices work part-time and undertake the first stage of their apprenticeship training before the end of the HSC year. School based trainees work part-time and complete their traineeship by the end of their HSC year.

Both the on-the-job and off-the-job training undertaken by school based apprentices/trainees can contribute to their HSC. School based apprentices will commence full-time employment as a 2nd year apprentice from January after their HSC, providing that they have successfully completed both their on-the-job and off-the-job training program during their senior high school years.

How long will it take a school based apprentice to gain a qualification as a tradesperson?

Most apprenticeships in NSW are for a term of up to four years full-time employment. For school based apprenticeships, this term is broken down into part-time and full-time components.

A typical pattern, where a school based apprentice undertakes a two year HSC program, will result in the apprentice gaining their trade qualification within 5 years of commencing their school based apprenticeship – that is, after completing the HSC, the apprentice will have up to 3 years of full-time employment as an apprentice.

This pattern can be varied for students who undertake their HSC over a period of more than two years. School students who study their HSC over 3, 4 or 5 years will still need to complete up to three years full-time work as an apprentice after their HSC before gaining their trade qualification.

The period of post HSC employment may be reduced if the apprentice gains all their on-the-job skills in a shorter period of time.

What are the minimum requirements that a school based apprentice or school based trainee must complete while they are at school?

While at school, the school based apprentice must complete a specified number of days of paid employment as a first-year apprentice. For many trades the minimum requirement is 100 days but for some trades (e.g. electrical and electronics trades) it may be as high as 180 days.

School based apprentices will be enrolled in the relevant trade course, generally at Certificate III level, from the beginning of their apprenticeship. The formal training component to be completed while at school is generally equivalent to what a full-time apprentice would complete in their first year.

School based apprentices must complete the formal training component by the end of Term 3 before the HSC to ensure the student receives appropriate credit for the HSC. They must complete the minimum number of days of paid employment by 31 December of the HSC year to progress into the next stage of their apprenticeship.

A school based trainee will be enrolled in the relevant qualification at a Certificate II or Certificate III level. They must complete a minimum of 100 days of paid employment, or as specified in the relevant Vocational Training Order. They must also complete their formal training component by the end of Term 3 before the HSC, to ensure the student receives appropriate credit for the HSC.

Who will provide the formal training for school based apprentices/trainees?

School based apprentices and trainees in New South Wales will undertake their apprenticeship training through TAFE NSW or a private Registered Training Organisation authorised to provide apprenticeship / traineeship training. The student's school may also deliver the formal training on school premises if it is authorised to do so.

In most cases school based apprentices will continue their enrolment with the same training organisation once they commence full-time work as an apprentice after the HSC, and will complete their formal training within a further two years.

How will a school based apprenticeship/traineeship fit in with my HSC?

All school based apprentices must study HSC VET courses that match the training provided to first year full-time apprentices. These HSC VET courses will generally contribute a minimum of 4 units of HSC credit out of the 22 units required for the HSC.

The formal training undertaken by a school based trainee will also contribute a minimum of 4 units of credit required for the HSC. A list of competencies will be submitted by the school to the Board of Studies. Additional HSC unit credit may be applicable for both school based apprenticeship and school based traineeship courses depending on the qualification.

School based apprentices/trainees may also elect to undertake the Industry-Based Learning Board Endorsed Course that can contribute up to 4 additional units of HSC credit. Assessment of these units will be based on evidence of industry-based skills built up through paid employment as an apprentice/trainee during the HSC years.

Further information on school based apprenticeships/traineeships in the HSC is available on the Vocational Education and Training section of the Board of Studies website at: www.boardofstudies.nsw.edu.au/voc_ed

More Information and advice

You can get information and advice from:

- Your careers advisor at school
- School based apprenticeship and traineeship co-ordinators and VET advisors at school
- Your State Training Services regional office:

Ms. Susi Bell

NSW Department of Education & Communities
School Based Apprenticeship & Traineeship Coordinator
Level 2 Noel Park House, 155-157 Marius Street, Tamworth NSW 2340
Phone: 02 6755 5039
Fax: 02 6755 5020
susi.bell@det.nsw.edu.au

Questions & Answers about School Based Apprenticeships and Traineeships available at <http://www.sbatinnsw.info/QandA.php>

Glossary of Terms

Acceleration	allows very capable students to commence a course earlier
Accumulation	allows students to take up to five years to complete their HSC studies
Australian Tertiary Admission Rank	a rank calculated by the Universities (ATAR) to select students for university entry
Board Developed Course	developed and examined by the Board of Studies, these courses count towards the HSC and the calculation of an ATAR
Board Endorsed Course	developed by schools, TAFE and universities, these courses count towards the HSC but do not have an HSC examination and do not contribute towards the calculation of an ATAR
Course	a focused area of study within a subject, eg French Beginners is a course within the subject French
Extension Course	builds on the related 2 unit course. Extension courses are available in English, mathematics, history, music and some languages and VET courses. Students must study the related 2 unit course to be eligible to enrol in an extension course
HSC: All My Own Work	program in ethical scholarship all students are required to complete as part of their HSC studies
HSC course	HSC courses are divided into two sections – the Preliminary component and the HSC component. The Preliminary course must be studied before the HSC course.
Life Skills Course	designed for some students with special education needs
Major Work	some courses require students to complete a practical work or project which contributes towards the HSC examination mark. MajorWorks are usually due in Term 3 of Year 12
Pathways	allow students to take longer than the standard two years to complete their HSC studies

Preliminary course	HSC courses are divided into two sections – the Preliminary component and the HSC component. The Preliminary course (usually studied in Year 11) must be studied before the HSC course
Recognition of Prior Learning	allows students to count courses studied in educational institutions such as TAFE, towards their HSC or be exempted from some components of courses if they have already achieved course requirements
Special examination provisions	offer practical support to students with disabilities that affect their capacity to read or respond to examination questions. Provisions can include Braille or large print papers, the use of a reader or writer, rest breaks, permission to take medication, and other provisions as judged appropriate
Syllabus	describes the aims, objectives, content and outcomes to be achieved in a course
Units	all HSC courses have a unit value – most courses have a 2 unit value, extension courses usually have a 1 unit value

Useful websites

Board of Studies NSW

boardofstudies.nsw.edu.au



NSW HSC online

hsc.csu.edu.au

Universities Admissions Centre

uac.edu.au

Careers Advisory Service

cas.det.nsw.edu.au

Education and Training – State Training Services

training.nsw.gov.au

TAFE NSW

tafensw.edu.au

Career Information Centres

centrelink.gov.au

My Future – Occupations

myfuture.edu.au

Australian JobSearch

jobsearch.gov.au

Want to know more?

Go to **How your HSC works** at boardofstudies.nsw.edu.au

NSW Students Online

Students Online is a website designed specially for HSC students in New SouthWales featuring information about how the HSC works and handy study resources. If you want to know more about how the HSC works, visit studentsonline.bos.nsw.edu.au