Board Developed Courses for the Higher School Certificate

English Standard
English Advanced
Preliminary English Extension
HSC English Extension 1
HSC English Extension 2
English as a Second Language
Fundamentals of English

General Mathematics
Mathematics
Mathematics Extension 1
Mathematics Extension 2

Biology
Chemistry
Earth and Environmental Science
Physics
Senior Science

Ancient History
Modern History
HSC History Extension

Music 1
Music 2
HSC Music Extension

Aboriginal Studies
Agriculture
Business Studies
Community and Family Studies
Dance
Design and Technology
Drama
Economics
Engineering Studies
Food Technology
Geography
Industrial Technology
Information Processes and Technology
Legal Studies
Personal Development, Health and Physical Education
Society and Culture
Software Design and Development
Studies of Religion I
Studies of Religion II
Textiles and Design
Visual Arts
Languages
Arabic Beginners
Arabic Continuers
HSC Arabic Extension
Armenian Continuers*
Chinese Beginners
Chinese Continuers
HSC Chinese Extension
Chinese Background Speakers
Classical Greek Continuers
HSC Classical Greek Extension
Classical Hebrew Continuers
HSC Classical Hebrew Extension
Croatian Continuers*
Czech Continuers*
Dutch Continuers*
Filipino Continuers*
French Beginners
French Continuers
HSC French Extension
German Beginners
German Continuers
HSC German Extension
Hindi Continuers
Hungarian Continuers*
Indonesian Beginners
Indonesian Continuers
HSC Indonesian Extension
Indonesian Background Speakers
Italian Beginners
Italian Continuers
HSC Italian Extension
Japanese Beginners
Japanese Continuers
HSC Japanese Extension
Japanese Background Speakers
Khmer Continuers
Korean Beginners
Korean Continuers
Korean Background Speakers
Latin Continuers
HSC Latin Extension
Latvian Continuers*
Lithuanian Continuers*
Macedonian Continuers*
Malay Background Speakers
Maltese Continuers
Modern Greek Beginners
Modern Greek Continuers
HSC Modern Greek Extension
Modern Hebrew Continuers
Persian Background Speakers
Polish Continuers*
Portuguese Continuers*
Russian Background Speakers
Serbian Continuers*
Slovenian Continuers*
Spanish Beginners
Spanish Continuers
HSC Spanish Extension
Swedish Continuers*
Tamil Continuers*
Turkish Continuers*
Ukrainian Continuers*
Vietnamese Continuers

* CCAFL language

**VET Curriculum Frameworks**

**Business Services (Administration)**
Business Services - Office Administration (120 hours)
Business Services - Office Administration (240 hours)
Business Services - Office Administration Extension (60 hours or 120 hours)
(Descriptors available August 2001)

**Construction**
Construction (120 hours)
Construction (180 hours)
Construction (240 hours)
Construction Specialist Studies (60 hours or 120 hours)

**Information Technology**
Information Technology (120 hours)
Information Technology (180 hours)
Information Technology (240 hours)
Information Technology Specialisation Studies (60 hours or 120 hours)

**Metal and Engineering**
Metal and Engineering (120 hours)
Metal and Engineering (180 hours)
Metal and Engineering (240 hours)
Metal and Engineering Specialist Studies (60 hours or 120 hours)

**Primary Industries**
Primary Industries (120 hours)
Primary Industries (180 hours)
Primary Industries (240 hours)
Primary Industries Extension (60 hours or 120 hours)

**Tourism and Hospitality**
Hospitality Operations (120 hours)
Hospitality Kitchen Operations (120 hours)
Hospitality Operations (240 hours)
Hospitality Extension (60 hours)
Tourism - Sales/Office Operations (120 hours)
Tourism - Sales/Office Operations (240 hours)
Retail
Retail Operations (120 hours)
Retail Operations (240 hours)
*The following 60 hour courses are only available as Board Endorsed Courses. Students enrolled in the 240 hour course are eligible to make application through their school.*
Retail Operations - General Selling (60 hours)
Retail Operations - Fresh Food Selling (60 hours)
Retail Operations - Clerical Administrative (60 hours)

Board Developed, TAFE Delivered VET Course
Accounting  *(Course description not included)*

Life Skills Courses
English Life Skills
Mathematics Life Skills
Personal Development, Health and Physical Education Life Skills
Citizenship and Society Life Skills
Science Life Skills
Creative Arts Life Skills
Technological and Applied Studies Life Skills
Work and the Community Life Skills

Board Endorsed Courses

Content Endorsed Courses
Ceramics
Computing Applications
Exploring Early Childhood
Marine Studies
Photography, Video and Digital Imaging
Sport, Lifestyle and Recreation Studies
Visual Design
Work Studies

VET Content Endorsed Courses
Furnishing
Introduction to Electrotechnology *(Course description not included)*
*(Suite of CECs that lead to VET Certificates in Electronics and Electrical trades pathways)*

TAFE Delivered VET Content Endorsed Courses
Available in a broad range of industry areas. *(These are listed in the TAFE Handbook.)*
Course: English Standard

Course No:

2 units for each of Preliminary and HSC Board Developed Course

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

Course Description:
- In the Preliminary English (Standard) course, students explore the ways events, experiences, ideas and processes are represented in and through texts.
- In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Main Topics Covered:

Preliminary Course
The course has two sections:
- content common to the Standard and Advanced courses is undertaken through units of work called Areas 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 content.

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

Particular Course Requirements:

In the Preliminary English (Standard) course students are required to:
- study Australian and other texts
- explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, 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
- a wide range of additional related texts and textual forms
- Prescribed Stimulus Booklet.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of:</td>
<td></td>
<td>Area of Study</td>
<td>40</td>
</tr>
<tr>
<td>Paper 1 (2 hours)</td>
<td>40</td>
<td>(Common course content)</td>
<td></td>
</tr>
<tr>
<td>Areas of Study (Common course content)</td>
<td></td>
<td>Module A</td>
<td>20</td>
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<td></td>
<td></td>
<td>Module B</td>
<td>20</td>
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<td></td>
<td></td>
<td>Module C</td>
<td>20</td>
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<tr>
<td>Paper 2 (2 Hours)</td>
<td>60</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Module A</td>
<td></td>
<td>Assessment across the language modes:</td>
<td></td>
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<tr>
<td>Module B</td>
<td></td>
<td>• Listening</td>
<td>15</td>
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<tr>
<td>Module C</td>
<td></td>
<td>• Speaking</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading</td>
<td>25</td>
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<td></td>
<td></td>
<td>• Writing</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Viewing &amp; representing</td>
<td>15</td>
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<td></td>
<td>100</td>
<td>100</td>
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</tbody>
</table>
Course: English Advanced

Course No:
2 units for each of Preliminary and HSC Board Developed Course

Exclusions: English (Standard); Fundamentals of English; English (ESL); Mass Media Studies

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

Main Topics Covered:
Preliminary Course – The course has two sections:
- content common to the Standard and Advanced courses is undertaken through units of work called Areas 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 texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the content

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

Particular Course Requirements:
Preliminary English (Advanced) course requires:
- study of Australian and other texts
- exploration of a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts
- wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integration of the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- engagement 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
- Prescribed Stimulus booklet.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of:</td>
<td></td>
<td>Area of Study</td>
<td>40</td>
</tr>
<tr>
<td>Paper 1 (2 hours)</td>
<td>40</td>
<td>(Common course content)</td>
<td></td>
</tr>
<tr>
<td>Areas of Study (Common course content)</td>
<td></td>
<td>Module A</td>
<td>20</td>
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<td></td>
<td></td>
<td>Module B</td>
<td>20</td>
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<td></td>
<td>Module C</td>
<td>20</td>
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<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Paper 2 (2 Hours)</td>
<td>60</td>
<td>Assessment across the language modes:</td>
<td></td>
</tr>
<tr>
<td>Module A</td>
<td></td>
<td>• Listening</td>
<td>15</td>
</tr>
<tr>
<td>Module B</td>
<td></td>
<td>• Speaking</td>
<td>15</td>
</tr>
<tr>
<td>Module C</td>
<td></td>
<td>• Reading</td>
<td>25</td>
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<td></td>
<td></td>
<td>• Writing</td>
<td>30</td>
</tr>
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<td></td>
<td></td>
<td>• Viewing &amp; representing</td>
<td>15</td>
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</tbody>
</table>

100
Courses:
- Preliminary English Extension
- HSC English Extension 1
- HSC English Extension 2

1 unit of study for each of Preliminary and HSC

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

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

Course Description:
- In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.
- In the HSC English (Extension) Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.
- In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.

Main Topics Covered:

Preliminary Extension Course
The course has one mandatory section: Module: Texts, Culture and Value

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

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

Particular Course Requirements:

Preliminary English (Extension) Course requires students 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.

The HSC English (Extension) Course 1 requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2001 and 2002 Electives and Prescribed Texts).

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

Assessment: HSC Extension Course 1

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination of two hours duration</td>
<td>50</td>
<td>Module A, B or C</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>Assessment across the</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>language modes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Speaking and listening</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading and writing</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Viewing and representing</td>
<td>10</td>
</tr>
</tbody>
</table>

Assessment: HSC Extension Course 2

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of Major Work Including a 1000–1500 word (maximum) reflection statement</td>
<td>50</td>
<td>Proposal: Presentation of proposal for Major Work</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viva Voce: Interview and discussion/exploration of the work in progress</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report: The impact of independent investigation on the development of the Major Work</td>
<td>20</td>
</tr>
</tbody>
</table>

50 50
Course: English as a Second Language

Course No
2 units for each of Preliminary and HSC

Exclusions: English (Standard); English (Advanced); English (Extension); Mass Media Studies.

Board Developed Course
Eligibility rules apply. Please ask your teacher to check the Stage 6 English syllabus

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

Main Topics Covered:

Preliminary Course – The course has two sections:
- Language Study within Areas of Study, which is undertaken through units of work called Areas of Study. Students acquire and develop their specific English language skills, knowledge and understanding through exploration of a concept represented in texts. The Area of Study comprises 60% of the content.
- Electives where students develop and use their English language skills in their examination and analysis of particular aspects of shaping meaning. The Electives comprise 40% of the content.

HSC Course – The course has two sections:
- Language Study within an Area of Study where students reinforce and extend their language skills. This section consists of one prescribed Area of Study. The Area of Study comprises 50% of the content.
- Modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. The Modules comprise 50% of the content.

Particular Course Requirements:

Preliminary English (ESL) course requires:
- Study of Australian and other texts
- Exploration of a range of types of text drawn from the categories: prose fiction; drama; poetry; nonfiction, film, media and/or multimedia texts
- Wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- Integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate
- Engagement in the integrated study of language and text

HSC English (ESL) course requires:
- The study of at least three types of text drawn from the categories of: prose fiction; drama; poetry; nonfiction; film OR media OR multimedia texts
- a wide range of additional related texts and textual forms.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>An examination consisting of two written papers and a listening paper</td>
<td>45</td>
<td>Language Study</td>
<td>50</td>
</tr>
<tr>
<td>Paper 1 (1 _ hours)</td>
<td></td>
<td>Within an Area of Study</td>
<td></td>
</tr>
<tr>
<td>Area of Study (Common course content)</td>
<td></td>
<td>Module A</td>
<td>25</td>
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<td></td>
<td></td>
<td>Module B</td>
<td>25</td>
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<td></td>
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<td>100</td>
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<tr>
<td>Paper 2 (1 hour)</td>
<td>20</td>
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<tr>
<td>Module A</td>
<td></td>
<td>Listening</td>
<td>20</td>
</tr>
<tr>
<td>Module B</td>
<td></td>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>Listening Paper (_ hr)</td>
<td>15</td>
<td>Reading</td>
<td>20</td>
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<td></td>
<td></td>
<td>Writing</td>
<td>25</td>
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<td>Viewing and representing</td>
<td>15</td>
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<td></td>
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<td>100</td>
<td>100</td>
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<tr>
<td><strong>Course:</strong> Fundamentals of English</td>
<td><strong>Course No:</strong></td>
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<tr>
<td>2 unit Preliminary course of study</td>
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<tr>
<td>It may be delivered flexibly across the Preliminary and HSC years.</td>
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</tr>
<tr>
<td>Board Developed Course</td>
<td><strong>Exclusions:</strong> English (Advanced); English (Extension)</td>
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<td></td>
</tr>
</tbody>
</table>

**Course Description:**
This is a skills-based course with opportunities for flexible delivery to meet students’ needs. The needs of students should determine all aspects of the course including areas such as modules studied, and texts and activities chosen. It aims to support students in their study of the English (Standard) course or the English (ESL) course and the English language demands of other subjects at Stage 6.

**Main Topics Covered:**

**Fundamentals of English Course**
Students undertake:
- Module A – Approaches to Area of Study in English (Compulsory)
and up to four additional Modules chosen from:
- Module B: Oral Communication Skills
- Module C: Writing for Study
- Module D: Investigative Skills
- Module E: Workplace Communication.

**Particular Course Requirements:**
All modules involve a minimum of 24 indicative hours of study. Module A is compulsory. Students must complete a minimum of three modules. They may undertake other modules (with a minimum of 24 indicative hours of study) or apply the balance of time to additional work in the modules they have already undertaken.
Course: General Mathematics

Course No: 2 units for each of Preliminary and HSC Board Developed Course

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Standard Mathematics course for the School Certificate, along with the recommended options: Trigonometry and Further Algebra.

Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with General Mathematics.

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

The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

Main Topics Covered:

Preliminary Course
- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling

HSC Course
- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single HSC examination of two and one half hours duration.</td>
<td>100</td>
<td>A variety of assessment tasks across all of the content of the course.</td>
<td>100</td>
</tr>
<tr>
<td>No more than 30% of the examination will be based on the Preliminary course. Questions based on the Preliminary course can also be asked when they lead in to questions based on the HSC course. Marks from these lead-in questions will not be counted in the 30% Preliminary allowance. Calculators, including graphics calculators, that meet board requirements (as advised through the Official Notices section of the Board Bulletin) may be used. Geometrical instruments and approved geometrical templates may be used.</td>
<td>100</td>
<td>Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for General Mathematics. No more than 30% of the assessment is to be based on the Preliminary course.</td>
<td>100</td>
</tr>
<tr>
<td>Course: Mathematics</td>
<td>Course No:</td>
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<td></td>
</tr>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
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</tr>
<tr>
<td><strong>Prerequisites:</strong> The course is constructed on the assumption that students have achieved the outcomes in the core of the Intermediate Mathematics course for the School Certificate, along with the recommended options.</td>
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<tr>
<td><strong>Exclusions:</strong> General Mathematics</td>
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</tbody>
</table>

**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:**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Basic arithmetic and algebra</td>
<td>• Coordinate methods in geometry</td>
</tr>
<tr>
<td>• Real functions</td>
<td>• Applications of geometrical properties</td>
</tr>
<tr>
<td>• Trigonometric ratios</td>
<td>• Geometrical applications of differentiation</td>
</tr>
<tr>
<td>• Linear functions</td>
<td>• Integration</td>
</tr>
<tr>
<td>• The quadratic polynomial and the parabola</td>
<td>• Logarithmic and exponential functions</td>
</tr>
<tr>
<td>• Plane geometry</td>
<td>• Applications of calculus to the physical world</td>
</tr>
<tr>
<td>• Tangent to a curve and derivative of a function</td>
<td>• Probability</td>
</tr>
<tr>
<td></td>
<td>• Series and series applications</td>
</tr>
</tbody>
</table>

**External Assessment**

A single written examination paper of three hours duration, consisting of ten questions of equal value.

No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

**Internal Assessment**

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (80%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (20%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment of both components.

Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Preliminary course.
**Course:** Mathematics Extension 1  
**Course No:**

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

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the core of the Advanced Mathematics course for the School Certificate, along with the recommended options.

**Exclusions:** General Mathematics

**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 who 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 Preliminary Mathematics course

**HSC Course**
- Methods of integration
- Primitive of $\sin^2x$ and $\cos^2x$
- 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 HSC Mathematics topics

**External Assessment**

Two written examination papers. One paper is identical to the paper of three hours duration for the Mathematics course. The other paper, of two hours duration, is based on the Mathematics Extension 1 course and consists of seven questions of equal value.

No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

**Internal Assessment**

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (70%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (30%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment of both components.

School assessment for the Mathematics Extension 1 course can be based on the whole of the course (Preliminary and HSC courses). Assessment for this course should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).
**Course**: Mathematics Extension 2

1 unit for the HSC

Board Developed Course

The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

**Exclusions**: General Mathematics

**Course Description**: The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

**Main Topics Covered**:
- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 Topics

<table>
<thead>
<tr>
<th><strong>External Assessment</strong></th>
<th><strong>Internal Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Two written examination papers. One paper is identical to the paper of two hours duration for the Mathematics Extension 1 course. The other paper is based on the Mathematics Extension 2 course and is of three hours duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</td>
<td>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (60%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (40%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment of both components.</td>
</tr>
</tbody>
</table>
**Course:** Biology  
**Course No:**

| 2 units for each of Preliminary and HSC | Exclusions: Senior Science (Preliminary only) |

**Board Developed Course**

**Course Description:**
Biology is the study of living organisms, life processes & 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 use 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 the inheritance of characteristics are transmitted from generation to generation. The options cover a wide variety of interest topics and draw on the development in technology to examine areas of current research.

**Main Topics Covered:**

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

**HSC Course**

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

**One Option from the following:**
- Communication
- Biotechnology
- Genetics: The Code Broken?
- The Human Story
- Biochemistry

**Particular Course Requirements:**
The Preliminary course includes a field study related to local terrestrial and aquatic environments. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

**Assessment: HSC course only**

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>75</td>
<td>Core</td>
<td>75</td>
</tr>
<tr>
<td>Core</td>
<td>25</td>
<td>Option</td>
<td>25</td>
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</tbody>
</table>

100 100
Course: Chemistry  
Course No:  
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 substances, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

The Preliminary course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students' understanding of the Earth’s resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds.

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

Main Topics Covered:

Preliminary Course  
• The Chemical Earth  
• Metals  
• Water  
• Energy

HSC Course  
Core Topics  
• The Identification and Production of Materials  
• The Acidic Environment  
• Chemical Monitoring and Management  
One Option from the following:  
• Industrial Chemistry  
• The Biochemistry of Movement  
• Shipwrecks and Salvage  
• The Chemistry of Art  
• Forensic Chemistry

Particular Course Requirements:  
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time, with no less than 35 hours in the HSC course.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>A 3 hour written examination</td>
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<td>Core</td>
<td>75</td>
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<td>Core</td>
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<tr>
<td>Option</td>
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</tbody>
</table>
Course: Earth and Environmental Science  

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 a 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 the effects on the Australian environment, and the indicators of environmental ill-health. The options cover a wide variety of interest areas and draw on increased information and understanding provided by improved technology to examine areas of current research.

Main Topics Covered:

Preliminary Course
- Planet Earth and Environment – a five thousand million year journey
- The Local Environment
- Water Issues
- Dynamic Earth

HSC Course
Core Topics
- Tectonic impacts
- Environments through time
- Caring for the country

One Option from the following:
- Organic Geology – a non-renewable resource
- Mining and the Australian environment
- Introduced Species and the Australian environment
- Oceanography

Particular Course Requirements:
The Preliminary course includes field experience in the identification of landforms, rocks and soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

Assessment: HSC course only

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<td>Option</td>
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100 100
**Course:** Physics

**Course No:**
2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Senior Science (Preliminary only)

**Course Description:**
Physics investigates natural phenomena and identifies patterns and applies in a wide range of interesting contexts, 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, by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics.

