GUIDE TO STAGE 6 COURSES FOR 2015-16

Distributed to Year 10 Students in June 2014
# TABLE OF CONTENTS

- **INTRODUCTION** ............................................................................................................... 2
- **OVERVIEW OF THE HSC** ............................................................................................. 2
- **DEFINITIONS** .................................................................................................................. 3
- **REQUIREMENTS FOR THE AWARD OF THE HSC** ...................................................... 4
- **ELEGIBILITY FOR AN ATAR (FORMERLY UAI)** .......................................................... 5
- **COURSE TYPES** ............................................................................................................... 5
- **VOCATIONAL EDUCATION AND TRAINING COURSES** ............................................... 6
- **STUDY THROUGH EXTERNAL PROVIDERS (OTHER THAN TAFE)** .............................. 7
- **MAKING GOOD CHOICES** ............................................................................................ 9
- **THE PROCESS OF COURSE SELECTION** ..................................................................... 10
- **COURSES OFFERED FOR STUDY IN 2014-15** .............................................................. 11
- **COURSE DESCRIPTIONS** .............................................................................................. 12
  - **ANCIENT HISTORY (2 UNITS)** .................................................................................. 13
  - **BIOLOGY (2 UNITS)** .................................................................................................. 14
  - **BUSINESS STUDIES (2 UNITS)** .............................................................................. 15
  - **CHEMISTRY (2 UNITS)** ........................................................................................... 16
  - **DANCE (2 UNITS)** .................................................................................................... 17
  - **DESIGN AND TECHNOLOGY (2 UNITS)** ................................................................. 18
  - **DRAMA (2 UNITS)** ................................................................................................... 19
  - **ECONOMICS (2 UNITS)** .......................................................................................... 20
  - **ENGLISH STANDARD (2 UNITS)** .......................................................................... 21
  - **ENGLISH ADVANCED (2 UNITS)** ........................................................................... 22
  - **ENGLISH EXTENSION COURSES** ......................................................................... 23
  - **FOOD TECHNOLOGY (2 UNITS)** .............................................................................. 24
  - **FRENCH BEGINNERS (2 UNITS)** ............................................................................ 24
  - **GERMAN CONTINUERS (2 UNITS)** ........................................................................... 24
  - **OTHER LANGUAGES (2 UNITS)** .............................................................................. 25
  - **INDUSTRIAL TECHNOLOGY – MULTIMEDIA TECHNOLOGIES (2 UNITS)** ............... 28
  - **LEGAL STUDIES (2 UNITS)** ................................................................................... 29
  - **GENERAL MATHEMATICS (2 UNITS)** .................................................................... 30
  - **MATHEMATICS (2 UNITS)** ..................................................................................... 32
  - **MATHEMATICS EXTENSION COURSES** .................................................................. 33
  - **MODERN HISTORY (2 UNITS)** ................................................................................. 30
  - **MUSIC 1(2 UNITS)** .................................................................................................. 36
  - **MUSIC 2 (2 UNITS)** ................................................................................................. 37
  - **PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (2 UNITS)** .... 38
  - **PHYSICS (2 UNITS)** ................................................................................................ 39
  - **VISUAL ARTS (2 UNITS)** ........................................................................................... 40
  - **TAFE DELIVERED TVET COURSES** ...................................................................... 41
INTRODUCTION

This introduction to Stage 6 courses is designed to help you understand the Higher School Certificate (HSC) and to provide some guidance in selecting a programme of study. The information contained in this booklet is current and accurate as of Term 3, 2013. However, the courses offered by the school and Board of Studies requirements may change in some cases. This booklet is a guide only and further information is available from the NSW Board of Studies website www.boardofstudies.nsw.edu.au

OVERVIEW OF THE HSC

The HSC recognises thirteen years of schooling and is the highest educational award you can gain in New South Wales schools. A wide range of study areas are offered to match individual abilities, interests and goals. Extension courses enable students to undertake more in-depth study in areas of special interest and ability. Vocational Education and Training (VET) courses count towards the HSC and also lead to qualifications recognised across a range of industries under the Australian Qualifications Framework.

Progress towards the award of the Higher School Certificate (HSC) consists of two distinct phases. Preliminary courses are studied in Year 11 (Terms 1, 2 and 3) before moving on to HSC courses in the same subjects (Year 11 Term 4 and Year 12 Terms 1, 2 and 3).

HSC examinations take place in Term 4 of Year 12. In most cases, students are examined on the HSC course content with the content of the Preliminary course being considered assumed knowledge. Most examinations for the HSC are written examinations that are held in October and November each year. You may be required to take speaking (oral) examinations in Languages, performance examinations in Dance, Drama and Music, or prepare projects and practical works to be submitted as part of the HSC examination. The practical examinations for some courses are held in Term 3 of the HSC year.

If you meet all the requirements for the HSC, you will receive the following:

**HSC Testamur** - This is a certificate of award that shows your name and school.

**HSC Record of Achievement** - The Record of Achievement shows each course you have completed and your result in that course. For each HSC course with an examination, your results are recorded under the following headings:

- Assessment Mark (where applicable) – the mark awarded for your school-based assessment tasks (moderated by the Board of Studies)
- Examination Mark – the mark awarded for the HSC examination
- HSC Mark – the average of the Assessment Mark and the Examination Mark
- Performance Band – your level of achievement in the course.

No assessment mark is shown on the Record of Achievement for Board Developed VET Courses.
DEFINITIONS

Subjects

A subject is a general name given to an area of study. For example, Mathematics, English, Modern History and Science are all classified as subjects.

Courses

Within each subject there may be a number of different courses. Many of these subjects offer more than one course. For example, in the subject of English courses include English Standard and English Advanced, English Extension 1 and English Extension 2.

Units of Study

All courses offered for the Higher School Certificate have a unit value. Most courses offered for the Higher School Certificate have a 2 unit Preliminary and a 2 unit HSC component. Each unit requires approximately 60 hours of classroom study per year. VET courses are not divided into HSC and Preliminary components and may be counted as Preliminary and/or HSC units. Some Board Endorsed Courses and most HSC Extension courses are 1 unit courses.

Australian Tertiary Admission Rank (ATAR)

The ATAR replaced the University Admission Index (UAI) from the 2009 HSC onwards. It is a numerical measure (between 0 and 99.95) of a student’s overall achievement in the HSC compared to other students. It is used by universities, sometimes in conjunction with other criteria, to rank and select school leavers for admission. The ATAR is a rank not a mark. Eligibility for and calculation of the ATAR are outlined below and more information is available from the University Admission Centre (UAC) website http://www.uac.edu.au/schoollink/atar.shtml
REQUIREMENTS FOR THE AWARD OF THE HSC

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

- study a permitted combination of courses (see pattern of study below)
- complete the requirements for each course, including any necessary practical or project work, or work placement
- complete tasks designed by your school for the internal assessment program in each HSC course
- sit for, and make a genuine attempt at, the required HSC examinations.

Pattern of study

You must satisfactorily complete at least 12 units in your Preliminary study pattern and at least 10 units in your HSC study pattern. Both study patterns must include:

- at least six units of Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of 2 unit value or greater
- at least four subjects.

The Preliminary component of a course must be completed before commencing the HSC component.

To satisfy pattern of study requirements for the Higher School Certificate, you may count a maximum of six Preliminary units and six HSC units from courses in Science.
ELEGIBILITY FOR AN ATAR

To be eligible for an ATAR a student must have satisfactorily completed at least 10 units of ATAR courses. These courses must include at least:

- eight units from Category A courses (refer to the University Entry Requirements 2017 booklet for Year 10 students)
- two units of English and
- three Board Developed courses of two units or greater and
- four subjects

Your ATAR will be calculated based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- your best two units of English and
- your best eight units from the remaining units, which can include up to two units of Category B courses (refer to the University Entry Requirements 2016 booklet for Year 10 students)

COURSE TYPES

Board Developed Courses

Board Developed Courses are the courses for which the Board of Studies develops a syllabus, setting out the objectives, outcomes, structure, content and assessment requirements. The Board also develops Higher School Certificate Examinations for most of these courses.

Most Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). It is important to note which of these courses are from Category A and which from Category B when considering eligibility to receive an ATAR.

Board Endorsed Courses

The types of Board Endorsed Courses include:

- School Developed Courses - These are courses developed by individual schools in response to local interest or need that have been endorsed by the Board.

- Content Endorsed Courses (CECs) - These courses are based on School Developed Courses in the most popular areas of study. They fall into two categories: general CECs and Vocational Education and Training (VET) CECs including many delivered by TAFE NSW.