**Main Topics Covered:**

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

**HSC Course**

**Core Topics**
- Space
- Motors & Generators
- From Ideas to Implementation

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

**Particular Course Requirements:**
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.

**Assessment: HSC course only**

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</tbody>
</table>
**Course:** Senior Science  
**Course No:**  
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 study of the collection, storage and conservation of water resources, the structure and function of plants with an emphasis on Australian native plants and aspects of human anatomy. It discusses issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems.

The HSC course examines the range and importance 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 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 who have completed the Preliminary course in Biology, Chemistry, Earth and Environmental Science or Physics and who discontinue that course may replace it with the HSC course in Senior Science. These students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environmental Science or Physics.

**Main Topics Covered:**

**Preliminary Course**
- Water for Living
- Plants
- Humans at Work
- The Local Environment

**HSC Course**

**Core Topics**
- Lifestyle Chemistry
- Medical Technology – Bionics
- Information Systems

**One option from the following:**
- Preservatives and Additives
- Polymers
- Pharmaceuticals
- Space Science
- Disasters

**Particular Course Requirements:**
The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.

**Assessment:** HSC course only

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<td>Core</td>
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<tr>
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<td>75</td>
<td>Core</td>
<td>75</td>
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<tr>
<td>Option</td>
<td>25</td>
<td>Option</td>
<td>25</td>
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<td></td>
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</tr>
</tbody>
</table>
Course: Ancient History

Course No:

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description:
Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Preliminary and HSC courses.
The Preliminary course is structured for students to investigate:
- People, groups, events, institutions, societies and historical sites from the ancient world
- Archaeological and written evidence and the methods used by historians and archaeologists.

In the HSC course, students use archaeological and written evidence to investigate a personality from the ancient world plus three ancient societies/historical periods.

Main Topics Covered

Preliminary Course
- Part I
  - Investigating the Past: History, Archaeology and Science: (20%)
  - Case Studies – at least one: (20%)
- Part II Ancient Societies – at least two case studies. Case studies must be chosen from two of the following areas: Egypt, Near East, Greece and Rome: (60%)

HSC Course
- Part I: Personalities in Their Times – one personality to be studied from the Personality options offered in the syllabus: (25%)
- Part II: Ancient Societies – one Ancient Society to be studied from the Ancient Societies options offered in the syllabus: (25%)
- Part III: Historical Periods – one Historical Period to be studied from the Historical Periods options offered in the syllabus: (25%)
- Part IV: One other Ancient Society or one other Historical Period – to be studied from the relevant options offered in the syllabus: (25%)

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination in four parts, including short answer and extended response questions</td>
<td>100</td>
<td>The four parts of the course are assessed through a range of tasks, including: Tests, Research, Source analysis, Oral and written communication</td>
<td>100</td>
</tr>
</tbody>
</table>

100 100
Course: Modern History  
Course No:  
2 units for each of Preliminary and HSC  
Board Developed Course  
Exclusions: Nil  

Course Description:  
The Preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts, as a background for their more specialised HSC studies.  
The HSC course is designed for students to investigate national and international forces for change and continuity in the 20th century through three major studies.

Main Topics Covered:  

Preliminary Course  
• Part I: 3 x Depth Studies (80%)  
• Part II: Core Study (20%)  
The World at the Beginning of the 20th Century.

HSC Course  
• Part I: Core Study (30%)  
World War 1 and its Aftermath, 1914 –1921  
• Part II: National Study (40%)  
Students are to choose ONE from the following:  
– USA  
– Japan  
– China  
– Russia/Soviet Union  
– Germany  
– India  
– Indonesia  
– Australia  
• Part III: International Studies in Peace and Conflict (30%)  
Students are to choose ONE from:  
– The Pacific War  
– Cold War  
– The United Nations as Peacekeeper  
– Conflict in South Africa  
– Arab-Israel Conflict  
– Conflict in Indochina  
– Anglo-Irish Relations

Particular Course Requirements:  
The Preliminary course is a prerequisite for the HSC course.

Assessment: HSC course only  

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination in three parts, including short answer and extended response questions</td>
<td>100</td>
<td>Core, national and international studies are assessed through a range of tasks, including: Tests Research Source analysis Oral and written communication</td>
<td>100</td>
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</tbody>
</table>

100 100
Course: HSC History Extension

Course No: 1 unit HSC

Board Developed Course

Exclusions: Nil

Course Description:
HSC History Extension involves the study and evaluation of the ideas and processes used by historians to produce history. In Part 1 of the course, students investigate the question ‘What is history?’ through readings compiled in a source book and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.

Main Topics Covered:

• **Part I: What is History?** (60% of course time)
  Key questions:
  - Who are the historians?
  - What are the aims and purposes of history?
  - How has history been constructed and recorded over time?
  - Why have the approaches to history changed over time?
  Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options.

• **Part II: History Project** (40% of course time)
  An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.

Particular Course Requirements:
A Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.
Students must be studying concurrently, or have completed, the HSC course in Ancient History and/or Modern History.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A two hour written examination comprised of TWO questions, both compulsory.</td>
<td>25</td>
<td>Assessment tasks</td>
<td>10</td>
</tr>
<tr>
<td>Question 1: one compulsory essay question based on an unseen passage as stimulus.</td>
<td>25</td>
<td>History Project Made up of:</td>
<td>40</td>
</tr>
<tr>
<td>Question 2: one compulsory essay question which requires students to analyse a historiographical issue with specific reference to their case study.</td>
<td></td>
<td>Proposal</td>
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<td></td>
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<td>Essay</td>
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<tr>
<td></td>
<td></td>
<td>Bibliography</td>
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<td></td>
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<td>Process Log</td>
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</tbody>
</table>

50

50
**Course:** Music 1

**Course No:**

2 units for each of Preliminary and HSC

Board Developed Course

**Prerequisites:** Music mandatory course (or equivalent)

**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 cover 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.

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance (one piece)</td>
<td>10</td>
<td>Core Performance</td>
<td>10</td>
</tr>
<tr>
<td>A 45 minute – one hour aural exam</td>
<td>30</td>
<td>Core Composition</td>
<td>10</td>
</tr>
<tr>
<td>Electives:</td>
<td></td>
<td>Core Musicology</td>
<td>10</td>
</tr>
<tr>
<td>Three electives from any combination of:</td>
<td></td>
<td>Core Aural</td>
<td>25</td>
</tr>
<tr>
<td>Performance (one piece)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Composition (one submitted composition)</td>
<td></td>
<td>Elective 1</td>
<td>15</td>
</tr>
<tr>
<td>Musicology (one viva voce)</td>
<td></td>
<td>Elective 2</td>
<td>15</td>
</tr>
<tr>
<td>• Elective 1</td>
<td>20</td>
<td>Elective 3</td>
<td>15</td>
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<td>• Elective 2</td>
<td>20</td>
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<tr>
<td>• Elective 3</td>
<td>20</td>
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| Total                                           | 100       | Total                       | 100       |
Course: Music 2

2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites: Music Additional Study course (or equivalent)
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.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
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<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Core Performance (one piece reflecting the mandatory topic)</td>
<td>15</td>
<td>Performance</td>
<td>20</td>
</tr>
<tr>
<td>Sight singing</td>
<td>5</td>
<td>Composition</td>
<td>20</td>
</tr>
<tr>
<td>Core composition (reflecting mandatory topic)</td>
<td>15</td>
<td>Musicology</td>
<td>20</td>
</tr>
<tr>
<td>A one and a half hour written examination paper</td>
<td>35</td>
<td>Aural</td>
<td>20</td>
</tr>
<tr>
<td>– Musicology/aural skills</td>
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<td>One elective from</td>
<td>20</td>
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<td>Performance or</td>
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<td>Composition or</td>
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<td></td>
<td></td>
<td>Musicology</td>
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<tr>
<td>One Elective representing the Additional Topic</td>
<td>30</td>
<td>Performance or</td>
<td>20</td>
</tr>
<tr>
<td>Performance (2 pieces) or</td>
<td></td>
<td>Composition or</td>
<td></td>
</tr>
<tr>
<td>One Submitted composition or</td>
<td></td>
<td>Musicology</td>
<td></td>
</tr>
<tr>
<td>One Submitted essay</td>
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</tr>
</tbody>
</table>

100 100
**Course:** HSC Music Extension Course

**Prerequisites:** Music 2 (studied concurrently with HSC course of Music 2)

**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.

**Assessment:** HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance</strong> (50)</td>
<td></td>
<td><strong>Performance</strong> (50)</td>
<td></td>
</tr>
<tr>
<td>Three contrasting pieces, one of which must be an ensemble</td>
<td>20</td>
<td>Two assessment tasks</td>
<td>25</td>
</tr>
<tr>
<td>Ensemble</td>
<td></td>
<td>Task 1</td>
<td>25</td>
</tr>
<tr>
<td>Solo 1</td>
<td>15</td>
<td>Task 2</td>
<td>25</td>
</tr>
<tr>
<td>Solo 2</td>
<td>15</td>
<td>OR</td>
<td></td>
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<tr>
<td>OR</td>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td><strong>Composition</strong> (50)</td>
<td></td>
<td><strong>Composition</strong> (50)</td>
<td></td>
</tr>
<tr>
<td>Two original compositions (to be submitted to the Board of Studies)</td>
<td>25</td>
<td>Two assessment tasks</td>
<td>25</td>
</tr>
<tr>
<td>Piece 1</td>
<td>25</td>
<td>Task 1</td>
<td>25</td>
</tr>
<tr>
<td>Piece 2</td>
<td>25</td>
<td>Task 2</td>
<td>25</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td><strong>Musicology</strong> (50)</td>
<td></td>
<td><strong>Musicology</strong> (50)</td>
<td></td>
</tr>
<tr>
<td>One extended essay (to be submitted to the Board of Studies)</td>
<td>50</td>
<td>Two assessment tasks</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 1</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 2</td>
<td>25</td>
</tr>
</tbody>
</table>

100 100
Course: Aboriginal Studies
Course No:

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description:
The Preliminary course focuses on Aboriginal peoples’ relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves local community case studies.
The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

Main Topics Covered:

Preliminary Course
• Aboriginality and the Land (30%) – Aboriginal peoples’ relationship to land and water; the dispossession and dislocation of Aboriginal peoples from land and water and the impact of British colonisation on land and water.
• Aboriginal Heritage and Identity (25%) – The Dreaming and cultural ownership; the impact of colonisation on Aboriginal cultures and families and the diversity of Aboriginal cultural and social life.
• Colonialism, Racism and Prejudice (25%) – Aboriginal political and legal systems; Aboriginal and non-Aboriginal responses to the British colonisation and the impact and consequences of dispossession and dislocation of Aboriginal peoples.
• Research and Inquiry Methods (20%) – includes skills and protocol necessary for appropriate community consultation and fieldwork

HSC Course
Core Case Studies (50%)
A global perspective of Social Justice and Human Rights Issues across 2 topics chosen from: health, education, housing, employment, criminal justice and economic independence.
Elective study (20%)
• Aboriginality and the Land –The Land Rights movement and the recognition of native title including non-Aboriginal responses to land rights; government policies and legislation or
• Aboriginal Heritage and Identity – contemporary aspects of Aboriginal heritage and identity, including non-Aboriginal responses to Aboriginal heritage and identity and government legislation and policies influencing expressions of identity and heritage.
• Major Project (30%) – choice of project topic based on student interest.

Particular Course Requirements:
In both courses, students must undertake mandatory community case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community based fieldwork.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>100</td>
<td>Section I</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Justice and Human Rights Issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Section II</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aboriginality and the Land or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Heritage and Identity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Section III</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research and Inquiry Methods – Major Project</td>
<td>40</td>
</tr>
</tbody>
</table>

100

100
Course: Agriculture

Course No: 2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:
The Preliminary course shows the relationship between 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 examines the place of the farm in the wider economic, environmental and social environment. 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 of Australian Agriculture (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

HSC Course

Core Topics (70%)
- Plant/Animal Production (45%)
- Farm/Product Study (25%)
- Optional components (30%)

2 Electives (15% each) or Research Project (30%)
- Agribusiness
- Horticulture
- Innovation and Diversification
- Animal management
- Plant management
- Sustainable Land and Resource Management

Particular Course Requirements:
Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time. If the research project option is undertaken, a project report and process journal must be submitted to the Board of Studies.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination or A two hour written examination and submission of research project</td>
<td>100 or 70 30</td>
<td>Farm/Product Study or Plant/Animal Production or 2 Electives or Research Project</td>
<td>25 45 30</td>
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</tbody>
</table>

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<th>100</th>
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</table>

or

A two hour written examination and submission of research project
Course: Business Studies  
Course No.  
2 units for each of Preliminary and HSC  
Board Developed Course  
Exclusions: Nil

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

Main Topics Covered:

Preliminary Course  
- Nature of Business (25%) – the nature and role of business  
- Key Business Functions (30%) – analysis of nature and role of key business functions  
- Establishing a Business (25%) – issues and steps in establishing and maintaining a business  
- Developing a Business Plan (20%) – the role of planning for success in business

HSC Course  
- Business Management and Change (20%) – the nature and responsibilities of management  
- Financial Planning and Management (20%) – financial management for success in business  
- Marketing (20%) – the nature and role of marketing for business  
- Employment Relations (20%) – the nature of effective employment relations in business  
- Global Business (20%) – the implications of globalisation on business

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination, including multiple-choice, short answer and extended response questions</td>
<td>100</td>
<td>Tests and internal exams</td>
<td>50</td>
</tr>
<tr>
<td>Research and analysis of case studies</td>
<td>30</td>
<td></td>
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<tr>
<td>Stimulus based skills</td>
<td>20</td>
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</tbody>
</table>

| 100 | 100 |
Course: Community and Family Studies

Course No: 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.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>A three hour written examination:</td>
<td></td>
<td></td>
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<tr>
<td>Section I</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Part A – multiple choice</td>
<td>10</td>
<td>Core</td>
<td>75</td>
</tr>
<tr>
<td>Part B – short answer</td>
<td>15</td>
<td>Research Methodology</td>
<td></td>
</tr>
<tr>
<td>Part C – two questions, one on each of the HSC core modules:</td>
<td>50</td>
<td>Groups in Context</td>
<td></td>
</tr>
<tr>
<td>Groups in Context</td>
<td></td>
<td>Parenting and Caring</td>
<td></td>
</tr>
<tr>
<td>Parenting and Caring</td>
<td></td>
<td></td>
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<tr>
<td>Options</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Impact of Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family and Societal Interactions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Individuals and Work</td>
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<tr>
<td>Assess modules using a variety of task types. Note that examinations to a maximum 40% weighting may be used</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Section II</td>
<td>25</td>
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<tr>
<td>Three questions, one on each of the HSC option modules:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Family and Societal Interactions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Impact of Technology</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Individuals and Work</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Candidates attempt one question only</td>
<td>100</td>
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<td></td>
<td>100</td>
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</tbody>
</table>
Course: Dance

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

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

HSC Course

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

Particular Course Requirements:

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

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance</td>
<td>20</td>
<td>Core Performance</td>
<td>20</td>
</tr>
<tr>
<td>Solo dance and Viva voce</td>
<td></td>
<td>Core Composition</td>
<td>20</td>
</tr>
<tr>
<td>Core Composition</td>
<td>20</td>
<td>Core Appreciation</td>
<td>20</td>
</tr>
<tr>
<td>Solo composition and Viva voce performed by another student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Appreciation</td>
<td>20</td>
<td>Development of Major Study</td>
<td>40</td>
</tr>
<tr>
<td>A written examination: one hour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Study</td>
<td>40</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Major Study Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One solo dance and Viva voce or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Study Composition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One dance composition: new solo, group dance and Viva voce or</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Major Study Appreciation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>written examination: 1 1/4 hours or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Study– Dance &amp; Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 1: Choreographing the Virtual Body</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Presentation of a choreographed work using 3D animation software and Viva voce or</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Option 2: Film and Video</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Presentation filmed and edited choreographed work and Viva voce</td>
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</tbody>
</table>

100 100
Course: Design and Technology

Course No:

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description:
Students study design processes, design theory and factors in relation to design projects. In the Preliminary course, students study designing and producing, which includes the completion of at least two design projects.

In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.

Main Topics Covered:

Preliminary Course
Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

HSC Course
Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

Particular Course Requirements:
In the Preliminary course, students must participate in hands-on practical activities. In the HSC course the comprehensive study of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.

Assessment HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I:</strong> The examination consists of: Written Paper. Questions based on Innovation &amp; Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.</td>
<td>40</td>
<td>Innovation and Emerging Technologies, including a compulsory case study of an innovation</td>
<td>40</td>
</tr>
<tr>
<td>Major Design Project</td>
<td></td>
<td>Designing and Producing (which may include aspects of the Major Design Project that are not assessed externally)</td>
<td>60</td>
</tr>
<tr>
<td>Project proposal</td>
<td>60</td>
<td>Folio</td>
<td>60</td>
</tr>
<tr>
<td>Project proposal</td>
<td>100</td>
<td>Project development and realisation</td>
<td>100</td>
</tr>
<tr>
<td>Project proposal</td>
<td>100</td>
<td>Project evaluation</td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Drama

Course No:

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

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

HSC Course content
Australian Drama and Theatre and Studies in Drama and Theatre involves 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 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

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

Main Topics Covered:

Preliminary Course
Improvisation, Playbuilding, Acting
Elements of Production in Performance
Theatrical Traditions and Performance Styles

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

Particular Course Requirements:
The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published ‘Course Prescriptions’ include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two 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.

Assessment HSC course only:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation</td>
<td>30</td>
<td>Australian Drama and Theatre</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Studies in Drama and Theatre</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development of Group Performance</td>
<td>20</td>
</tr>
<tr>
<td>Individual Project</td>
<td>30</td>
<td>Development of Individual Project</td>
<td>20</td>
</tr>
<tr>
<td>A one and a half hour written Examination comprising two compulsory sections:</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Australian Drama and Theatre (Core)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Studies in Drama and Theatre</td>
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<td></td>
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<td>100</td>
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</tbody>
</table>
Course: Economics  
Course No:  
2 units for each of Preliminary and HSC  
Board Developed Course  
Exclusions: Nil  

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

Main Topics Covered:  

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

**HSC Course**  
- The Global Economy (25%) – Features of the global economy and globalisation  
- Australia’s Place in the Global Economy (25%) – Australia’s trade and finance  
- Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management.  
- Economic Policies and Management (25%) – the range of policies to manage the economy

**Assessment : HSC course only**  

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination, including multiple-choice, short answer and extended response questions</td>
<td>100</td>
<td>Tests/exams</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research, investigation and communication</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stimulus based skills</td>
<td>20</td>
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</tbody>
</table>
Course: Engineering Studies  
Course No:  
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  
Students undertake the study and develop an engineering report for each of 5 modules:  
- three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; and braking systems  
- one focus module relating to the field of Bio-Engineering  
- one school-based elective module.  

HSC Course  
Students undertake the study and develop an engineering report for each of 5 modules:  
- three application modules (based on engineered products). At least one product is studied from each of the following categories: Civil structures; Personal and public transport; Lifting devices  
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements:  
Students develop an engineering report for each module studied. At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

Assessment: HSC course only  

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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</thead>
<tbody>
<tr>
<td>A three hour written examination:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section I – Multiple-choice Application Modules</td>
<td>10</td>
<td>Tasks relating to module content exclusive of the Engineering reports</td>
<td>65</td>
</tr>
</tbody>
</table>
| Section II – Short structured responses  
– Historical and societal Influence  
– Scope of the Profession,  
– Application and Focus Modules | 70 | Engineering reports | 35 |
| Section III –  
– short structured responses  
– all modules  
– Engineering reports | 20 | | |

100 | 100 |
**Course**: Food Technology  
**Course No:** 2 units for each of Preliminary and HSC  
Board Developed Course  
**Exclusions**: Nil

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

**Main Topics Covered:**

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

**HSC Course**
- The Australian Food Industry (15%)
- Food Manufacture (30%)
- Food Product Development (30%)
- Options – Contemporary Food Issues in Nutrition (25%) or  
  – Contemporary Food Issues in the Marketplace (25%)

**Particular Course Requirements:**  
There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.  
In order to meet the course requirements, students must ‘learn about’ food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.  
It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand.