Board Endorsed Courses count towards the Higher School Certificate and are listed on your Record of Achievement. However, Board Endorsed Courses do not count towards calculation of the ATAR.
VOCATIONAL EDUCATION AND TRAINING COURSES

Vocational Education and Training (VET) courses allow students to gain both HSC accreditation and Australian Qualifications Framework (AQF) VET qualifications.

AQF VET qualifications are recognised by industry and employers throughout Australia. You receive a Certificate or Statement of Attainment which reports the competencies you have achieved. Some of these courses can be studied at schools while others can be studied at TAFE NSW institutes or with other training providers.

VET courses are either:

- Board Developed Category B courses, of which only 2 units can count towards an ATAR if students sit the optional HSC Examinations for the course, or

- Board Endorsed non-ATAR courses

Some VET courses involved ‘Structured Work Placements’. These are arranged through the Northern Beaches Business Education Network Inc., whether studying at school or at TAFE. A supervisor from school or TAFE will oversee all work placements. For further information visit www.nbben.com.au or contact the Director of Curriculum.

The cost of studying VET courses at school is included in school fees, however additional costs are incurred for courses studied at TAFE. Contact TAFE or the Director of Curriculum for information about the costs of TAFE courses.

VET Courses at TAFE (TVET)

Since 2004, Oxford Falls Grammar School has offered our students the opportunity of studying TAFE-delivered Vocational Education & Training (TVET) courses. Northern Beaches TAFE runs an array of courses for school students at its campus, near Warringah Mall, and also at Freshwater Senior Campus.

Contact TAFE or the Careers Advisor or Director of Curriculum for information about TAFE courses available. TAFE detailed course outlines can be viewed at the location below.

http://sp.nsi.det.nsw.edu.au/1477/tvet/Individual%20Course%20Outlines%20Flyers/Forms/AllItems.aspx

Please note that not all courses shown here are available on Tuesdays at Northern Beaches TAFE. See page 11 of this guide for the list of courses that are available.

Things to Consider When Selecting TVET Courses

- Block delivery of course hours – 4 hours one afternoon per week (usually 2.00 – 6.00 pm)

- Transport might be difficult. Travel to TAFE may involve several buses and significant travel time. School bus passes cannot be used to travel to and from TAFE. Students are responsible for making their own transport arrangements and commonly car pool or share a taxi

- Adult learning environment – Students are expected take responsibility for their own learning
• Some courses are ‘Category B’ courses and may count towards the calculation of an ATAR. Other courses are ‘non-ATAR courses’. Advice from the Careers Advisor and Director of Curriculum is vital to ensure ATAR eligibility is achieved where desired

• Be informed about course content. Read all course information available from TAFE and your Careers Advisor

• Attendance is required at all lessons. One missed lesson equals a week of course content missed. Warning letters are issued when a student misses two consecutive weeks

• TVET courses **require payment in addition to normal school fees** in the approximate range of $1000 - $2500 (rebates for part of the fees may be available in some cases)

• Oxford Falls Grammar School will limit availability of these courses for students due to timetabling constraints. We recommend that you do not take courses at TAFE colleges further away from school.

**STUDY THROUGH EXTERNAL PROVIDERS (OTHER THAN TAFE)**

Courses which are not included for study at school may be able to be studied through other education providers. Some features of study through external providers are as follows:

• These courses are usually taught by correspondence, either via online delivery or with the course materials being sent to the school for students to complete

• Students are appointed a teacher from the external provider (who is their main teacher for the course) and a supervising teacher from Oxford Falls Grammar School to oversee their progress

• Students complete their studies during their ‘study periods’ in the Senior Study Room as well as outside of school time

• Regular phone lessons are often part of the course delivery process

• In some cases, students are required to attend sessions at the external provider’s campus

• There are **costs in addition to normal school fees** in the range of $800 – $2500 (rebates for part of the fees may be available in some cases).

Selecting a course through distance education or online learning providers does not guarantee acceptance into the course. External providers enrol students according to their suitability and students are expected to be self-motivated in completing the course work. In addition, the school reserves the right to withhold approval to study through external providers. An interview with the Head of Senior School or the Director of Curriculum may be required prior to approval being granted to study through external providers.