**Assessment: HSC course only:**

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| A three hour written examination | 100 | Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace)  
• Research, analysis and communication  
• Experimentation and preparation  
• Design, implementation and evaluation | 20 |
| | | | 30 |
| | | | 30 |
| | | | 20 |

100 100
**Course: Geography**

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

**Course Description:**
- The Preliminary course investigates biophysical and human geography and develops students’ knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.
- The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers’ contribution to understanding our environment and demonstrates the relevance of geographical study.

**Main Topics Covered:**

**Preliminary Course**
- Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management
- Global Challenges (45%) – geographical study of issues at a global scale.
- Senior Geography Project (15%) – a geographical study of student’s own choosing

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

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

**Particular Course Requirements:**
Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

**Assessment: HSC course only**

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<tr>
<th>External Assessment</th>
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<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td></td>
<td>Fieldwork</td>
<td>10</td>
</tr>
<tr>
<td>Multiple-choice</td>
<td>15</td>
<td>Geographical research</td>
<td>20</td>
</tr>
<tr>
<td>Short answers</td>
<td>25</td>
<td>Interpretation and synthesis of</td>
<td>30</td>
</tr>
<tr>
<td>Extended responses</td>
<td>60</td>
<td>geographical stimulus</td>
<td>40</td>
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<tr>
<td></td>
<td>100</td>
<td>Geographical writing</td>
<td>100</td>
</tr>
</tbody>
</table>
**Course:** Industrial Technology  
**Course No:**

2 units for each of Preliminary and HSC  
Board Developed Course

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

**Course Description:**
Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

The Focus Areas include Automotive Industries; Building and Construction Industries; Electronics Industries; Graphics Industries; Metals and Engineering Industries; Multimedia Industries; Plastics Industries; Timber Products and Furniture Industries.

**Main Topics Covered:**

**Preliminary Course**
The following sections are taught in relation to the relevant focus area:
- Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety
- Design and Management – designing, drawing, computer applications, project management
- Workplace Communication – literacy, calculations, graphics
- Industry Specific Content and Production

**HSC Course**
The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:
- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

**Particular Course Requirements:**
In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

**Assessment: HSC course only**

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<th>External Assessment</th>
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<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A one and a half hour written examination</td>
<td>40</td>
<td>Industry Study</td>
<td>20</td>
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<tr>
<td>Major Project and related management folio</td>
<td>60</td>
<td>Designing, planning and management</td>
<td>20</td>
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<td></td>
<td></td>
<td>Workplace communication</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>Industry specific content</td>
<td>50</td>
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</tr>
</tbody>
</table>
**Course:** Information Processes and Technology  
**Course No:**

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

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

### Main topics covered:

#### Preliminary Course: Introduction to Information skills and Systems (20%)
- Information Systems in Context
- Information Processes
- Digital Representation of Data
- Classification of Information Systems
- Social and Ethical Issues

#### Tools for Information processes (40%)
- Collecting
- Organising
- Analysing
- Storing and Retrieving
- Processing
- Transmitting and Receiving
- Displaying

#### Planning, Design and Implementation (20%)
- Understanding the Problem to be Solved
- Making Decisions
- Designing Solutions
- Implementing
- Testing, Evaluating and Maintaining
- Social and Ethical Issues

#### Personal and Groups Systems and Projects (20%)
- Personal Information Systems
- Group Information Systems

#### HSC Course

Project(s) (20%)
- Understanding the Problem
- Making Decisions
- Designing Solutions
- Project Management
- Social and Ethical Design
- Implementing
- Testing, Evaluating and Maintaining

Information Systems and Databases (20%)
- Information systems
- Examples of Database Information Systems
- Organisation Methods
- Storage and Retrieval
- Other Information Processes
- Issues related to Information Systems

Communication Systems (20%)
- Characteristics of Communication Systems
- Examples of Communication Systems
- Transmitting and Receiving in Communication Systems
- Other Information Processes in Communication Systems
- Issues Related to Communication Systems

**Option Strands (40%)**
Students will select two of the following options:
- Transaction Processing Systems
- Decision Support Systems
- Automated Manufacturing Systems
- Multimedia Systems

### Particular Course Requirements:
There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

### Assessment: HSC course only

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<th>External Assessment</th>
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<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A three hour written examination</td>
<td>100</td>
<td>Project(s)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information Systems and databases</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication Systems</td>
<td>20</td>
</tr>
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<td></td>
<td></td>
<td>Option Strand (two of the following)</td>
<td>40</td>
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<tr>
<td></td>
<td></td>
<td>– Transaction processing</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>– Decision support systems</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>– Automated manufacturing Systems</td>
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<tr>
<td></td>
<td></td>
<td>– Multimedia systems</td>
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|                                                       | 100       |                                                       | 100       |
Course: Legal Studies  
Course No:  
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 the role of the individual. 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.

Main Topics Covered:

Preliminary Course
- The Legal System (40% of course time)
- The Individual and the State (20% of course time)
- The Law in Focus (40% of course time)

HSC Course
- Law and Society (25% of course time)
- Focus Study: Crime (25% of course time)
- Additional Focus Studies (50% of course time)

Students will study two focus studies chosen from:
Consumers  
Family  
Global environment  
Indigenous peoples  
Shelter  
Technological change  
Workplace  
World order

Two Focus Studies are chosen from consumers, family, global environment, Indigenous people, shelter, technological change, workplace, world order.

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

Particular Course Requirements: No special requirements

Assessment HSC course only:

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<th>External Assessment</th>
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<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A three hour written examination:</td>
<td></td>
<td>Core and focus studies</td>
<td>100</td>
</tr>
<tr>
<td>Core</td>
<td>25</td>
<td>assessed through tests, investigation and research, oral and written communication</td>
<td></td>
</tr>
<tr>
<td>Crime</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus Studies</td>
<td>50</td>
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Course: Personal Development, Health and Physical Education  
Course No: 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.

Main Topics Covered:

Preliminary Course
Core Topics (70%)
- Meanings of Health and Physical Activity
- Better Health for Individuals
- The Body in Motion

Optional Component (30%)
Students to select two options each from:
- 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 to select two options each from:
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

Particular Course Requirements:
In addition to core studies, students select two options in each of the Preliminary and HSC courses

Assessment: HSC course only

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<th>External Assessment</th>
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<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A three hour written paper</td>
<td>100</td>
<td>Core Options</td>
<td>60</td>
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<tr>
<td></td>
<td>100</td>
<td>Options</td>
<td>40</td>
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</table>

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Course: Society and Culture  
2 units for each of Preliminary and HSC  
Board Developed Course

Exclusions: Nil

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

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

Main topics Covered:

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

**HSC Course**

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

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

**Particular Course Requirements:** Completion of Personal Interest Project

**Assessment:** HSC course only

<table>
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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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</thead>
<tbody>
<tr>
<td>A two hour written examination, including short answer and extended response questions.</td>
<td>70</td>
<td>Oral Application of methodological skills</td>
<td>20</td>
</tr>
<tr>
<td>Personal Interest Project</td>
<td>30</td>
<td>Secondary research Tests/exams</td>
<td>40</td>
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</tbody>
</table>
Course: Software Design and Development

Course No:
2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

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 asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems.

Main Topics Covered:

Preliminary Course
Concepts and Issues in the Design and Development of Software
- Social and ethical issues
- Hardware and software
- Software development approaches

Introduction to Software Development
- Defining the problem and planning software solutions
- Building software solutions
- Checking software solutions
- Modifying software solutions

Developing Software Solutions

HSC Course
Development and Impact of Software Solutions
- Social and ethical issues
- Application of software development approaches

Software Development Cycle
- Defining and understanding the problem
- Planning and design of software solutions
- Implementation of software solutions
- Testing and evaluation of software solutions
- Maintenance of software solutions

Developing a Solution Package

Option
- Evolution of programming language or
- The software developers view of the hardware

Particular Course Requirements:
Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course. There are software and course specifications.

Assessment: HSC course only

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<tbody>
<tr>
<td>A three hour written examination</td>
<td>100</td>
<td>Knowledge and understanding about development and impact of software solutions and the software development cycle</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td>Design and development of software solutions</td>
<td>35</td>
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<td></td>
<td></td>
<td>Project management techniques, including documentation, teamwork and communication.</td>
<td>20</td>
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<td>Project(s)</td>
<td>25</td>
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</tbody>
</table>
Course: Studies of Religion I

Course No: 1 unit for each of Preliminary and HSC Board Developed Course

Exclusions: Studies of Religion II

Course Description:
Studies of Religion I promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society, with an emphasis on the Australian context.

Main Topics Covered:

Preliminary Course
- Two Foundation Studies:
  - The nature of religion
  - The influence of religion in Australian society from 1788–1900
- One Depth Study selected from: Buddhism, Christianity, Hinduism, Islam, Judaism.

HSC Course
- Two Foundation Studies
  - Aboriginal belief systems and spirituality
  - The expression of religion in Australia from 1901 to the present
- Cross Religion Studies selected from: Religious Ritual, Religion and Ethics, Sacred Stories and Writings, Ways of Holiness, Teachers and Interpreters, Religion and Women
- One Interest Study selected from: Religious Biography, Religion and Architecture, Religion and Visual Arts, Religion and Literature, Religion and Music, Religion and Ecology, Religion and the Media, Religion and non-Religion, Confucianism, Shinto, Sikhism, Taoism, Melanesian or Polynesian religious tradition, an interest study reflecting the ethos of the school and its community.

Particular Course Requirements:
Completion of Interest Studies Project.

Assessment: HSC course only

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<tr>
<th>External Assessment</th>
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<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A one and a half hour written examination</td>
<td>Section I Foundation Studies</td>
<td>25</td>
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<td>Section I Foundation Studies</td>
<td>Section II Cross Religion Studies</td>
<td>15</td>
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<tr>
<td>Section II Cross Religion Studies</td>
<td>Interest Study Project</td>
<td>10</td>
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**Course:** Studies of Religion II  

**Course No:**

2 units for each of Preliminary and HSC Board Developed Course  

**Exclusions:** Studies of Religion I

**Course Description:**

Studies of Religion II promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society, with an emphasis on the Australian context.

**Main Topics Covered**

**Preliminary Course**

- Two Foundation Studies:
  - The nature of religion
  - The influence of religion in Australian society from 1788–1900

Three Depth Studies selected from:

- Buddhism, Christianity, Hinduism, Islam, Judaism

**HSC Course**

- Three Foundation Studies
  - Aboriginal belief systems and spirituality
  - The expression of religion in Australia from 1901 to the present
  - Religion and media and the expression of religious and other belief systems, with specific reference to Australian Society

- Cross Religion Studies, students study three selected from:
  - Religious Ritual, Religion and Ethics, Sacred Stories and Writings, Ways of Holiness, Teachers and Interpreters, Religion and Women.

- One Interest Study selected from:
  - Religious Biography, Religion and Architecture, Religion and Visual Arts, Religion and Literature, Religion and Music, Religion and Ecology, Confucianism, Shinto, Sikhism, Taoism, Melanesian or Polynesian Religious tradition, an interest study reflecting the ethos of the school and its community.

**Particular Course Requirements:**

Completion of Interest Studies Project.

**Assessment: HSC course only**

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<th>External Assessment</th>
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<tbody>
<tr>
<td>A three hour written examination</td>
<td>30</td>
<td>Section I Foundation Studies</td>
<td>40</td>
</tr>
<tr>
<td>Section I Foundation Studies and Foundation Studies (Additional )</td>
<td>10</td>
<td>Section II Cross Religion Studies</td>
<td>50</td>
</tr>
<tr>
<td>Section II Cross Religion Studies</td>
<td>60</td>
<td>Interest Study Project</td>
<td>10</td>
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Total: 100

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</tbody>
</table>
Course: Textiles and Design  
Course No:  
2.units for each of Preliminary and HSC Board Developed Course  
Exclusions: Nil  

Course Description:  
The Preliminary course involves the study of design, communication techniques, construction techniques, innovations, fibres, yarns, fabrics and the Australian textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.  
The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course integrates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.  

Main Topics Covered:  

Preliminary Course  
- Design (40%)  
- Properties and Performance of Textiles (50%)  
- The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (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, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, including experimental work and project work. In the HSC course, the Major Textiles Project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.  

Assessment: HSC course only  

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination of one and a half hours</td>
<td>50</td>
<td>Textile, Clothing, Footwear and Allied Industries</td>
<td>10</td>
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<tr>
<td>Major Textiles Project</td>
<td>50</td>
<td>Properties and Performance of Textiles</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td>Major Textiles Project</td>
<td>50</td>
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<td></td>
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<td></td>
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<td>100</td>
</tr>
</tbody>
</table>
Course: Visual Arts  
Course No: 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 artmaking, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.
The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Main Topics Covered:

**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.

**Assessment : HSC course only**

<table>
<thead>
<tr>
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<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1½ hour written paper</td>
<td>50</td>
<td>Development of the body of work</td>
<td>50</td>
</tr>
<tr>
<td>Submission of a body of work</td>
<td>50</td>
<td>Art criticism and art history</td>
<td>50</td>
</tr>
</tbody>
</table>

|                          | 100       |                                           | 100       |
HSC Board Developed Courses: Languages

Please note that several small candidature languages have not been described individually in this collection. Generally, these languages are offered either by the Saturday School of Community Languages or by outside tutors. If you require further information about these courses, please contact the Inspector, Languages on (02) 9367 8152.

Course: CCAFL Languages
Course No:
2 units for each of Preliminary and HSC
Board Developed Course
Prerequisites: School Certificate [Language]* or equivalent knowledge is assumed
Exclusions: Students may present for only one of the following languages:
Croatian, Macedonian, Serbian, Slovenian.

Course Description:
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, [Language] 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 [Language]-speaking communities through the study of a range of texts.

Main Topics Covered:

Themes:
• the individual
• the [Language]-speaking communities
• the changing world.

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 [Language] culture through texts.

Particular Course Requirements: Nil

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 15 minute oral examination: Conversation and Discussion</td>
<td>25</td>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening and responding</td>
<td>25</td>
</tr>
<tr>
<td>A three hour written examination: Listening and responding</td>
<td>20</td>
<td>Reading and responding</td>
<td>40</td>
</tr>
<tr>
<td>– Part A</td>
<td></td>
<td>Writing in [Language]</td>
<td>15</td>
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<tr>
<td>– Part B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and responding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Part A</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Part B</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing in [Language]</td>
<td>15</td>
<td></td>
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<td></td>
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</tbody>
</table>

* Substitute for [Language]: Armenian, Croatian, Czech, Dutch, Filipino, Hindi, Hungarian, Khmer, Latvian, Lithuanian, Macedonian, Maltese, Polish, Portuguese, Serbian, Slovenian, Swedish, Tamil, Turkish, Ukrainian.
Course: Arabic Beginners

2 units for each of Preliminary and HSC
Board Developed Course

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

Course Description:
In the Preliminary course, students will develop a knowledge and understanding of Arabic across a range of topics, which will be explored through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their understanding of Arabic through the four skills: listening, speaking, reading and writing. Students may cover new topics, or more detailed treatment of topics previously studied.

Main Topics Covered:
- greetings
- school Life
- home/house
- family, relations, age
- the human body, health, illness
- time, seasons, weather – months, days of the week, telling the time
- animals – domestic, wild; birds; fish and sea animals
- plants, trees, flowers, fruits and vegetables
- matter, minerals, metals etc
- nature, stars, universe, land, water
- geography and countries
- qualities, size, dimension, colours and attributes
- social activities and professions, holidays, festivals
- arts and sports
- intellectual: literature, language, history, thought
- weights and measures
- society, town, government, state, justice, education.

Particular Course Requirements: Nil

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening skills</td>
<td>35</td>
<td>Listening skills</td>
<td>25</td>
</tr>
<tr>
<td>Speaking skills</td>
<td>5</td>
<td>Speaking skills</td>
<td>15</td>
</tr>
<tr>
<td>Reading aloud</td>
<td>5</td>
<td>Reading skills</td>
<td>35</td>
</tr>
<tr>
<td>Conversation</td>
<td></td>
<td>Writing skills</td>
<td>10</td>
</tr>
<tr>
<td>Civilisation</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>A two hour written examination:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reading skills</td>
<td>45</td>
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<tr>
<td>Writing skills</td>
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</tbody>
</table>
**Course:** Arabic Continuers

**Course No:**

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC

Board Developed Course

**Prerequisites:** School Certificate Arabic or equivalent knowledge is assumed.

**Exclusions:** Arabic Beginners

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**Course Description:**

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, Arabic 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 Arabic-speaking communities through the study of a range of texts.

**Main Topics covered:**

**Themes:**
- the individual
- the Arabic-speaking communities
- the changing world.

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 Arabic culture through texts.

**Particular Course Requirements:** Nil

**Assessment:** HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A ten minute oral examination:</td>
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<td>Speaking</td>
<td>20</td>
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<tr>
<td>Conversation</td>
<td>20</td>
<td>Listening and responding</td>
<td>25</td>
</tr>
<tr>
<td>A three hour written examination:</td>
<td></td>
<td>Reading and responding</td>
<td>40</td>
</tr>
<tr>
<td>Listening and responding</td>
<td>25</td>
<td>Writing in Arabic</td>
<td>15</td>
</tr>
<tr>
<td>Reading and responding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Part A</td>
<td>25</td>
<td></td>
<td></td>
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<tr>
<td>– Part B</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing in Arabic</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
**Course:** HSC Arabic Extension  
**Course No:**

1 unit for HSC  
Board Developed Course

**Prerequisites:** The Arabic Continuers preliminary course is a prerequisite.  
**Co-requisites:** The Arabic Continuers HSC course is a co-requisite.  
**Exclusions:** nil

**Course Description:**  
The Extension course has a prescribed theme and related issues as its organisational focus. Students’ knowledge and understanding of Arabic 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 Arabic as a medium for communication and creative thought and expression.

**Main Topics covered:**

**Theme:**  
- the individual and contemporary society.

**Prescribed Issues:**  
- the Arab individuals perceptions of East and West;  
- the Arab individual, and the state and society;  
- gender issues.

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

**Assessment:** HSC course

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral examination:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monologue</td>
<td>10</td>
<td>Speaking skills</td>
</tr>
<tr>
<td>A two hour written examination:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to prescribed text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Part A</td>
<td>15</td>
<td>Analysis of written text</td>
</tr>
<tr>
<td>– Part B</td>
<td>10</td>
<td>Response to aural text</td>
</tr>
<tr>
<td>Writing in Arabic</td>
<td>15</td>
<td>Writing skills</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>Total</td>
</tr>
</tbody>
</table>
**Course:** Chinese Beginners  
**Course No:**

2 units for each of Preliminary and HSC  
Board Developed Course  
**Exclusions:**  
Chinese Continuers; Chinese Background Speakers  
Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.

**Course Description:**  
The Preliminary course introduces the *pinyin* system and characters, and the topics and language items of the School Certificate course.

The HSC course will cover the materials and topics of the Preliminary course in greater depth, developing students’ speaking, listening, reading and writing skills. There will be a greater emphasis on manipulating and combining elements introduced in the Preliminary course and on mastering the prescribed characters.

**Main Topics Covered:**
- greetings  
- time and dates, seasons, days of the week  
- family  
- eating and drinking  
- telephone conversations  
- asking the way to go  
- travel and use of transport  
- at school  
- visiting the doctor  
- shopping  
- entertainment  
- a trip to China.

**Particular Course Requirements:** Nil.

**Assessment:** HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening skills</td>
<td>25</td>
<td>Speaking skills</td>
<td>25</td>
</tr>
<tr>
<td>Speaking skills</td>
<td></td>
<td>– Situations</td>
<td>20</td>
</tr>
<tr>
<td>– Reading aloud</td>
<td>5</td>
<td>Reading aloud</td>
<td>10</td>
</tr>
<tr>
<td>A two hour written examination:</td>
<td></td>
<td>Reading comprehension</td>
<td>30</td>
</tr>
</tbody>
</table>

| Reading skills | 30 |
| Writing skills | 10 |
| Grammar        | 10 |

100 100
Course: Chinese Continuers

Course No: 2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC

Board Developed Course

Prerequisites: School Certificate Chinese or equivalent knowledge is assumed.

Exclusions: Chinese Beginners; Chinese Background Speakers

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

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

Main Topics covered:

Themes:
- the individual
- the Chinese-speaking communities
- the changing world.

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 Chinese culture through texts.

Particular Course Requirements: Nil

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ten minute oral examination: Conversation</td>
<td>20</td>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>A three hour written examination:</td>
<td></td>
<td>Listening and responding</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading and responding</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing in Chinese</td>
<td>15</td>
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</tbody>
</table>

| Listening and responding          | 25        |
| Reading and responding            | 25        |
| – Part A                           | 25        |
| – Part B                           | 15        |
| Writing in Chinese                | 15        |

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<thead>
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<th>100</th>
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<tbody>
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</tbody>
</table>
Course: HSC Chinese Extension

1 unit for HSC
Board Developed Course

Prerequisites: The Chinese Continuers preliminary course is a prerequisite.
Co-requisites: The Chinese Continuers HSC course is a co-requisite.

Exclusions: nil

Course Description:
The Extension course has a prescribed theme and related issues as its organisational focus. Students’ knowledge and understanding of Chinese 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 Chinese as a medium for communication and creative thought and expression.

Main Topics covered:

Theme:
- the individual and contemporary society.

Prescribed Issues:
- changing relationships;
- modern versus traditional values;
- the individual’s search for 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

Assessment: HSC course

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral examination:</td>
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<td>Speaking skills</td>
<td>10</td>
</tr>
<tr>
<td>Monologue</td>
<td>10</td>
<td>Analysis of written text</td>
<td>20</td>
</tr>
<tr>
<td>A two hour written examination:</td>
<td></td>
<td>Response to aural text</td>
<td>10</td>
</tr>
<tr>
<td>Response to prescribed text</td>
<td></td>
<td>Writing skills</td>
<td>10</td>
</tr>
<tr>
<td>– Part A</td>
<td>15</td>
<td></td>
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</tr>
<tr>
<td>– Part B</td>
<td>10</td>
<td></td>
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</tr>
<tr>
<td>Writing in Chinese</td>
<td>15</td>
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</tbody>
</table>

50

50
**Course:** Chinese Background Speakers  

**Course No:** 

2 units for each of Preliminary and HSC  

Board Developed Course  

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

**Exclusions:** Chinese Beginners; Chinese Continuers  

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

**Course Description:**  

In the Preliminary course, students will develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues.  

In the HSC course, students will continue to develop their knowledge and understanding of Chinese through the study of prescribed texts, prescribed themes, and contemporary issues.  

**Main Topics Covered:**  

Students will study language and culture through the following prescribed themes:  

- the individual and the community  
- global issues  
- Chinese communities overseas  
- youth culture.  

**Particular Course Requirements:** Nil  

**Assessment: HSC course only**  

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination:</td>
<td>Spoken exchanges in Chinese*</td>
<td>10</td>
</tr>
<tr>
<td>Listening and responding</td>
<td>Written exchanges in Chinese</td>
<td>10</td>
</tr>
<tr>
<td>Reading and responding</td>
<td>Listening and responding</td>
<td>20</td>
</tr>
<tr>
<td>Writing in Chinese</td>
<td>Reading and responding</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Writing in Chinese</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

* Spoken exchanges are to be conducted in Putonghua
Course: Classical Greek Continuers

Course No:

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC

Board Developed Course

Prerequisites: School Certificate Classical Greek or equivalent knowledge is assumed.

Exclusions: Nil

Course Description:
The study of Classical Greek provides students with access to the culture, thought and literature of Ancient Greece. It also allows students to study the continuing influence of Classical Greek on the languages, cultures, literatures and traditions that have been derived from them.

Main Topics Covered:

Preliminary Course
Study of a range of extracts of texts in the original Classical Greek. Students develop skills of translation and literary analysis.

HSC Course
Study of a prescribed prose and a prescribed verse text. Students study extracts in the original Classical Greek and the work as a whole in translation.

Students will study:
- literary features
- context
- historical, religious and cultural references
- ideas, beliefs, arguments and practices
- language and linguistic features of these texts
- students develop skills of translation of unseen texts.

Particular Course Requirements: Nil

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination consisting of:</td>
<td></td>
<td>Translation of prescribed texts</td>
<td>40</td>
</tr>
<tr>
<td>• Prescribed text – prose</td>
<td>40</td>
<td>• Prescribed texts:</td>
<td></td>
</tr>
<tr>
<td>• Prescribed text – verse</td>
<td>40</td>
<td>- commentary on extracts</td>
<td>20</td>
</tr>
<tr>
<td>• Unseen prose and verse texts – translation</td>
<td>20</td>
<td>- commentary on texts as a whole</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Unseen translation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
**Course:** HSC Classical Greek Extension  
**Course No:**

1 unit for HSC  
Board Developed Course  

**Prerequisites:** The Classical Greek Continuers preliminary course is a prerequisite.  
**Co-requisites:** The Classical Greek Continuers HSC course is a co-requisite.  
**Exclusions:** nil

**Course Description:**
The Extension course extends students’ knowledge and understanding of Classical Greek literature and language. It develops students' ability to analyse and respond critically to Classical Greek texts.

**Main Topics covered:**

**Prescribed text**  
Students study extracts of Homer in the original Classical Greek and the work as a whole in translation.

**Non-prescribed text**  
Translation of texts into English and translation of English text into Classical Greek.

Students’ knowledge and understanding are developed through analysis of:  
- literary features  
- context  
- ideas, beliefs, arguments and practices  
- language and linguistic features of these texts.

**Particular Course Requirements:** Nil

**Assessment:** HSC course

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A two hour written examination:</td>
<td></td>
<td>Comprehension of prescribed text</td>
<td>20</td>
</tr>
<tr>
<td>Translation of prescribed text</td>
<td>15</td>
<td>Analysis of prescribed text</td>
<td>10</td>
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<tr>
<td>Analysis of prescribed text</td>
<td>20</td>
<td>Analysis of prescribed text in translation</td>
<td>10</td>
</tr>
<tr>
<td>Translation or prose composition</td>
<td>15</td>
<td>Translation/comprehension of non-prescribed text</td>
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</table>
Course: Classical Hebrew Continuers  
Course No:

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC Board Developed course

Prerequisites: School Certificate Hebrew or equivalent knowledge is assumed.

Exclusions: Nil

Course Description:
The study of Classical Hebrew provides students with access to the culture, thought and literature of Ancient Israel. It also allows students to study the continuing influence of Classical Hebrew on the languages, cultures, literature and traditions that have been derived from them.

Main Topics Covered:

Preliminary Course
Study of canon, history and a range of extracts of texts in the original Classical Hebrew and of Classical Hebrew texts in translation

HSC Course
Study of prescribed prose and prescribed halachic texts from the Hebrew Bible. Students study extracts in the original Classical Hebrew and the work as in translation.
Students will study:
- literary features
- context
- content
- historical, religious and cultural references
- ideas, beliefs, arguments and practices
- language and linguistic features of these texts

Particular Course Requirements: Nil

Assessment: HSC course only

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<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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<tr>
<td>A three hour written examination consisting of:</td>
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<td>• Comprehension and grammatical analysis of and critical comment on prose texts</td>
<td>60</td>
<td>Prescribed text in translation</td>
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<tr>
<td>• Comprehension of and critical comment on Mishna texts</td>
<td>25</td>
<td>Prescribed text: Mishna</td>
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<tr>
<td>• Comprehension of unseen text.</td>
<td>15</td>
<td>Unseen text: Tanakh</td>
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</table>
Course: HSC Classical Hebrew Extension  

Course No:  
1 unit for HSC  
Board Developed Course  
Prerequisites: The Classical Hebrew Continuers preliminary course is a prerequisite.  
Co-requisites: The Classical Hebrew Continuers HSC course is a co-requisite.  
Exclusions: nil  

Course Description:  
The Extension course extends students’ knowledge and understanding of Classical Hebrew literature and language. It develops students’ ability to analyse and respond critically to Classical Hebrew texts.  

Main Topics covered:  

Prescribed text  
Students study extracts of biblical and talmudic texts in the original Classical Hebrew.  

Non-prescribed text  
Students study unseen biblical texts for comprehension and analysis.  

Students’ knowledge and understanding are developed through analysis of:  
- literary features  
- context  
- ideas, beliefs, arguments and practices  
- language and linguistic features of these texts.  

Particular Course Requirements: Nil  

Assessment: HSC course  

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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</thead>
<tbody>
<tr>
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<td>Comprehension and analysis of prescribed text – biblical</td>
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<td>Analysis of prescribed text</td>
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<tr>
<td>Comprehension and analysis of prescribed text – talmudic</td>
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<td>Comprehension and Analysis of non-prescribed text</td>
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<tr>
<td>Comprehension and analysis on non-prescribed texts</td>
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</table>
Course: French Beginners

Course No:

2 units for each of Preliminary and HSC
Board Developed Course

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

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

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

Main Topics Covered:

• personal identification
• leisure activities
• travel and tourism
• shops and services
• general (numbers, time, dates, weather)
• social interaction.

Particular Course Requirements: Nil

Assessment: HSC course only

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<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>An oral/aural examination:</td>
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<td>35</td>
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<td>Listening skills</td>
<td>35</td>
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<td>Speaking skills</td>
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<td>Reading skills</td>
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<tr>
<td>A two hour written examination:</td>
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<td>Writing skills</td>
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<td>Reading skills</td>
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<td>Writing skills</td>
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Course: French Continuers

Course No:

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC

Board Developed Course

Prerequisites: School Certificate French or equivalent knowledge is assumed.

Exclusions: French Beginners

Course Description:
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, French 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 French-speaking communities through the study of a range of texts.

Main Topics Covered:

Themes:
• the individual
• the French-speaking communities
• the changing world.

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 French culture through texts.

Particular Course Requirements: Nil

Assessment: HSC course only

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A ten minute oral examination:</td>
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<tr>
<td>Conversation</td>
<td>20</td>
<td>Listening and responding</td>
<td>25</td>
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<tr>
<td>A three hour written examination:</td>
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<td>Reading and responding</td>
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<tr>
<td>Listening and responding</td>
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<td>Writing in French</td>
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<tr>
<td>Reading and responding</td>
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<td>– Part A</td>
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<td>– Part B</td>
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<td>Writing in French</td>
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**Course:** HSC French Extension  
**Course No:**

1 unit for HSC  
Board Developed Course  

**Prerequisites:** The French Continuers preliminary course is a prerequisite.  
**Co-requisites:** The French Continuers HSC course is a co-requisite.  
**Exclusions:** nil

**Course Description:**  
The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of French 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 French as a medium for communication and creative thought and expression.

**Main Topics covered:**

**Theme:**  
- the individual and contemporary society.

**Prescribed Issues:**  
- belonging versus alienation;  
- coping with change;  
- tolerance of difference.

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

**Assessment:** HSC course

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<th>External Assessment</th>
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<th>Internal Assessment</th>
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<tbody>
<tr>
<td>Oral examination:</td>
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<td>Monologue</td>
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</table>
Course: German Beginners

Course No:

2 units for each of Preliminary and HSC
Board Developed Course

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

Course Description:
In the Preliminary course, students will learn functions, grammatical structures and vocabulary
within the topic areas prescribed in the syllabus.

In the HSC course, students will learn functions, grammatical structures and vocabulary within the
topic areas prescribed in the syllabus, but in greater depth.

Main Topics Covered:

- personal details
- living
- cities, towns, villages
- daily Life
- eating and drinking
- health
- natural surroundings.

Particular Course Requirements: Nil

Assessment: HSC course only

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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<td>Speaking skills</td>
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<td>Speaking skills</td>
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<tr>
<td>A two hour written</td>
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<td>Reading skills</td>
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<td>examination:</td>
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<td>Writing skills</td>
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<td>Reading skills</td>
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<td>Writing skills</td>
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Course: German Continuers  
Course No:  

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC  
Board Developed Course  
Prerequisites: School Certificate German or equivalent knowledge is assumed.  
Exclusions: German Beginners.  

Course Description:  
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, German 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 German-speaking communities through the study of a range of texts.  

Main Topics Covered:  
Themes:  
- the individual  
- the German-speaking communities  
- the changing world.  

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 German culture through texts.  

Particular Course Requirements: Nil  
Assessment: HSC course only  

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<th>External Assessment</th>
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<th>Internal Assessment</th>
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<td>A ten minute oral examination:</td>
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<td>Conversation</td>
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<td>A three hour written examination:</td>
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<td>Listening and responding</td>
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<td>Reading and responding</td>
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<td>– Part B</td>
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<td>Writing in German</td>
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**Course**: HSC German Extension

**Course No:**

1 unit for HSC

Board Developed Course

**Prerequisites**: The German Continuers preliminary course is a prerequisite.

**Co-requisites**: The German Continuers HSC course is a co-requisite.

**Exclusions**: nil

**Course Description**: The Extension course has a prescribed theme and related issues as its organisational focus. Students’ knowledge and understanding of German 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 German as a medium for communication and creative thought and expression.

**Main Topics covered**:

**Theme**:
- the individual and contemporary society.

**Prescribed Issues**:
- divisions in society;
- pressures on the individual;
- overcoming adversity.

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

**Assessment**: HSC course

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<th>External Assessment</th>
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<th>Internal Assessment</th>
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<tr>
<td>Oral examination:</td>
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<td>Monologue</td>
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<td>A two hour written examination:</td>
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<td>Response to aural text</td>
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<td>Response to prescribed text</td>
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<td>Writing skills</td>
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<td>– Part A</td>
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<td>– Part B</td>
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<td>Writing in German</td>
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</table>
Course: Indonesian Beginners

Course No:

2 units for each of Preliminary and HSC
Board Developed Course

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

Course Description:
In the Preliminary course, students will develop their knowledge and understanding of Indonesian across a range of topics. These will be explored through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Indonesian through the four skills: listening, speaking, reading and writing. Study may cover new topics or more detailed treatment of topics previously studied.

Main Topics Covered:
- making contact
- family and friends
- typical day
- shopping
- food
- leisure
- the aware traveller
- traditions and lifestyle.

Particular Course Requirements: Nil

Assessment: HSC course only

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<tr>
<th>External Assessment</th>
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<th>Internal Assessment</th>
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</table>
Course: Indonesian Continuers

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC

Board Developed Course

Prerequisites: School Certificate Indonesian or equivalent knowledge is assumed.

Exclusions: Indonesian Background speakers; Indonesian Beginners; Malay Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.

Course Description:
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, Indonesian 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 Indonesian-speaking communities through the study of a range of texts.

Main Topics Covered:

Themes:
- the individual
- the Indonesian-speaking communities
- the changing world.

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 Indonesian culture through texts.

Particular Course Requirements: Nil

Assessment: HSC course only

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<tr>
<th>External Assessment</th>
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<th>Internal Assessment</th>
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<tr>
<td>A ten minute oral examination:</td>
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<td>Conversation</td>
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<td>Speaking</td>
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<td>Listening and responding</td>
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<td>– Part A</td>
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<td>– Part B</td>
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<td>Writing in Indonesian</td>
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Course: HSC Indonesian Extension  

Course No:

1 unit for HSC  
Board Developed Course  

Prerequisites: The Indonesian Continuers preliminary course is a prerequisite.  
Co-requisites: The Indonesian Continuers HSC course is a co-requisite.  
Exclusions: nil  

Course Description:  
The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Indonesian 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 Indonesian as a medium for communication and creative thought and expression.

Main Topics covered:  

Theme:  
• the individual and contemporary society.

Prescribed Issues:  
• poverty and wealth;  
• rural and urban life;  
• conflict in relationships.

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  
Assessment: HSC course

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<th>Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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<tbody>
<tr>
<td>Oral examination:</td>
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<td>Monologue</td>
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</table>
**Course**: Indonesian Background Speakers  

**Course No:**

2 units for each of Preliminary and HSC  
Board Developed Course

**Prerequisites**: School Certificate Indonesian or equivalent knowledge is assumed.  
**Exclusions**: Indonesian Beginners; Indonesian Continuers; Malay Background Speakers.  
Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.

**Course Description**:

In the Preliminary course, students will develop their knowledge and understanding of Indonesian through the study of language texts and contemporary issues.

In the HSC course, students will continue to develop their knowledge and understanding of Indonesian through the study of prescribed texts, prescribed themes, and contemporary issues.

**Main Topics Covered**:

Students will study language and culture through the following prescribed themes:

- tourism in Indonesia
- the environment
- youth culture
- the individual and the community.

**Particular Course Requirements**: Nil

**Assessment**: HSC course only

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<tr>
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<th>Internal Assessment</th>
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<tr>
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<tr>
<td>Writing in Indonesian</td>
<td>25</td>
<td>Reading and responding</td>
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<tr>
<td></td>
<td></td>
<td>Writing in Indonesian</td>
<td>20</td>
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</tbody>
</table>

| Total:                                           | 100       |                                    | 100       |
Course: Italian Beginners

2 units for each of Preliminary and HSC
Board Developed Course

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

Course Description:
In the Preliminary course, students will develop their knowledge and understanding of Italian across a range of topics. These will be explored through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Italian through the four skills: listening, speaking, reading and writing. Study may cover new topics or more detailed treatment of topics previously studied.

Main Topics Covered:
A range of topics will be covered, including situations in which tourists may find themselves in Italy.

Particular Course Requirements: Nil

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
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<tr>
<td>An oral examination:</td>
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<td>Listening skills</td>
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<td>Speaking skills</td>
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<tr>
<td>Speaking skills</td>
<td>25</td>
<td>Reading skills</td>
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<tr>
<td>A two hour written examination:</td>
<td></td>
<td>Writing skills</td>
<td>15</td>
</tr>
<tr>
<td>Reading skills</td>
<td>30</td>
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<tr>
<td>Writing skills</td>
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</table>
Course: Italian Continuers

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC

Board Developed Course

Prerequisites: School Certificate Italian or equivalent knowledge is assumed.

Exclusions: Italian Beginners.

Course Description:
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, Italian 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 Italian-speaking communities through the study of a range of texts.

Main Topics Covered:

Themes:
- the individual
- the Italian-speaking communities
- the changing world.

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 Italian culture through texts.

Particular Course Requirements: Nil

Assessment: HSC course only

<table>
<thead>
<tr>
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<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ten minute oral examination:</td>
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<td>Conversation</td>
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<td>A three hour written examination</td>
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<td>Reading and responding</td>
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<td>Listening and responding</td>
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<td>Reading and responding – Part A</td>
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<td>Reading and responding – Part B</td>
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<td>Writing in Italian</td>
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**Course:** HSC Italian Extension  
**Course No:**

1 unit for HSC  
Board Developed Course  

**Prerequisites:** The Italian Continuers preliminary course is a prerequisite.  
**Co-requisites:** The Italian Continuers HSC course is a co-requisite.  
**Exclusions:** nil  

**Course Description:**  
The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Italian 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 Italian as a medium for communication and creative thought and expression.