Please note that only courses not available at Oxford Falls Grammar School should normally be considered for study through external education providers.
Please consult the Director of Curriculum and Careers Advisor for more information regarding courses available through external providers. Information is also available from the external provider’s websites. Some common providers are listed below:

**Open High School**
- Various Category A Language courses are available
- Details are available from [www.theopenhs-d.schools.nsw.edu.au](http://www.theopenhs-d.schools.nsw.edu.au)

**The Sydney Distance Education High School**
- Various Category A courses (other than Languages) are available
- Details are available at [www.sydneyh-d.schools.nsw.edu.au](http://www.sydneyh-d.schools.nsw.edu.au)

**HSC Learn Online**
- Software Design and Development (SDD) is available via online delivery

**Private Training Organisations**

These organisations provide mainly non ATAR courses:

- **Whitehouse Institute of Design**
  - Fashion Visualisation course – block delivery in school holidays
  - Details are available at [www.whitehouse-design.edu.au](http://www.whitehouse-design.edu.au)

- **Taronga Training Institute**
  - Certificate II in Animal Studies (1 year, 4 units)
  - Competitive application process; August 2014 deadline

- **Academy of Interactive Entertainment (A.I.E.)**
  - Certificate II in Creative Industries (3D Animation Foundations)
  - Certificate II in Information, Digital Media & Technology (Game Programming Foundations)
  - Certificate III in Media (Game Design Foundations)

- **School-based Traineeships**
  - 2 unit Category B (ATAR) courses available through employers such as VET Retail Services (e.g. McDonalds Australia)

**Vocational Pathways**

For students not requiring an ATAR and considering a vocational pathway, School-based Apprenticeships may be available. These involve students finding an employer willing to provide an apprenticeship and a minimum 120 work placement days over 2 years. More information is available from the Careers Advisor, Mrs Palm.
MAKING GOOD CHOICES

Your Interests: Choose courses that you’ll enjoy! By the end of Year 12, you will have spent a considerable amount of time on these courses. It will be easier and more enjoyable for all concerned if you choose courses that interest you.

Your Abilities: Some courses are very difficult and may not be suitable for all students to attempt. Stay open to advice from your parents and your teachers about the appropriateness of courses.

Major Works: Some courses involve a ‘major work’ component in the HSC year. Students will need to manage their progress to ensure they meet the deadlines for major works, which are due in Term 3 of the HSC year. Students wishing to select more than 2 major work courses may only do so with approval from the Head of Senior School and the Director of Curriculum.

ATAR: Decide whether you want an ATAR or not. This ranking, calculated by the Universities Admission Centre (UAC), is used to determine entry into University courses after you leave school. In almost all cases, we strongly recommend that students ensure eligibility for receiving an ATAR, even if they are not thinking of attending university. It’s best to keep your options open as long as possible. For your best ATAR you should choose appropriate courses that match your interest and abilities and strive to achieve above average results.

Career Aspirations: Possible career options are another important consideration. Courses should be chosen that support you career aspirations or keep your options open if you are still deciding. There may be pre-requisites for tertiary courses which need to be considered when choosing courses. The Universities Admissions Centre’s Guide (UAC Guide) is a good reference, outlining all the current pre-requisites for University courses. University websites should also be consulted for course entry information. Appointments can be made with our Careers Advisor to further assist in this area.

Teacher: Don’t make a decision based on who you think is teaching the subject. Personal likes and dislikes do exist but a mature, balanced working relationship can easily overcome such matters. Staffing of classes for next year has not yet been decided by the school.

Friends: Having good friends is important but they are not a good reason to choose a course. The abilities and aptitudes of your friends may differ from yours. So make choices based on what is best for you rather than on what others are doing.

Take advice: Take advice from a range of sources including teachers, parents and older students. Teachers know their students and their abilities and their advice will be crucial in making the right decisions. In the final analysis, schools reserve the right to direct a student’s choice when there are serious misgivings about the wisdom of that choice.

Other options: Not all Year 10 students will wish to take the Higher School Certificate or aim for tertiary entrance. The HSC may not be the best option for every student. We are committed to helping students choose appropriate post-school training and the formal traditional academic pathway is only one of a number of alternatives. If you are considering options outside of school after Year 10 the Careers Advisor can provide you with invaluable information and guidance.
THE PROCESS OF COURSE SELECTION

Read the Course Descriptions
They list all the courses that Oxford Falls Grammar School is considering offering at school next year. The courses that are offered at school will depend on student preferences, timetabling constraints and meeting minimum class sizes. However, based on previous experiences, the vast majority of these courses will be run.