**Main Topics covered:**

**Theme:**
- the individual and contemporary society.

**Prescribed Issues:**
- coping with change in relationships;  
- the impact of the outside world on adolescence;  
- searching for 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  
**Assessment:** HSC course

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<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Oral examination:</td>
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<td>Speaking skills</td>
<td>10</td>
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<tr>
<td>Monologue</td>
<td>10</td>
<td>Analysis of written text</td>
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<tr>
<td>A two hour written examination:</td>
<td></td>
<td>Response to aural text</td>
<td>10</td>
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<tr>
<td>Response to prescribed text</td>
<td></td>
<td>Writing skills</td>
<td>10</td>
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<td>– Part A</td>
<td>15</td>
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<tr>
<td>– Part B</td>
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<td>Writing in Italian</td>
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</table>
Course: Japanese Beginners

Course No:

2 units for each of Preliminary and HSC
Board Developed Course

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

Course Description:
In the Preliminary course, students will begin to develop their knowledge and understanding of
Japanese. During this course, students must acquire some knowledge of the Japanese language
as a system through the seven themes suggested in the syllabus by integrated use of the four
skills: listening, speaking, reading and writing.

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

Main Topics Covered:

- meeting people
- family and friends
- home life
- education
- around town
- travel
- future.

Particular Course Requirements: Nil

Assessment: HSC course only

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<thead>
<tr>
<th>External Assessment</th>
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<th>Internal Assessment</th>
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<tr>
<td>Speaking skills</td>
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<tr>
<td>A 2 and a half hour written examination:</td>
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<td>Processing spoken information</td>
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<td>Processing spoken information</td>
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<td>Processing written information</td>
<td>30</td>
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<td>Processing written information</td>
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<td>Writing skills</td>
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</table>
Course: Japanese Continuers

Course No:

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC

Board Developed Course

Prerequisites: School Certificate Japanese or equivalent knowledge is assumed.

Exclusions: Japanese Beginners; Japanese Background Speakers.

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

Course Description:
The Preliminary and HSC courses have, as their organisational focuses, themes and associated 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.

Main Topics Covered:

Themes:
- the individual
- the Japanese-speaking communities
- the changing world.

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 Japanese culture through texts.

Particular Course Requirements: Nil

Assessment: HSC course only

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<thead>
<tr>
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<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>A 10 minute oral examination: Conversation</td>
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<td>Speaking</td>
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<tr>
<td>A three hour written examination: Listening and responding</td>
<td>25</td>
<td>Listening and responding</td>
<td>25</td>
</tr>
<tr>
<td>– Part A</td>
<td>25</td>
<td>Reading and responding</td>
<td>40</td>
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<tr>
<td>– Part B</td>
<td>15</td>
<td>Writing in Japanese</td>
<td>15</td>
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<td>Writing in Japanese</td>
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| | | | 100 |
**Course**: HSC Japanese Extension

**Course No:**

1 unit for HSC
Board Developed Course

**Prerequisites**: The Japanese Continuers preliminary course is a prerequisite.

**Co-requisites**: The Japanese Continuers HSC course is a co-requisite.

**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.

**Main Topics covered**:

**Theme**:
- the individual and contemporary society.

**Prescribed Issues**:
- impact of technology;
- group versus the individual;
- overcoming personal difficulties.

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

**Assessment**: HSC course

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Oral examination:</td>
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<td>Speaking skills</td>
<td>10</td>
</tr>
<tr>
<td>Monologue</td>
<td>10</td>
<td>Analysis of written text</td>
<td>20</td>
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<tr>
<td>A two hour written examination:</td>
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<td>Response to aural text</td>
<td>10</td>
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<tr>
<td>Response to prescribed text</td>
<td></td>
<td>Writing skills</td>
<td>10</td>
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<tr>
<td>– Part A</td>
<td>15</td>
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<tr>
<td>– Part B</td>
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<tr>
<td>Writing in Japanese</td>
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</table>

50 50
Course: Japanese Background Speakers

2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites: School Certificate Japanese or equivalent knowledge is assumed.

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

Course Description:
- In the Preliminary course, students will develop their knowledge and understanding of Japanese through the study of language texts and contemporary issues.
- In the HSC course, students will continue to develop their knowledge and understanding of Japanese through the study of prescribed texts, prescribed themes, and contemporary issues.

Main Topics Covered:
Students will study language and culture through the following prescribed themes:
- Youth culture
- the individual and the community
- national identity
- global issues.

Particular Course Requirements: Nil

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>A three hour written examination:</td>
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<td>Listening and responding</td>
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<td>Written exchanges in Japanese</td>
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<tr>
<td>Writing in Japanese</td>
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<td>Reading and responding</td>
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<tr>
<td></td>
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<td>Writing in Japanese</td>
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100 100
Course: Korean Beginners

Course No: 2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Korean Continuers; Korean Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.

Course Description:
In the Preliminary course, students will begin to develop their knowledge and understanding of Korean across a range of topics. They will study the Korean alphabet, grammar and vocabulary, and will take part in activities associated with topics and communicative functions selected from the list given in the syllabus.

In the HSC course, students will continue to develop their knowledge and understanding of Korean. They will study additional grammar and vocabulary, including the prescribed Hanja, and undertake additional activities associated with topics and communicative functions selected from the list given in the syllabus.

Main Topics Covered:
- meeting people
- school life
- life at home
- goods and services
- travel and tourism
- leisure activities
- problems and issues.

Particular Course Requirements: Nil

Assessment: HSC course only

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<tr>
<th>External Assessment</th>
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<th>Internal Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Speaking skills</td>
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<tr>
<td>Processing spoken information</td>
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<td>Processing written information</td>
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<tr>
<td>Writing in Korean</td>
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<td>Writing in Korean</td>
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100 100
**Course:** Korean Continuers  
**Course No:**

2 units for each of Preliminary and HSC  
Board Developed Course

**Prerequisites:** School Certificate Korean or equivalent knowledge is assumed.  
**Exclusions:** Korean Beginners; Korean Background Speakers.  
Other eligibility rules apply to the study of this subject.  
Check with your teacher or the Board’s ACE Manual.

**Course Description:**
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, Korean 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 Korean-speaking communities through the study of a range of texts.

**Main Topics Covered:**

**Themes:**
- the individual  
- the Korean-speaking communities  
- the changing world.

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 Korean culture through texts.

**Particular Course Requirements:** Nil

**Assessment: HSC course only**

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<th>External Assessment</th>
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<td>Conversation and Discussion</td>
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<td>A three hour written examination:</td>
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<td>– Part A</td>
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<td>– Part B</td>
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<tr>
<td>Reading and responding</td>
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<td>– Part A</td>
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<td>– Part B</td>
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<td>Writing in Korean</td>
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|                                    | 100       |                                           | 100       |
Course: Korean Background Speakers  

2 units for each of Preliminary and HSC  
Board Developed Course  

Prerequisites: School Certificate Korean or equivalent knowledge is assumed.  
Exclusions: Korean Continuers; Korean Beginners.  
Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.  

Course Description:  
In the Preliminary course, students will develop their knowledge and understanding of Korean through the study of language texts and contemporary issues.  
In the HSC course, students will continue to develop their knowledge and understanding of Korean through the study of prescribed texts, prescribed themes, and contemporary issues.  

Main Topics Covered:  
Students will study language and culture through the following prescribed themes:  
• the individual and the communities  
• cultural identity  
• youth culture  
• global issues.  

Particular Course Requirements: Nil  

Assessment: HSC course only  

<table>
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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A three hour written examination:</td>
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<td>Spoken exchanges in Korean</td>
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</tr>
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<td>Listening and responding</td>
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<td>Written exchanges in Korean</td>
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<td>Reading and responding</td>
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<td>Writing in Korean</td>
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<td>Reading and responding</td>
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<td></td>
<td>100</td>
<td>Writing in Korean</td>
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100 100
Course: Latin Continuers  
Course No:  
2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC Board Developed Course  
Prerequisites: School Certificate Latin or equivalent knowledge is assumed.  
Exclusions: Nil  

Course Description:  
The study of Latin provides students with access to the culture, thought and literature of Ancient Rome. It also allows students to study the influences of Latin on the languages, cultures, literatures and traditions which have derived from them.  

Main Topics Covered:  
Preliminary Course  
Study of a range of extracts of texts in the original Latin. Students develop skills of translation and literary analysis.  

HSC Course  
Study of a prescribed prose and a prescribed verse text. Students study extracts in the original Latin and the work as a whole in translation.  
Students study:  
- literary features  
- context  
- historical, religious and cultural references  
- ideas, beliefs, arguments and practices  
- language and linguistic features of these texts  
- Students develop skills of translation of unseen texts.  

Particular Course Requirements: Nil  
Assessment: HSC course only  

<table>
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<tr>
<th>External Assessment</th>
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<tr>
<td>A three hour written examination consisting of:</td>
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<td>Translation of prescribed texts</td>
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<tr>
<td>Translation and grammatical identification of and critical comment on prose text</td>
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<td>Grammatical analysis</td>
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<tr>
<td>Translation and grammatical identification of and critical comment on verse text</td>
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<td>Commentary on prescribed texts</td>
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<td>Translation of unseen text</td>
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<td>Commentary on prescribed text in translation</td>
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<tr>
<td></td>
<td></td>
<td>Translation of unseen text</td>
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</table>
**Course:** HSC Latin Extension  
**Course No:**  
1 unit for HSC  
Board Developed Course  

**Prerequisites:** The Latin Continuers preliminary course is a prerequisite.  
**Co-requisites:** The Latin Continuers HSC course is a co-requisite.  
**Exclusions:** nil  

**Course Description:**  
The Extension course extends students’ knowledge and understanding of Latin literature and language. It develops students ability to analyse and respond critically to Latin texts.

**Main Topics covered:**  

**Prescribed text**  
Students study extracts of texts in the original Latin and for some texts, the work as a whole in translation.

**Non-prescribed text**  
Translation of texts into English and translation of English text into Latin.

Students’ knowledge and understanding are developed through analysis of:  
- literary features  
- context  
- ideas, beliefs, arguments and practices  
- language and linguistic features of these texts.

**Particular Course Requirements:** Nil

**Assessment: HSC course**

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<tr>
<th>External Assessment</th>
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</thead>
<tbody>
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<tr>
<td>Prescribed text</td>
<td></td>
<td>Analysis of prescribed text</td>
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<tr>
<td>– translation</td>
<td>15</td>
<td>Analysis, translation, and comprehension of non-prescribed text</td>
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<td>– analysis</td>
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<td></td>
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<tr>
<td>Translation or prose composition</td>
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</tbody>
</table>
Course: Malay Background Speakers

2 units for each of Preliminary and HSC
Board Developed Course

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

Course Description:
In the Preliminary course, students will develop their knowledge and understanding of Malay through the study of language texts and contemporary issues.

In the HSC course, students will continue to develop their knowledge and understanding of Malay through the study of prescribed texts, prescribed themes, and contemporary issues.

Main Topics Covered:
Students will study language and culture through the following prescribed themes.

- Malaysia and the world
- Socioeconomic change and development
- Women in society
- Cultural change

Particular Course Requirements: Nil

Assessment: HSC course only

<table>
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<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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<tr>
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</table>
Course: Modern Greek Beginners  
Course No:  

2 units for each of Preliminary and HSC  
Board Developed Course  

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

Course Description:  
In the Preliminary course, students will develop their knowledge and understanding of Modern Greek across a range of topics, which will be explored through the integrated use of the four skills: listening, speaking, reading and writing.  

In the HSC course, students will continue to develop their knowledge and understanding of Modern Greek through the four skills: listening, speaking, reading and writing. Study may cover new topics or more detailed treatment of topics previously studied.  

Main Topics Covered:  
- everyday greetings  
- meeting people  
- home life  
- school or work environment  
- communicating by telephone, letter etc  
- eating out  
- travelling by public transport and private car  
- going on a holiday  
- family celebrations such as weddings, birthdays etc  
- important celebrations such as Easter (Greek)  
- using public services, such as the police, doctor  
- shopping.  

Particular Course Requirements: Nil  

Assessment: HSC course only  

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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</table>
Course: Modern Greek Continuers

Course No:

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC

Board Developed Course

Prerequisites: School Certificate Modern Greek or equivalent knowledge is assumed.

Exclusions: Modern Greek Beginners and Modern Greek Background Speakers.

Course Description:
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, Modern Greek 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 Greek-speaking communities through the study of a range of texts.

Main Topics Covered:

Themes:
- the individual
- the Greek-speaking communities
- the changing world.

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 Modern Greek culture through texts.

Particular Course Requirements: Nil

Assessment: HSC course only

<table>
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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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<tbody>
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<td>Reading and responding</td>
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<td>Writing in Modern Greek</td>
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</table>

100 100
Course: HSC Modern Greek Extension

Course No: 1 unit for HSC

Board Developed Course

Prerequisites: The Modern Greek Continuers preliminary course is a prerequisite.

Co-requisites: The Modern Greek Continuers HSC course is a co-requisite.

Exclusions: nil

Course Description:
The Extension course has a prescribed theme and related issues as its organisational focus. Students’ knowledge and understanding of Modern Greek 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 Modern Greek as a medium for communication and creative thought and expression.

Main Topics covered:

Theme:
- the individual and contemporary society.

Prescribed Issues:
- overcoming adversity;
- the concept of journey;
- the search for 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

Assessment: HSC course

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<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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<tr>
<td>Oral examination:</td>
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<td>Monologue</td>
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<td>Response to prescribed text</td>
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<td>– Part A</td>
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<td>– Part B</td>
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<tr>
<td>Writing in Modern Greek</td>
<td>15</td>
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</table>

Total: 50 50
Course: Modern Hebrew Continuers

Course No: 2 units for each of Preliminary and HSC

Board Developed Course

Prerequisites: School Certificate Modern Hebrew or equivalent knowledge is assumed.

Exclusions: Nil

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

Main Topics covered:

Themes:
- the individual
- the Hebrew-speaking communities
- the changing world.

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 Modern Hebrew culture through texts.

Particular Course Requirements: Nil

Assessment:
HSC course only

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<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
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<tr>
<td>A 10 minute oral examination: Conversation and discussion</td>
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<td>A three hour written examination: Listening and responding</td>
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<td>– Part A</td>
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<td>Reading and responding</td>
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<td>– Part B</td>
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<td>Reading and responding</td>
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<td>– Part A</td>
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<td>– Part B</td>
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<td>Writing in Modern Hebrew</td>
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100 100
**Course:** Persian Background Speakers

**Course No:**
2 units for each of Preliminary and HSC
Board Developed Course

**Exclusions:** nil

**Course Description:**
In the Preliminary course, students will develop their knowledge and understanding of Persian through the study of language texts and contemporary issues.

In the HSC course, students will continue to develop their knowledge and understanding of Persian through the study of prescribed texts, prescribed themes, and contemporary issues.

**Main Topics Covered:**
Students will study language and culture through the following prescribed themes:
- society of Persian-speaking countries
- culture of Persian-speaking countries
- history and geography of Persian-speaking countries
- Persian literature and poetry.

**Particular Course Requirements:** Nil

**Assessment:** HSC course only

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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<td>Writing in Persian</td>
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<td>Reading and responding</td>
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</tbody>
</table>

100 100
**Course:** Russian Background Speakers  

2 units for each of Preliminary and HSC  
Board Developed Course  

**Prerequisites:** School Certificate Russian or equivalent knowledge is assumed.  

**Exclusions:** nil  

**Course Description:**  
In the Preliminary course, students will develop their knowledge and understanding of Russian through the study of language texts and contemporary issues.  

In the HSC course, students will continue to develop their knowledge and understanding of Russian through the study of prescribed texts, prescribed themes, and contemporary issues.  

**Main Topics Covered:**  
Students will study language and culture through the following prescribed themes:  
- Russian life as depicted in contemporary texts  
- relevance of classical Russian literature in contemporary society  
- youth culture  
- the individual and the community.  

**Particular Course Requirements:** Nil  

**Assessment: HSC course only**  

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<thead>
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<th>External Assessment</th>
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<th>Weighting</th>
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| Total                                | 100       | Total                                      | 100       |
Course: Spanish Beginners  
Course No: 

2 units for each of Preliminary and HSC  
Board Developed Course  
**Exclusions:** Spanish Continuers.  
Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.

**Course Description:**  
In the Preliminary course, students develop their knowledge and understanding of Spanish across a range of topics, which will be explored through the integrated use of the four skills: listening, speaking and writing.  

In the HSC course, students will continue to develop their knowledge and understanding of Spanish through the four skills: listening, speaking, reading and writing. Study may cover new topics or more detailed treatment of topics previously studied.

**Main Topics Covered:**  
- Encounters, meetings and presentations  
- at the airport, train station etc  
- discussion of home and daily routine  
- making arrangements and telephoning  
- shopping  
- eating at home and in restaurants  
- leisure activities and ticket purchases  
- discussion of school activities  
- health and accidents  
- holidays and travel  
- discussion of weather, time, dates, days, seasons and numbers.

**Particular Course Requirements:** Nil  
**Assessment:** HSC course only  

<table>
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<th>External Assessment</th>
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<tr>
<td>Writing skills</td>
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A two hour written examination:  

| Reading skills | 30 |
| Writing skills | 20 |

100 100
### Course: Spanish Continuers

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC

Board Developed Course

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

**Exclusions:** Spanish Beginners

### Course Description:

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, Spanish 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 Spanish-speaking communities through the study of a range of texts.

### Main Topics Covered:

**Themes:**
- the individual
- the Spanish-speaking communities
- the changing world.

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 Spanish culture through texts.

### Particular Course Requirements: Nil

### Assessment: HSC course only

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<th>Internal Assessment</th>
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</table>
Course: HSC Spanish Extension

1 unit for HSC
Board Developed Course

Prerequisites: The Spanish Continuers preliminary course is a prerequisite.
Co-requisites: The Spanish Continuers HSC course is a co-requisite.
Exclusions: nil

Course Description:
The Extension course has a prescribed theme and related issues as its organisational focus. Students’ knowledge and understanding of Spanish 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 Spanish as a medium for communication and creative thought and expression.

Main Topics covered:

Theme:
- the individual and contemporary society.

Prescribed Issues:
- searching for identity;
- divisions in society;
- tensions in relationships.

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

Assessment: HSC course

<table>
<thead>
<tr>
<th>External Assessment</th>
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<td>Writing in Spanish</td>
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50 50
Course: Vietnamese Continuers  

| Course No: | 2 units for each of Preliminary and HSC  

Board Developed Course  
Prerequisites: School Certificate Vietnamese or equivalent knowledge is assumed  
Exclusions: Nil  

Course Description:  
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, Vietnamese 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 Vietnamese-speaking communities through the study of a range of texts.

Main topics Covered:  

Themes:  
- the individual  
- the Vietnamese-speaking communities  
- the changing world.

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 Vietnamese culture through texts.

Particular Course Requirements: Nil

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
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<td></td>
<td></td>
<td>Reading and responding</td>
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<tr>
<td></td>
<td></td>
<td>Writing in Vietnamese</td>
<td>15</td>
</tr>
<tr>
<td>A three hour written examination: Listening and responding</td>
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<td></td>
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<td>– Part A</td>
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<td>– Part B</td>
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<td>Writing in Vietnamese</td>
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| Total | 100 |
Vocational Education and Training (VET) Courses
## Business Services Curriculum Framework for Vocational Education and Training (VET)

This curriculum framework includes courses which are accredited for the HSC and provide students with the opportunity to obtain nationally recognized vocational qualifications.

### Qualifications
- Students who are assessed as competent in 12 of the Units of Competency in Business Services (240 hours) qualify for AQF Certificate II in Business.
- Students who are assessed as competent in all 14 units of Competency in Business Services (240 hours) will also have 2 units of competency towards Certificate III in Business.
- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate II.
- Students who are assessed as competent in some Units of Competency in Business Services Extension (60 hours or 120 hours) will be eligible for the Statement of Attainment showing partial completion of Certificate III in Business.
**Course:** Business Services (120 hours)  
**Course No:**

<table>
<thead>
<tr>
<th>2 units in total</th>
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<tbody>
<tr>
<td>Board Developed Course</td>
</tr>
<tr>
<td><strong>Exclusions:</strong> Business (240 hours)</td>
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<tr>
<td>Similar Units from the Information Technology Curriculum Framework</td>
</tr>
<tr>
<td>Similar Units from the Retail Curriculum Framework</td>
</tr>
</tbody>
</table>

**Course Description:**
This course is for students who wish to work in clerical and administrative occupations. It is based on Units of Competency which have been drawn up by the Business Services industry to describe the competencies, skills and knowledge needed by clerical-administrative workers. It incorporates a selection of Units of Competency from the AQF Certificate II in Business. Students may be eligible for a Statement of Attainment showing partial completion of this Certificate.

This course is included in Business Services (240 hours)

**Main Topics Covered:**
Students concentrate on developing a range of skills required to work effectively and safely in a modern office environment. These may include oral and written communication skills, information handling and record keeping, processing financial documents and operating office equipment including computers.

**Particular Course Requirements:**
Work placement. Students must complete a minimum of 35 hours work placement.

**Assessment:**

**Competency Assessment**
This is a competency based course. This means that students work to develop the competencies and skills and knowledge described by each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in an office environment. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent or ‘not competent’ in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a competency record book.

Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications**
- Students who are assessed as competent for all or some Units of Competency will be eligible for an AQF Statement of Attainment showing partial completion of the AQF Certificate II in Business.
Course: Business Services (240 hours)  

Course No:  
4 units in total  
Board Developed Course  
Exclusions: Business (120 hours)  
Similar Units from the Information Technology Curriculum Framework  
Similar Units from the Retail Curriculum Framework  

Course Description:  
This course is for students who wish to work in clerical and administrative occupations. It is based on Units of Competency which have been drawn up by the Business Services industry to describe the competencies, skills and knowledge needed by clerical-administrative workers. It incorporates Units of Competency in the AQF Certificate II and III in Business. Students can complete all 240 hours in one year or accumulate hours over up to 4 years  

Main Topics Covered:  
Students concentrate on developing a range of skills required to work effectively and safely in a modern office environment. These include oral and written communication skills, information handling and record keeping, processing financial documents and operating office equipment including computers.  

Course Requirements:  
Work placement. Students must complete a minimum of 70 hours work placement.  

Assessment:  
Competency Assessment  
This is a competency based course. This means that students work to develop the competencies and skills and knowledge described by each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in an office environment. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.  

Students will be progressively assessed as ‘competent’ or ‘not competent’ in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a competency record book.  

Competency based assessment determines the vocational qualification that a student will receive.  

External Assessment – HSC Examination  
The Higher School Certificate examination for Business Services (240 indicative hours) will involve a written examination made up of multiple choice items, short answers and extended response items.  

The question will be drawn from Units of Competency and HSC Requirements and Advice shown in the syllabus.  

The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.  

Qualifications  
- Students who are assessed as competent in 12 of the Units of Competency in this course are eligible for the AQF Certificate II in Business.  
- Students who are assessed as competent in all 14 units of Competency in Business Services (240 hours) will also have 2 units of competency towards Certificate III in Business.  
- Students who are assessed as competent for some Units of Competency will be eligible for an AQF Statement of Attainment showing partial completion of Certificate II.
<table>
<thead>
<tr>
<th>Course: Business Services (60 hours) and (120 hours)</th>
<th>Course No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Unit or 2 Unit Extension - Board Developed Course</td>
<td></td>
</tr>
<tr>
<td><strong>Co requisite:</strong> Business Services (240)</td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions:</strong> Similar Units from the Information Technology Curriculum Framework</td>
<td></td>
</tr>
<tr>
<td>Similar modules of Accounting</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Description:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>These courses are for students who wish to develop higher level clerical administrative skills. This course incorporates selected Units of Competency from the Certificate III in Business. Students successfully completing one or more of these courses have the opportunity to gain a Statement of Attainment showing partial completion of the Certificate III in Business.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Main Topics Covered:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students cover a wide range of technical skills in the use of word processing and other software or on accounts/bookkeeping skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Particular Course Requirements:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work placement. Students must complete a minimum of 14 (60 hours) or 35 hours (120 hours) work placement or on account/bookkeeping skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency Assessment</strong></td>
</tr>
<tr>
<td>This is a competency based course. This means that students work to develop the competencies and skills and knowledge described by each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in an office environment. There is no mark awarded in competency based assessment. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.</td>
</tr>
</tbody>
</table>

Students will be progressively assessed as ‘competent or ‘not competent’ in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a competency record book.

Competency based assessment determines the vocational qualification that a student will receive.

<table>
<thead>
<tr>
<th><strong>Qualifications</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who are assessed as competent in all or some Units of Competency in this course will be eligible for an AQF Statement of Attainment showing partial completion of Certificate III in Business.</td>
</tr>
</tbody>
</table>
### Construction Framework

This curriculum framework includes five courses that are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.

### Qualifications:

- Students who are assessed as competent (through integrated competency assessment) in all of the prescribed units of competency in Construction (240 hours) will be eligible for the AQF Certificate I in Construction from the General Construction or Civil Construction Training Packages, and a Statement of Attainment toward the AQF Certificate II in Construction (General or Civil). Additional Certificate II competencies may be gained by completing the 60 or 120 hour extension courses.

- Students who are assessed as competent (through integrated competency assessment) in all of the prescribed units of competency in Construction (180 hours) will be eligible for AQF Certificate I in Construction from the General or Civil Construction Training Packages depending on the elective units chosen.

- Students who are assessed as competent (through integrated competency assessment) in all of the prescribed units of competency in Construction (120 hours) will be eligible for a Statement of Attainment toward the AQF Certificate I Construction (General or Civil).

- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II (General or Civil).
<table>
<thead>
<tr>
<th><strong>Course:</strong> Construction (120 hours)</th>
<th><strong>Course No:</strong> Board Developed Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exclusions:</strong> Construction (240 hours)</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description:**
This course is for students who wish to work in the construction industry.
The course is based on units of competency which have been developed by the construction industry to describe the competencies and skills and knowledge needed by workers in this industry.
This course incorporates six core units plus a limited range of elective units from the General Construction and Civil Construction sectors.
This course is contained within Construction (240 hours).

**Main Topics Covered:**
The core units of competency represent the basic skills, knowledge and attitudes required by all workers within the construction industry. Students will need to develop and exhibit these competencies throughout the entire course. These core units of competency focus on developing and refining the skills required to work effectively within the industry. The core units of competency specifically address industry awareness, communicating with others, planning for work, quality principles, working safely and introductory tools and techniques.

**Particular Course Requirements:**
Work placement. Students must complete a minimum of 35 hours work placement in a construction industry workplace.

**Assessment:**
**Competency Assessment**
- This is a competency based course. This requires students to develop the competencies and skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry to be assessed as competent.
- There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.
- Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a student log book.
- Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications:**
Students who are assessed as competent (through integrated competency assessment) in all or any of the prescribed units of competency in this course will be eligible for a Statement of Attainment showing partial completion of AQF Certificate I in Construction (General or Civil).
**Course:** Construction (180 hours)  
**Course No:** Board Developed Course  
**Exclusions:** Construction (240 hours)

**Course Description:**
This course is for students who wish to work in the construction industry. The course is based on units of competency which have been developed by the construction industry to describe the competencies and skills and knowledge needed by workers in this industry.

This course incorporates six core units plus a limited range of elective units from the General Construction and Civil Construction sectors. This course is contained within Construction (240 hours).

**Main Topics Covered:**
The core units of competency represent the basic skills, knowledge and attitudes required by all workers within the construction industry. Students will need to develop and exhibit these competencies throughout the entire course. These core units of competency focus on developing and refining the skills required to work effectively within the industry. The core units of competency specifically address industry awareness, communicating with others, planning for work, quality principles, working safely and introductory tools and techniques.

**Particular Course Requirements:**
Students must complete a mandatory work placement of 49 hours (7 working days) to enable on-the-top assessment and workplace contextualisation of knowledge and skills.

Students must also undertake a mandatory WorkCover approved general OH&S induction training program, as well as work activity OH&S training and site-specific OH&S training before being allowed onto a work site.

**Assessment:**
**Competency Assessment**
- This is a competency based course. This requires students to develop the competencies and skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry to be assessed as competent.
- There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.
- Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency, it is signed off by the assessor in a student log book.
- Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications:**
- Students who are assessed as competent (through integrated competency assessment) in any of the prescribed units of competency in this course will be eligible for a Statement of Attainment showing partial completion of AQF Certificate I in Construction (General or Civil).
- Students assessed as competent in an appropriate selection from the prescribed units of competency in this course may be eligible for AQF Certificate I in Construction from the General or Civil Construction Training Packages.
**Course:** Construction (240 hours)  
**Course No:**  
Board Developed Course  
**Exclusions:** Construction (120 hours)  

**Course Description:**  
This course is for students who wish to work in the construction industry. The course is based on units of competency developed by the construction industry to describe the competencies and skills and knowledge needed by workers in this industry. The course incorporates twelve core units plus a range of elective units from the General Construction and Civil Construction sectors. Students may develop a program of study within one industry sector. Another possible program of study is available by selecting units of competency from across sectors.

**Main Topics Covered:**  
- The core units of competency represent the basic skills, knowledge and attitudes required by all workers within the construction industry. Students will need to develop and exhibit these competencies throughout the entire course. These core units of competency focus on developing and refining the skills required to work effectively within the industry. The core units of competency specifically address industry awareness, communicating with others, planning for work, quality principles, working safely and introductory tools and techniques.  
- The electives available in the course complement these competencies by providing a range of practical and technical skills.  
- Electives units of competence are available in:  
  (A) General Construction  
  (B) Civil Construction.  
- The generic program of study allows students to complete a range of competencies from across both industry sectors.

**Particular Course Requirements:**  
- Work placement. Students must complete a minimum of 70 hours work placement in a construction industry workplace.

**Assessment:**  
**Competency Assessment**  
- This is a competency based course. This requires students to develop the competencies and skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry to be assessed as competent.  
- There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.  
- Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a student log book.  
- Competency based assessment determines the vocational qualification that a student will receive.  

**External Assessment – HSC Examination**  
- The Higher School Certificate examination for Construction (240 hours) will involve a written examination made up of multiple-choice items, short answers and extended response items.  
- The questions will be drawn from the core units of competency.  
- The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

**Qualifications:**  
- Students who are assessed as competent (through integrated competency assessment) in all of the prescribed units of competency in Construction (240 hours) will be eligible for the AQF Certificate I in Construction (General or Civil) and a Statement of Attainment toward the AQF Certificate II in Construction (General or Civil).  
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II (General or Civil).
<table>
<thead>
<tr>
<th>Course: Construction Specialist Studies (60 or 120 hours)</th>
<th>Course No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Developed Course</td>
<td></td>
</tr>
<tr>
<td>Corequisite: Construction (240 hours)</td>
<td></td>
</tr>
<tr>
<td>Exclusions: Nil</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description:**
This course allows students to develop additional skills and knowledge appropriate for entry level workers in either the general construction or civil construction sectors within the construction industry.

**Main Topics Covered:**
The topics covered in Construction Specialist Studies can be determined in such a way as to meet specific needs of groups of students or to take advantage of available resources.

**Particular Course Requirements:**
Students must complete a mandatory work placement of 14 hours (2 working days) to enable on-the-job assessment and workplace contextualisation of knowledge and skills. Students must be enrolled in the Construction (240 hour) course.

Students must also undertake a mandatory WorkCover approved general OH&S induction training program, as well as work activity OH&S training and site-specific OH&S training before being allowed onto a work site.

**Assessment:**

**Competency Assessment**
This is a competency based course. This means that students work to develop the competencies and skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency, it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications:**
Having achieved the appropriate units of competency and the other course requirements, students will be eligible for unit credit towards their HSC and additional units of competency within Certificate II (General or Civil Construction).
Information Technology Curriculum Framework

This curriculum framework includes courses which are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.

Qualifications:
- Students who are assessed as competent in some or all of the units of competency in Information Technology (120 hours) will be eligible for credit towards an AQF Certificate II in Information Technology.
- Students who are assessed as competent in some or all of the units of competency in Information Technology (180 hours) will be eligible for credit towards an AQF Certificate II in Information Technology.
- Students who are assessed as competent in all the units of competency in Information Technology (240 hours) will be eligible for an AQF Certificate II in Information Technology.
- Students who are assessed as competent in all of the units of competency in Information Technology Specialisation Studies I and II (60 and 120 indicative hours respectively) will be eligible for credit towards an AQF Certificate III in Information Technology.
- Students who are assessed as competent in some of the units of competency in Information Technology (240 hours) will be eligible for credit towards an AQF Certificate III in Information Technology.
<table>
<thead>
<tr>
<th><strong>Course</strong>: Information Technology  (120 hours)</th>
<th><strong>Course No</strong>:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Board Developed Course</strong></td>
<td><strong>Exclusions</strong>: Nil</td>
</tr>
</tbody>
</table>

**Course Description:**
This course is for students wishing to achieve competencies leading to further education and training in an information technology related area.

The course is based on units of competency which have been developed by the information technology industry to describe the competencies and skills and knowledge needed by workers who use information technology.

**Main Topics Covered:**
Students concentrate on developing a range of underpinning skills required to prepare someone to work effectively in an environment where information technology is used. These include oral and written communication skills, the efficient use of software application packages, essential hardware management and occupational health and safety competencies.

**Particular Course Requirements:**
Work placement. Students must complete a minimum of 35 hours work placement.

**Assessment:**
**Competency Assessment**
This is a competency based course. This means that students work to develop the competencies and skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in a primary industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications:**
Having achieved the units of competency associated with this course and the other course requirements, a student will be eligible to receive unit credit towards their HSC and credit towards the AQF Certificate II in Information Technology.
<table>
<thead>
<tr>
<th><strong>Course:</strong> Information Technology (180 hours)</th>
<th><strong>Course No:</strong> Board Developed Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exclusions:</strong> The units of competency achieved during completion of Information Technology (120 hours) course.</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description:**
The purpose of this course is to provide students with an opportunity to develop competencies associated with the use and support of desktop applications and to develop additional competencies in an area of interest.

The course is based on units of competency which have been developed by the information technology industry to describe the competencies and skills and knowledge needed by workers who use information technology.

**Main Topics Covered:**
Students concentrate on developing a range of skills required to prepare someone to work effectively in an environment where information technology is used. These include oral and written communication skills, teamwork skills, the efficient use of a range of software, essential hardware management and occupational health and safety competencies.

**Particular Course Requirements**
Work placement. Students must complete a minimum of 49 hours work placement.

**Assessment:**

**Competency Assessment**
This is a competency based course. This means that students work to develop the competencies and skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications:**
Having achieved appropriate units of competency and other course requirements, students will be eligible to receive unit credit towards their HSC and an AQF Statement of Attainment within AQF Certificate II in Information Technology.
**Course:** Information Technology (240 hours)  

**Course No:** Board Developed Course

**Course Description:**
This course is for students wishing to achieve competencies leading to entry level employment and/or further education and training in an industry where information technology is used and supported.

The course is based on units of competency which have been developed by the information technology industry to describe the competencies and skills and knowledge needed by workers who use information technology.

**Main Topics Covered:**
Students concentrate on developing a range of skills required to prepare someone to work effectively in an environment where information technology is used. These include oral and written communication skills, teamwork skills, the efficient use of a range of software application package, essential hardware management and occupational health and safety competencies.

**Particular Course Requirements**
Work placement. Students must complete a minimum of 70 hours work placement.

**Assessment:**

**Competency Assessment**
This is a competency based course. This means that students work to develop the competencies and skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency, it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

**External Assessment – HSC Examination**
The Higher School Certificate examination for Information Technology Support (240 hours) will involve a written examination consisting of multiple-choice items, short answer questions and extended response items.

The questions in the examination will be drawn from the units of competency and the HSC Requirements and Advice.

The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

**Qualifications:**
Having achieved appropriate units of competency and other course requirements, students will be eligible to receive unit credit towards their HSC and an AQF Certificate II in Information Technology.
<table>
<thead>
<tr>
<th><strong>Course:</strong> Information Technology Specialisation Studies (60 or 120 hours)</th>
<th><strong>Course No:</strong> Board Developed Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Corequisite:</strong> Information Technology (240 hours)</td>
<td><strong>Exclusions:</strong> Units of competency included only in the AQF Level II Certificate in Information Technology</td>
</tr>
</tbody>
</table>

**Course Description:**
This course is for students wishing to achieve competencies leading to employment and/or further education and training in the information technology industry.

Students may wish to specialise in network administration, application software or in other areas to suit a particular or emerging skills area.

The course is based on units of competency which have been developed by the information technology industry to describe the competencies and skills and knowledge needed by workers in the information technology industry.

**Main Topics Covered:**
The topics covered in Information Technology Specialisation Studies can be determined in such a way as to meet specific needs of groups of students or to take advantage of available resources.

**Particular Course Requirements:**
Work placement. Students must complete a minimum of 14 hours work placement for the 60 hour course and 35 hours work placement for the 120 hour course in an appropriate workplace.

**Assessment:**
**Competency Assessment**
This is a competency based course. This means that students work to develop the competencies and skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency, it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications:**
Having achieved the appropriate units of competency and the other course requirements, students will be eligible for unit credit towards their HSC and an AQF Statement of Attainment towards Certificate III in Information Technology.
## Metal and Engineering Framework

This curriculum framework includes five courses that:
- are accredited for the HSC and
- provide students with the opportunity to obtain nationally recognised vocational qualifications.

<table>
<thead>
<tr>
<th>Qualifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who are assessed as competent (through integrated competency assessment) in all of the prescribed units of competency in Metal and Engineering (240 hours) will be eligible for the AQF Certificate I in Engineering and a Statement of Attainment towards the AQF Certificate II in Engineering – Production.</td>
</tr>
<tr>
<td>Students who are assessed as competent (through integrated competency assessment) in the Metal and Engineering 60 and 120 hours Specialist Studies courses will be eligible for an AQF Certificate I in Engineering or Certificate II in Engineering–Production, or a Statement of Attainment within either Certificate depending on the units of competency achieved.</td>
</tr>
<tr>
<td>Students who are assessed as competent (through integrated competency assessment) in all of the prescribed units of competency in Metal and Engineering (180 hours) will be eligible for a Statement of Attainment towards the AQF Certificate I in Engineering.</td>
</tr>
<tr>
<td>Students who are assessed as competent (through integrated competency assessment) in all of the prescribed units of competency in Metal and Engineering (120 hours) will be eligible for a Statement of Attainment towards the AQF Certificate I in Engineering.</td>
</tr>
<tr>
<td>Students who are assessed as competent in some units of competency will be eligible for a Statement of Attainment showing partial completion of AQF Certificate I in Engineering or II in Engineering–Production.</td>
</tr>
</tbody>
</table>
Course: Metal and Engineering (120 hours)  

Course No: Board Developed Course  

Exclusions: Metal and Engineering (240 hours)  

**Course Description:**
This course is for students who wish to work in the manufacturing, engineering and related service industries.

The course is based on units of competency which have been developed by the manufacturing, engineering and related service industries to describe the competencies and skills and knowledge needed by workers in these industries.

This course incorporates five foundation units plus a limited range of units from various functional streams and pathways. These are presented as five elective strands:
- Production stream
- Fabrication stream
- Mechanical stream
- Electrical/Electronic stream
- Drafting, Drawing and Design pathway.

This course is contained within Metal and Engineering (240 hours).

**Main Topics Covered:**
- The foundation units of competency represent the basic skills, knowledge and attitudes required by all workers within the manufacturing, engineering and related service industries. Students will need to develop and exhibit these competencies throughout the entire course.
  These foundation units of competency focus on developing and refining the skills required to work effectively within the industry. The foundation units of competency specifically address industry awareness, communicating with others, planning for work, quality principles and working safely.
- Students also develop a limited range of practical and technical skills from the identified streams and/or pathways.

**Particular Course Requirements:**
Work placement. Students must complete a minimum of 38 hours work placement in a manufacturing, engineering or related service industry workplace.

**Assessment:**

**Competency Assessment**
- This is a competency based course. This requires students to develop the competencies and skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry to be assessed as competent.
- There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.
- Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency, it is signed off by the assessor in a student log book.
- Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications:**
- Students who are assessed as competent (through integrated competency assessment) in all or any of the prescribed units of competency in this course will be eligible for a Statement of Attainment showing partial completion of AQF Certificate I in Engineering.
Course: Metal and Engineering (180 hours)  
Course No: Board Developed Course  
Exclusions: Metal and Engineering (240 hours)

Course Description:
This course is for students who wish to work in the manufacturing, engineering and related service industries. The course is based on units of competency which have been developed by the manufacturing, engineering and related service industries to describe the competencies and skills and knowledge needed by workers in these industries. This course incorporates five foundation units plus a limited range of units from various functional streams and pathways. These are presented as five elective strands:
- Production stream
- Fabrication stream
- Mechanical stream
- Electrical/Electronic stream
- Drafting, Drawing and Design pathway.
This course is contained within Metal and Engineering (240 hours).

Main Topics Covered:
- The foundation units of competency represent the basic skills, knowledge and attitudes required by all workers within the manufacturing, engineering and related service industries. Students will need to develop and exhibit these competencies throughout the entire course. These foundation units of competency focus on developing and refining the skills required to work effectively within the industry. The foundation units of competency specifically address industry awareness, communicating with others, planning for work, quality principles and working safely.
- Students also develop a range of practical and technical skills from the identified streams and/or pathways, which extends from those covered in the 120 hour course.

Particular Course Requirements:
Work placement. Students must complete a minimum of 53.2 hours work placement in a manufacturing, engineering or related service industry workplace.

Assessment:
Competency Assessment
- This is a competency based course. This requires students to develop the competencies and skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry to be assessed as competent.
- There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.
- Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a student log book.
- Competency based assessment determines the vocational qualification that a student will receive.

Qualifications:
- Students who are assessed as competent (through integrated competency assessment) in all of the prescribed units of competency in this course will be eligible for AQF Certificate I in Engineering.
- Students who are assessed as competent (through integrated competency assessment) for any units of competency in this course will be eligible for a Statement of Attainment showing partial completion of AQF Certificate I in Engineering.
<table>
<thead>
<tr>
<th>Course: Metal and Engineering (240 hours)</th>
<th>Course No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Developed Course</td>
<td>Exclusions: Metal and Engineering (120 hours)</td>
</tr>
</tbody>
</table>

**Course Description:**
This course is for students who wish to work in the manufacturing, engineering and related service industries. The course is based on units of competency developed by the manufacturing, engineering and related service industries to describe the competencies and skills and knowledge needed by workers in these industries. This course incorporates five foundation units plus a range of units from various functional streams and pathways. These are presented as the Production stream, Fabrication stream, Mechanical stream, Electrical/Electronic stream and Drafting, Drawing and Design pathway. Students may develop a program of study within one stream or pathway. A sixth possible program of study is available by selecting units of competency from across some or all of these identified streams and pathways.

**Main Topics Covered:**
- The foundation units of competency represent the basic skills, knowledge and attitudes required by all workers within the manufacturing, engineering and related service industries. Students will need to develop and exhibit these competencies throughout the entire course. These foundation units of competency focus on developing and refining the skills required to work effectively within the industry. The foundation units of competency specifically address industry awareness, communicating with others, planning for work, quality principles and working safely.
- The elective streams and pathways available in the course complement these competencies by providing a range of practical and technical skills. The streams provide articulation into trade areas of Production, Fabrication, Mechanical and Electrical/Electronic.
- The Drawing, Drafting and Design pathway allows students to focus on competencies within this industry field.

The generic program of study allows students to complete a range of competencies from across some or all of these identified streams and pathways.

**Particular Course Requirements:**
- Work placement. Students must complete a minimum of 76 hours work placement in a manufacturing, engineering or related service industry workplace.

**Assessment:**
**Competency Assessment**
This is a competency based course. This requires students to develop the competencies and skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry to be assessed as competent. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

**External Assessment – HSC Examination**
- The Higher School Certificate examination for Metal and Engineering (240 indicative hours) will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from Mandatory units of competency.

The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

**Qualifications:**
Students who are assessed as competent (through integrated competency assessment) in all of the prescribed units of competency in Metal and Engineering (240 hours) will be eligible for the AQF Certificate I in Engineering and a Statement of Attainment toward the AQF Certificate II in Engineering – Production.

Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.
| **Course**: Metal and Engineering Specialist Studies (60 or 120 hours) **Course No:** |
| Board Developed Course  |
| **Corequisite**: Metal and Engineering (240 hours) |
| **Exclusions**: Nil |
| **Course Description**: |
| This course is for students wishing to achieve competencies leading to employment and/or further education and training in the metal and engineering industry. |
| These courses allow students to develop additional skills and knowledge appropriate for entry level workers in any stream within the metal, engineering and related service industries. |
| **Main Topics Covered**: |
| Students must attempt a minimum of 6 additional industry points for the 60 hour course: 12 for the 120 hour course |
| **Particular Course Requirements**: |
| Work placement. Students must complete a minimum of 15.2 hours work placement for the 60 hour course and 38 hours work placement for the 120 hour course in an appropriate workplace. |
| **Assessment**: |
| **Competency Assessment** |
| This is a competency based course. This means that students work to develop the competencies and skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’. |
| Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency, it is signed off by the assessor in a student log book. |
| Competency based assessment determines the vocational qualification that a student will receive. |
| **Qualifications**: |
| Having achieved the appropriate units of competency and the other course requirements, students will be eligible for: |
| • AQF Certificate I in Engineering and/or Statement of Attainment (60 hour course) |
| • AQF Certificate II in Engineering and/or Statement of Attainment (120 hour course) |
## Primary Industries Curriculum Framework

This curriculum framework includes courses which are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.

### Qualifications:
- Students who are assessed as competent in all of the units of competency in Primary Industries (120 hours) will be eligible for the AQF Certificate I in Agriculture or for the AQF Certificate I in Horticulture or for an AQF Statement of Attainment towards Certificate II in Animal Studies.
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate I in one of the above industry areas.
- Students who are assessed as competent in all of the units of competency in Primary Industries (180 hours) will be eligible for the AQF Certificate I in Agriculture or for the AQF Certificate I in Horticulture or for an AQF Statement of Attainment towards Certificate II in Agriculture or Certificate II in Horticulture.
- Students who are assessed as competent in the units of competency in Primary Industries (240 hours) may be eligible for an AQF Certificate I or II in Agriculture or Certificate II in Agriculture (Sector) or the AQF Certificate I or II in Horticulture or Certificate II in Animal Studies depending on the arrangements of units of competency achieved. Students who are not eligible for Certificate II may be awarded a Statement of Attainment towards the relevant certificate.
- Students who are assessed as competent in some units of competency in Primary Industries Extension (60 or 120 hours) may be eligible for an AQF Certificate II in Agriculture or Horticulture and Statements of Attainment indicating partial completion of Certificate III in Agriculture or Horticulture.
<table>
<thead>
<tr>
<th>Course:</th>
<th>Primary Industries (120 hours)</th>
<th>Course No:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Board Developed Course</td>
<td>Exclusions: Nil</td>
<td></td>
<td>---------</td>
</tr>
</tbody>
</table>

**Course Description:**
This course is for students wishing to achieve competencies leading to work in a primary industry, either as a long-term career or in part-time or temporary jobs. The course is based on units of competency which have been developed by the horticulture, veterinary nursing and other primary industries to describe the competencies, skills and knowledge needed by workers in these industries. This course is included in the Primary Industries (240 hours) course.

**Main Topics Covered:**
Students concentrate on developing a range of skills required to work effectively and safely in a modern primary industry environment. These include oral and written communication skills, the safe use of chemicals associated with primary industries and occupational health and safety competencies.

**Particular Course Requirements:**
Work placement. Students must complete a minimum of 35 hours work placement.

**Assessment:**

**Competency Assessment**
This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in a primary industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency, it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications:**
Having achieved the units of competency associated with this course and the other course requirements, a student will be eligible to receive unit credit towards their HSC and AQF Certificate I in Agriculture or Certificate I in Horticulture or may be eligible for an AQF Statement of Attainment towards Certificate II in Agriculture, Horticulture or Animal Studies.
**Course:** Primary Industries (180 hours)  
**Course No:**

| Board Developed Course | Exclusions: Nil |

**Course Description:**
This course is for students wishing to achieve competencies leading to work in a primary industry, either as a long-term career or in part-time or temporary jobs. The course is based on units of competency which have been developed by the horticulture, veterinary nursing and other primary industries to describe the competencies, skills and knowledge needed by workers in these industries. This course is included in the Primary Industries (240 hours) course.

**Main Topics Covered:**
In addition to the units of competency included in the Primary Industries (120 hours) course, students may select units of competency leading to a general Agriculture qualification or they may specialise by selecting units from a specific industry sector.

Students may select from the following Sector Studies: Rural Practice (a general course); Sheep and Wool Production; Beef Production; Grain Production; Dairy and Milk Harvesting; Cotton Production; Agricultural Technology; Horse Care; Animal Care; and Horticulture.

**Particular Course Requirements:**
Work placement. Students must complete a minimum of 49 hours work placement.

**Assessment:**

**Competency Assessment**
This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in a primary industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency, it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications:**
Having achieved the units of competency associated with this course and the other course requirements, a student will be eligible to receive unit credit towards their HSC and for the AQF Certificate I in Agriculture or the Certificate I in Horticulture or may be eligible for an AQF Statement of Attainment towards Certificate II in Agriculture, Horticulture or Animal Studies.
**Course:** Primary Industries (240 hours)  

<table>
<thead>
<tr>
<th><strong>Board Developed Course</strong></th>
</tr>
</thead>
</table>
| **Exclusions:** | The units of competency achieved during completion of the Primary Industries (120 hours) course.  

**Course Description:**  
This course is for students who wish to work in the agricultural, horticultural or veterinary nursing industries.  
The course is based on units of competency which have been developed by the appropriate industries to describe the competencies, skills and knowledge needed by workers in these industries.  
This course incorporates the Primary Industries (120 hours) course.

**Main Topics Covered:**  
In addition to the units of competency included in the Primary Industries (120 hours) course, students may select units of competency leading to a general Agriculture qualification or they may specialise by selecting units from a specific industry sector.

Students may select from the following Sector Studies: Rural Practice (a general course); Sheep and Wool Production; Beef Production; Grain Production; Dairy and Milk Harvesting; Cotton Production; Agricultural Technology; Horse Care; Animal Care; and Horticulture.

**Particular Course Requirements:**  
Work placement. Students must complete a minimum of 70 hours work placement.

**Assessment**  
**Competency Assessment**  
This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency, it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

**External Assessment – HSC Examination**  
The Higher School Certificate examination for Primary Industries (240 hours) will involve a written examination consisting of multiple-choice items, short answer questions and extended response items and a project submitted to the Board of Studies.

The questions in the examination will be drawn from the units of competency and the HSC Requirements and Advice from the Primary Industries (240 hours) course.

The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

**Qualifications:**  
Having achieved appropriate units of competency and other course requirements, students will be eligible to receive unit credit towards their HSC and may be eligible for an AQF Certificate I or II in Agriculture or Certificate II in Agriculture (Sector) or Certificate I or II in Horticulture or the AQF Certificate II in Animal Studies depending on units of competency achieved. Students not eligible for Certificate II may be awarded a Statement of Attainment towards the relevant Certificate.
<table>
<thead>
<tr>
<th><strong>Course:</strong> Primary Industries Extension (60 or 120 hours)</th>
<th><strong>Course No:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Corequisite:</strong></td>
<td></td>
</tr>
<tr>
<td>Primary Industries (240 hours)</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Exclusions:</strong></td>
<td></td>
</tr>
<tr>
<td>Nil</td>
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</tbody>
</table>

**Course Description:**
This course is designed for students wishing to work in the agricultural, horticultural or veterinary nursing industries. Students may select units of competency from any Sector Study. This course incorporates all units of competency of the Primary Industries (240 hours) course.

**Main Topics Covered:**
Students may select any units of competency included in the Primary Industries Framework not previously achieved.

**Particular Course Requirements:**
Work placement. Students must complete a minimum of 14 hours work placement for the 60-hour course and 35 hours work placement for the 120-hour course in an appropriate workplace.

**Assessment:**
**Competency Assessment**
This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications:**
Having achieved the appropriate units of competency and the other course requirements, students will be eligible for unit credit towards their HSC and may be eligible for an AQF Certificate II in Agriculture or Certificate II in Horticulture and Statements of Attainment indicating partial completion of AQF Certificate III in Agriculture or Horticulture.
Tourism and Hospitality Framework

This curriculum framework includes six courses which:
- are accredited for the HSC and
- provide students with the opportunity to obtain nationally recognised vocational qualifications.

**Qualifications:**
- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in Hospitality Operations (240 hours) will be eligible for the AQF Certificate II in Hospitality Operations.
- Students assessed as competent for additional units of competency in Hospitality Extension (60 hours) will extend the range of units of competency achieved within AQF Certificate II in Hospitality Operations.
- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in Hospitality Operations (120 hours) will be eligible for the AQF Certificate I in Hospitality Operations or Kitchen Operations (depending on course strand is attempted).
- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in Tourism (240 hours) will be eligible for the AQF Certificate II in Tourism (Sales/Office Operations).
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II in Tourism (Sales/Office Operations).
**Course:** Hospitality Operations (120 hours)  
**Course No:**  
2 units in total  
Board Developed Course  
**Exclusions:**  
Hospitality Kitchen Operations (120 hours)  
Hospitality Operations (240 hours)

**Course Description:**  
This course is for students who wish to work in the hospitality industry, either as a long-term career or in part-time or temporary hospitality jobs.

The course is based on units of competency which have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

This course incorporates six core units of competency plus elective strands from two different functional areas: Food and Beverage and Housekeeping.

This course is contained in Hospitality Operations (240 hours).

**Main Topics Covered:**  
This course provides students with foundation knowledge and skills which are broadly applicable in the hospitality industry. This course provides students with the opportunity to develop skills which are required to perform entry level functions in the industry.

Students concentrate on developing the skills to work effectively in a hospitality environment including communicating with customers and staff, working safely and operating equipment.

**Particular Course Requirements:**  
Work placement. Students must complete a minimum of 35 hours work placement in a hospitality workplace.

**Assessment:**  
**Competency Assessment**  
This is a competency based course. This means that students work to develop the competencies and skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency, it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications:**  
- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in this course will be eligible for the AQF Certificate I in Hospitality Operations.
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II in Hospitality Operations.
**Course:** Hospitalit y Kitchen Operations (120 hours)  

**Course No:**  
2 units in total  
Board Developed Course  

**Exclusions:**  
Hospitality Operations (120 hours)  
Hospitality Operations (240 hours)

**Course Description:**  
This course is for students who wish to work in the hospitality industry, either as a long-term career or in part-time or temporary hospitality jobs.

The course is based on units of competency which have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

This course incorporates six core units of competency plus units from the Housekeeping functional area plus a minimum of one elective unit.

This course is contained in Hospitality Operations (240 hours).

**Main Topics Covered:**  
This course provides students with foundation knowledge and skills which are broadly applicable in the Hospitality industry. This course provides students with the opportunity to develop skills which are required to perform entry level functions in the industry.

Students concentrate on developing the skills to work effectively in a hospitality environment, including communicating with customers and staff, working safely and operating equipment.

**Particular Course Requirements:**  
Work placement. Students must complete a minimum of 35 hours work placement in a Hospitality workplace.

**Assessment:**  
**Competency Assessment**  
This is a competency based course. This means that students work to develop the competencies and skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency, it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications:**  
- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in this course will be eligible for the AQF Certificate I in Hospitality (Kitchen Operations).
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate I in Hospitality (Kitchen Operations) or II in Hospitality Operations.
<table>
<thead>
<tr>
<th><strong>Course:</strong> Hospitality Operations (240 hours)</th>
<th><strong>Course No:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Board Developed Course</strong></td>
<td><strong>Exclusions:</strong> Hospitality Operations (120 hours)</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> Nil</td>
<td><strong>Course Description:</strong> This course is for students who wish to work in the hospitality industry, either as a long-term career or in part-time or temporary hospitality positions. The course is based on units of competency which have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry. This course incorporates five core units plus a range of units from various functional areas. These are presented as four elective strands: Cookery/Catering, Accommodation Services, Multi-Skilled Operations, Food and Beverage Service and Kitchen Operations.</td>
</tr>
</tbody>
</table>

**Main Topics Covered:**

- In the core of the course students concentrate on developing the skills to work effectively in a hospitality environment including hospitality industry awareness, communicating with customers and staff, working safely and hygienically and operating equipment.
- The elective strand of the course builds on these skills. Students will be able to develop further competencies in a variety of functional areas:
  - A. Cookery/Catering. Students attempt additional core units and concentrate on developing skills in dealing with the organisation and preparation of food and/or catering.
  - B. Accommodation Services. Students concentrate on the development of skills to work effectively in the Housekeeping and Front Office areas.
  - C. Multi-Skilled Operations. Students attempt a combination of units of competency across three functional areas: Housekeeping, Food and Beverage Service, and Kitchen Operations.
  - D. Food and Beverage Service and Kitchen Operations. Students attempt a combination of units of competency from two functional areas.

**Particular Course Requirements:**

- Work placement. Students must complete a minimum of 70 hours work placement in a hospitality workplace.

**Assessment:**

- Competency Assessment
  This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

- External Assessment – HSC Examination
  The Higher School Certificate examination for Hospitality Operations (240 hours) will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from units of competency and HSC Requirements and Advice shown in the syllabus.

The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

**Qualifications:**

- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in Hospitality Operations (240 hours) will be eligible for the AQF Certificate II in Hospitality Operations.
- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in the Hospitality Operations (120 hours) will be eligible for the AQF Certificate I in Hospitality Operations.
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.
<table>
<thead>
<tr>
<th><strong>Course:</strong></th>
<th>Hospitality Extension Studies (60 hours)</th>
<th><strong>Course No:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Corequisite:</strong></td>
<td>Hospitality Operations (240 hours)</td>
<td><strong>Exclusions:</strong></td>
<td>Nil</td>
</tr>
</tbody>
</table>

| **Course Description:**<br><br>This extension course enables students to attempt additional units of competency to meet a specific learning need associated with a vocational outcome such as a part-time traineeship. |
| **Main Topics Covered:**<br><br>The topics covered in Hospitality Extension Studies can be determined in such a way as to meet specific needs of groups of students or to take advantage of available resources. |

| **Particular Course Requirements:**<br><br>Work placement. Students must complete a minimum of 14 hours work placement in an appropriate workplace. |

| **Assessment:**<br><br>**Competency Assessment**<br><br>This is a competency based course. This means that students work to develop the competencies and skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'.<br><br>Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency, it is signed off by the assessor in a student log book. <br><br>Competency based assessment determines the vocational qualification that a student will receive. |

| **Qualifications:**<br><br>Having achieved the appropriate units of competency and the other course requirements, students will be eligible for unit credit towards their HSC and additional units of competency within AQF Certificate II in Hospitality Operations. |
Course: Tourism – Sales/Office Operations (120 hours)  
Course No:  

Board Developed Course  
Exclusions Tourism – Sales/Office Operations (240 hours)  

Course Description:  
This course is for students who wish to develop competencies relative to employment in the tourism industry. It is designed to prepare students for further entry level training in the tourism industry. This course is made up of the nine core units of competency of the 240 hour Tourism – Sales/Office Operations course.  

Main Topics Covered:  
This course provides students with foundation knowledge and skills which are broadly applicable in the tourism industry. This course provides students with the opportunity to develop skills which are required to perform entry level functions in the industry. Students concentrate on developing the skills to work effectively in a tourism environment including communicating with customers and staff, working safely and operating equipment.  

Particular Course Requirements:  
Work placement. Students must complete a minimum of 35 hours work placement in a tourism workplace.  

Assessment:  
Competency Assessment  
This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’. They will also be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a student log book.  

Qualifications:  
• Students who are assessed as competent in some or all units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II in Tourism (Sales/Office Operations).
**Course:** Tourism – Sales/Office Operations (240 hours)  
**Course No:** Board Developed Course  
**Course Description:**  
This course is for students who wish to work in the tourism industry, either as a long-term career or in part-time or temporary tourism positions.

The course is based on units of competency which have been drawn up by the tourism industry to describe the competencies and underpinning skills and knowledge needed by workers in this industry.

This course incorporates nine core units plus a minimum of two elective units from the area of Sales/Office Operations.

**Main Topics Covered:**  
In the core of the course students concentrate on developing the skills to work effectively in a tourism environment such as a travel agency or a ticketing office. These skills include industry awareness, communicating with customers and staff, working safely and operating equipment.

**Particular Course Requirements:**  
Work placement. Students must complete a minimum of 70 hours work placement in a tourism workplace.

**Assessment:**  
**Competency Assessment**  
This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

**External Assessment – HSC Examination**  
The Higher School Certificate examination for Tourism–Sales/Office Operations (240 hours) will involve a written examination made up of multiple-choice items, short answers and extended response items.

The questions will be drawn from units of competency and HSC Requirements and Advice shown in the syllabus.

The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

**Qualifications:**
- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in Tourism–Sales/Office Operations (240 hours) will be eligible for the AQF Certificate II in Tourism (Sales/Office) Operations.
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.
# Retail Curriculum Framework

This curriculum framework includes five courses which:

- are accredited for the HSC and
- provide students with the opportunity to obtain nationally recognised vocational qualifications.

## Qualifications

- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in Retail Operations (240 hours) and who complete one of the Board Endorsed Extension courses in conjunction with the 240 hour Board Developed Course may be eligible for Certificate II in Retail Operations. The 60 hour extension course will be available only for students undertaking a school based part-time traineeship or with significant workplace experience.

- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in Retail Operations (120 hours) will be eligible for the AQF Certificate I in Retail Operations.

- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of AQF Certificate I or II in Retail Operations.
<table>
<thead>
<tr>
<th>Course: Retail Operations (120 hours)</th>
<th>Course No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Developed Course</td>
<td>Exclusions: Retail Operations (240 hours)</td>
</tr>
</tbody>
</table>

**Course Description:**
This course is for students who wish to work in the retail industry, either as a long-term career or in part-time or temporary retail jobs. It is based on units of competency which have been drawn up by the retail industry to describe the competencies, skills and knowledge needed by workers in this industry. It incorporates all units of competency in the Certificate I in Retail Operations (Phase A of the Certificate II).

This course is contained in Retail Operations (240 hours)

**Main Topics Covered:**
Students concentrate on developing the skills to work effectively in a retail environment including communicating with customers and staff, working safely and operating retail equipment.

**Particular Course Requirements:**
Work placement. Students must complete a minimum of 35 hours work placement in a retail workplace.

**Assessment**

**Competency Assessment**
This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in a retail store. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students undergo one integrated competency assessment.

They will also be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications:**
- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in this course will be eligible for the AQF Certificate I in Retail Operations.
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of AQF Certificate I or II in Retail Operations.
Course: Retail Operations (240 hours)                  Course No:  
Board Developed Course                                Exclusions: Retail Operations (120 hours)

Course Description: 
This course is for students who wish to work in the retail industry, either as a long-term career or in part-time or temporary retail jobs. 
It is based on units of competency which have been drawn up by the retail industry to describe the competencies, skills and knowledge needed by workers in this industry. 
It incorporates all units of competency in Phases A and B of the AQF Certificate II in Retail Operations.

Main Topics Covered: 
• Phase A of the course concentrates on developing the skills to work effectively in a retail environment including communicating with customers and staff, working safely and operating retail equipment. 
• Phase B of the course builds on these skills. Students will be able to develop further competencies in operating point-of-sale equipment including cash registers and terminals, and in stocktaking, communicating with customers and security procedures.

Particular Course Requirements: 
• Work placement. Students must complete a minimum of 70 hours work placement in a retail workplace.

Assessment: 
Competency Assessment 
This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in a retail store. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students undergo an integrated competency assessment for Phase A and an integrated competency assessment for Phase B. They will also be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

External Assessment – HSC Examination 
The Higher School Certificate examination for Retail Operations (240 hours) will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from units of competency and HSC Requirements and Advice shown in the syllabus.

The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

Qualifications: 
• Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in Retail Operations (240 hours) and all of the units of competency in one of the Retail Operations (60 hours) extension courses will be eligible for the AQF Certificate II in Retail Operations.
• Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in Phase A will be eligible for the AQF Certificate I in Retail Operations.
• Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of AQF Certificate I or II in Retail Operations.
<table>
<thead>
<tr>
<th><strong>Course:</strong> Retail Operations Extension – General Selling (60 hours)</th>
<th><strong>Course No:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Board Endorsed Course</strong></td>
<td></td>
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<tr>
<td><strong>Corequisite:</strong> Retail Operations (240 hours)</td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions:</strong> Retail Operations Extension–Fresh Food Selling</td>
<td></td>
</tr>
<tr>
<td>Retail Operations Extension–Clerical Administrative</td>
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</tr>
</tbody>
</table>

**Course Description:**
This course is for students who wish to work in the retail industry, either as a long-term career or in part-time or temporary retail jobs. Students successfully completing this course (in addition to Retail Operations (240 hours) have the opportunity to gain the Certificate II in Retail Operations. The course is based on units of competency which have been drawn up by the Retail industry to describe the competencies, skills and knowledge needed by workers in this industry. This course incorporates all units of competency in Phase C1 of the Certificate II in Retail Operations.

**Main Topics Covered:**
Students concentrate on developing skills in sales and marketing.

**Particular Course Requirements:**
Work placement. Students must complete a minimum of 14 hours work placement in a retail workplace.

**Assessment:**
**Competency Assessment**
This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in a retail store. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students undergo one integrated competency assessment.

They will also be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications:**
- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in Retail Operations (240 hours) and all of the units of competency in this course will be eligible for the AQF Certificate II in Retail Operations.
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of AQF Certificate II in Retail Operations.
**Course:** Retail Operations Extension – Fresh Food Selling (60 hours)  **Course No:**

<table>
<thead>
<tr>
<th>Board Endorsed Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corequisite: Retail Operations (240 hours)</td>
</tr>
<tr>
<td>Exclusions: Retail Operations Extension–General Selling; Retail Operations Extension–Clerical Administrative</td>
</tr>
</tbody>
</table>

**Course Description:**
This course is for students who wish to work in the food sales sector of the retail industry. Students successfully completing this course (in addition to Retail Operations (240 hours) have the opportunity to gain the Certificate II in Retail Operations.

The course is based on units of competency which have been drawn up by the retail industry to describe the competencies, skills and knowledge needed by workers in this industry. This course incorporates all units of competency in Phase C2 of the Certificate II in Retail Operations.

**Main Topics Covered:**
Students concentrate on skills required in the sale and marketing of fresh food products, fast food products or meat products.

**Particular Course Requirements:**
Work placement. Students must complete a minimum of 14 hours work placement in an appropriate retail workplace.

**Assessment:**

- **Competency Assessment**
  This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in a retail store. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

  Students undergo one integrated competency assessment. They will also be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a student log book.

  Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications:**
- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in Retail Operations (240 hours) and all of the units of competency in this course will be eligible for the AQF Certificate II in Retail Operations.
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of AQF Certificate II in Retail Operations.
### Course: Retail Operations Extension – Clerical Administrative (60 hours)

<table>
<thead>
<tr>
<th>Board Endorsed Course</th>
<th>Course No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corequisite:</td>
<td>Retail operations (240 hours)</td>
</tr>
<tr>
<td>Exclusions:</td>
<td>Retail Operations Extension–Fresh Food Selling, Retail Operations Extension–General Selling, units in the Business Services (Administration) and Information Technology Curriculum Frameworks with significant overlap.</td>
</tr>
</tbody>
</table>

**Course Description:**
This course is for students who wish to work in a clerical administrative position in the retail industry, either as a long-term career or in part-time or temporary retail jobs.

Students successfully completing this course (in addition to Retail Operations (240 hours) have the opportunity to gain the Certificate II in Retail Operations.

The course is based on units of competency which have been drawn up by the retail industry to describe the competencies, skills and knowledge needed by workers in this industry.

This course incorporates all units of competency in Phase C3 of the Certificate II in Retail Operations.

**Main Topics Covered:**
Students concentrate on developing skills required for working in an office environment in the retail industry.

**Particular Course Requirements:**
Work placement. Students must complete a minimum of 14 hours work placement in an appropriate retail workplace.

**Assessment:**
**Competency Assessment**
This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to an assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in a retail store. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students undergo one integrated competency assessment.

They will also be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a student log book.

Competency based assessment determines the vocational qualification that a student will receive.

**Qualifications:**
- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in Retail Operations (240 hours) and all of the units of competency in this course will be eligible for the AQF Certificate II in Retail Operations.
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of AQF Certificate II in Retail Operations.
<table>
<thead>
<tr>
<th>Course: English Life Skills</th>
<th>Course No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions:</td>
</tr>
</tbody>
</table>

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

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

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

**Main Topics Covered:**
The structure of the English Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The modules are:
- Communication
- Speaking
- Listening
- Reading
- Writing
- Viewing

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the students participation.

**Particular Course Requirements:**
The completion of a transition-planning process for each student is a condition of access to the English Life Skills course.

**Assessment**
As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.
**Course:** Mathematics Life Skills  
**Course No:** 
2 units for each of Preliminary and HSC  
Board Developed Course  
**Exclusions:**

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

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

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

**Main Topics Covered:**
The structure of the Mathematics Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The modules are:
- Numeration
- Operations
- Time
- Space
- Money
- Measurement

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the students' participation in many aspects of daily living.

**Particular Course Requirements:**
The completion of a transition-planning process for each student is a condition of access to the Mathematics Life Skills course.

**Assessment**
As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.
### Course: Personal Development, Health and Physical Education Life Skills

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

#### Course Description:

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

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

#### Main Topics Covered:

The structure of the Personal Development, Health and Physical Education Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The modules are:
- Growth and Development
- Developing and Maintaining a Healthy Lifestyle
- Interpersonal Relationships
- Safe Living
- Leisure
- Outdoor Recreation

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the students participation in many aspects of daily living.

#### Particular Course Requirements:

The completion of a transition-planning process for each student is a condition of access to the Personal Development, Health and Physical Education Life Skills course.

#### Assessment

As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.
Course: Citizenship and Society Life Skills

Course No:
2 units for each of Preliminary and HSC
Board Developed Course

Exclusions:

Course Description:
The Stage 6 Citizenship and Society Life Skills course focuses on the development of the knowledge and understanding, skills, values and attitudes that will enable students to participate as individuals in all aspects of Australian society.

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

Main Topics Covered:
The structure of the Citizenship and Society Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

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

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the students participation in many aspects

Particular Course Requirements:
The completion of a transition-planning process for each student is a condition of access to the Citizenship and Society Life Skills course.

Assessment
As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.
**Course:** Science Life Skills  |  **Course No:**
---|---
2 units for each of Preliminary and HSC  |  **Exclusions:**
Board Developed Course

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

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

**Main Topics Covered:**
The structure of the Science Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

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

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the students participation in many aspects of daily living.

**Particular Course Requirements:**
The completion of a transition-planning process for each student is a condition of access to the Science Life Skills course.

**Assessment**
As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.
**Course:** Creative Arts Life Skills  
**Course No:**

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

**Course Description:**

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

Music provides opportunities for students to listen and respond to a range of musical styles and to make and perform music individually and in groups. Movement and Dance provides opportunities for students to experience and respond to different movements and dance styles. Through making, performing and appreciating their own dramatic works as well as those of others, students may enjoy their learning and participate in drama and theatre experiences in post-schooling environments. Learning opportunities in Painting, Drawing, Photography and Printmaking provide opportunities for students to investigate different concepts and ideas of interest that can be represented in drawings, paintings and photographs. Ceramics, 3D Forms and Fibre provide opportunities for students to investigate different concepts and ideas of interest that can be represented in clay objects and forms, sculptures, models, constructions and fibre.

Electronic media expand the range of experiences students may have in making artworks in two and three dimensions. These technologies encourage students to explore concepts and ideas from different sources in imaginative and creative ways.

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

**Main Topics Covered:**

The structure of the Creative Arts Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The modules are:
- Music
- Movement and Dance
- Drama and Theatre
- Visual Arts – Painting, Drawing, Photography and Printmaking
- Visual Arts – Ceramics, 3D Forms and Fibre
- Visual Arts – Electronic Media

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the students participation in many aspects of daily living.

**Particular Course Requirements:**

The completion of a transition-planning process for each student is a condition of access to the Creative Arts Life Skills course.

**Assessment**

As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.
<table>
<thead>
<tr>
<th><strong>Course:</strong></th>
<th>Technological and Applied Studies Life Skills</th>
<th><strong>Course No:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 units for each of Preliminary and HSC</td>
<td></td>
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<tr>
<td></td>
<td>Board Developed Course</td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions:</strong></td>
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</tbody>
</table>

**Course Description:**

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

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

**Main Topics Covered:**

The structure of Technological and Applied Studies Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The modules are:
- Accessing Technology
- Food Purchasing and Preparation
- Working with Materials, Equipment and Machinery
- Home Management, Care and Organisation
- Clothing Care
- General Maintenance of Appliances, Machinery and Equipment

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the students participation in many aspects of daily living.

**Particular Course Requirements:**

The completion of a transition-planning process for each student is a condition of access to the Technological and Applied Studies Life Skills course.

**Assessment**

As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.
Course: Work and the Community Life Skills

Course No: 2 units for each of Preliminary and HSC Board Developed Course

Exclusions:

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

The course emphasises the development of student’s understanding of the nature, patterns, variety and implications of paid, and volunteer work. Students can develop a personal portfolio and will have the opportunity to clarify their expectations of workplace and community-based environments on the basis of actual experiences. They will be provided with a broad range of information, skills and experience in important aspects of the post-school environments they will encounter. The course focuses on skills in communication, awareness of rights and responsibilities and safe and successful working practices. Opportunities will be provided for students to develop skills through graduated experiences and participation in the workplace and community-based learning environments that have been determined through the individual transition-planning process.

Main Topics Covered:
The structure of the Work and Community Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

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

Within a module teachers will design a program which includes the outcomes and content that are most appropriate to the students participation in many aspects of daily living.

Particular Course Requirements:
The completion of a transition-planning process for each student is a condition of access to the Work and Community Life Skills course.

Assessment
As the student demonstrates achievement of a learning outcome, the class teacher notates the relevant section of the Profile of Student Achievement.
Board Endorsed Courses

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

- Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.

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

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

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

Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.
<table>
<thead>
<tr>
<th>Course: Ceramics</th>
<th>Exclusions: Visual Arts – Ceramics HSC submitted artwork.</th>
</tr>
</thead>
</table>

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

This course in Ceramics enables students to develop:

- an understanding of ceramic processes and practices and the ways in which these can be used in making a range of products;

- a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies;

- a knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms;

- the skills required to give form to their ideas and feelings in ceramic products.
Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.

Computing and related information is a ‘hands-on’ skills based course aimed at developing the student’s abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks and enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.

It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.
**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.
The oceans cover more than 70 per cent of the earth’s surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.

The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources now and into the twenty first-century.

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students’ acquired skills to solve real life problems.

Through the study of Marine studies students will develop:

knowledge, understanding and appreciation that promote sound environmental practices in the marine environment;

the ability to cooperatively manage activities and communicate in a marine context;

an ability to apply the skills of critical thinking, research and analysis;

knowledge and understanding of marine industries and their interaction with society and with leisure pursuits;

knowledge, understanding and skills in safe practises in the marine context.
<table>
<thead>
<tr>
<th><strong>Course:</strong> Photography, Video and Digital Imaging</th>
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</thead>
<tbody>
<tr>
<td><strong>Content Endorsed Course</strong></td>
</tr>
<tr>
<td><strong>Exclusions:</strong> projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
</tr>
<tr>
<td>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</td>
</tr>
<tr>
<td>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</td>
</tr>
<tr>
<td>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</td>
</tr>
<tr>
<td><strong>Main Topics Covered</strong></td>
</tr>
<tr>
<td>Modules may be selected in any of the three broad fields of</td>
</tr>
<tr>
<td>• Wet Photography</td>
</tr>
<tr>
<td>• Video</td>
</tr>
<tr>
<td>• Digital Imaging.</td>
</tr>
<tr>
<td>Modules include: Introduction to the Field; Developing a Point of View; Traditions, Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; and Temporal Accounts. An Occupational, Health and Safety Module is mandatory. The additional module Individual/collaborative project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</td>
</tr>
<tr>
<td><strong>Particular Course Requirements</strong></td>
</tr>
<tr>
<td>Students are required to keep a diary throughout the course.</td>
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<tr>
<td><strong>Course:</strong></td>
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<tr>
<td><strong>Content Endorsed Course</strong></td>
</tr>
<tr>
<td><strong>Exclusions:</strong></td>
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</tbody>
</table>

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; and Healthy Lifestyle.
Course: Visual Design

Content Endorsed 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

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

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that leads to and demonstrates conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

Main Topics Covered

Modules may be selected in any of the four broad fields of

- graphic design
- wearable design
- product design
- interior/exterior design

The additional module Individual/collaborative project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational, Health and Safety Module is mandatory in any course

Particular Course Requirements

Students are required to keep a diary throughout the course.
**Course:** Work Studies

<table>
<thead>
<tr>
<th>Content Endorsed Course</th>
<th>Exclusions: Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.</td>
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</table>

This course in Work Studies will assist students:

- to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities;
- to develop an understanding of the changing nature of work organisation and the implications for individuals and society;
- to undertake an extended work placement to allow for the development of specific job-related skills;
- to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas;
- to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

The course has two core studies, and elective course modules.

**Core 1 - Work and change**

**Core 2- Experiencing work**

**Modules**

There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours.
<table>
<thead>
<tr>
<th>Course: Furnishing</th>
<th>Exclusions: Board Developed Industrial Technology (Timber and Furniture Products Focus Area)</th>
</tr>
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</table>

The furnishing industry recognises the need to improve quality and design in order to increase productivity and enhance development and competitiveness. Therefore, the industry regards quality, design and production as central to training for employment in this field.

This course in Furnishing aims to:

- provide opportunities for students to acquire basic knowledge, skills and practice to enable confident and competent participation in a furnishing industry environment;
- develop an awareness and appreciation of the application of design principles to the design and construction of furnishings and/or furniture;
- develop knowledge of, and skills in the use of, tools, equipment and materials;
- develop an awareness of the safety procedures and practices to be observed when working with tools, materials and machinery;
- develop a commitment to quality in all aspects of work organisation;
- develop potential, both creatively and vocationally.