The great majority of courses are be taught onsite at Oxford Falls Grammar School, whilst some courses will be offered through External Providers (i.e. online, by correspondence, at TAFE or other institutions). Courses available at TAFE will be those available on Tuesday afternoons from 2.00pm – 6.00pm. Further information about courses from External Providers is available on request. Please remember that additional course fees are required for study through external providers.

Ask Questions
The Director of Curriculum, Careers Advisor, teachers, parents and past students can all provide valuable information in helping you select courses. If you are considering studying courses through External Providers you may also wish to contact them or visit their websites for more information.

Complete your course selections online
After the Stage 6 Information Evening in week 2 of Term 3, you will be provided with a login for your online course selection in which you will be asked to indicate:

1. The number of units you intend to study (minimum 12 units)
2. Your desired level of English
3. Your desired level of Mathematics if this subject is selected
4. Your preferences from the remaining courses including 2 reserves

Your online course selection must be completed by Wednesday 6 August (Term 3 Week 4).

Confirmation of Final Course Lines and Final Student Selections
During Term 3 you will be issued the Final Course Lines which will be generated to best suit the majority of students in the cohort. Students will then be asked to confirm their course selections based on these lines.

It is important to note that some courses may not be run if minimum class sizes are not met (as deemed appropriate by the school). Additionally, if demand for a course exceeds the maximum class size the relevant Head of Department may be asked to advise the Director of Curriculum regarding which applicants are most likely to be able to meet the course requirements.

Individual Subject Selection Checking and Confirmation
Students will be interviewed to check on appropriateness of selections and eligibility for HSC and ATAR.
### COURSES OFFERED FOR STUDY IN 2014-15

<table>
<thead>
<tr>
<th>At School</th>
<th>External Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>All courses below are Category A and 2 units of study unless otherwise indicated</td>
<td>Fees apply for all study through external providers</td>
</tr>
</tbody>
</table>
| Ancient History | **Tuesday TAFE Courses at Northern Beaches TAFE**  
| Biology | (VET Courses are 2 units of study unless otherwise noted – Courses do not count towards the calculation of your ATAR unless noted as Category B)  
| Business Studies | Arts Visual  
| Chemistry | Automotive Mechanical (Category B)  
| Dance | Automotive Sound Systems (Category B)  
| Design and Technology (Hard Materials*) | Aviation  
| Design and Technology (Textiles*) | Beauty Therapy  
| Drama | Business Services (Category B)  
| Economics | Computer Aided Drafting  
| English Standard | Community Services – Children's Services  
| English Advanced | Community Services – Welfare  
| English Extension 1 (1 Unit) | Construction (Category B)  
| English Extension 2 (HSC only) | Design Fundamentals  
| Food Technology | Digital Photography  
| French Beginners | Events (Category B)  
| German Continuers | Financial Services (Category B)  
| Geography | Hairdressing  
| Industrial Technology (Multimedia) Technologies | Hospitality (Category B)  
| Legal Studies | Human Services – Health Services Assistance (Cat. B)  
| General Mathematics | Information Technology – Games Development (Cat. B)  
| Mathematics | Information Technology – Animation/Multimedia (Cat. B)  
| Mathematics Extension 1 (1 Unit) | Information Technology – Applications/Web Design (Cat. B)  
| Mathematics Extension 2 (HSC only) | Information Technology – Applications/Network Admin (Cat. B)  
| Modern History | Maritime Operations  
| Music 1 | Property Services  
| Music 2 | Screen & Media - Multimedia  
| Personal Development, Health and Physical Education | Sport & Recreation  
| Physics | Tourism (Category B)  
| Visual Arts | Welding  

*The Design and Technology course is taught with a focus on Hard Materials or Textiles – these are not separate courses.*

Open High School - Languages  

Sydney Distance Education High School  
[www.sydneyh-d.schools.nsw.edu.au](http://www.sydneyh-d.schools.nsw.edu.au)

HSC Learn Online  

Private Training College Courses, e.g. Whitehouse Institute of Design, Taronga Training Institute, Academy of Interactive Entertainment.
Course descriptions have been provided for Board Developed Courses taught at the school. Course descriptions appear in alphabetical order. Courses are from Category A unless noted.

Brief Descriptions for Tuesday TAFE courses at Northern Beaches TAFE have also been provided.

Further information about courses offered through External Providers (TAFE, Open High School, Sydney Distance Education High School, Sydney Centre for Innovative Learning) is available from their websites or on request from the Careers Advisor or Director of Curriculum.
ANCIENT HISTORY (2 UNITS)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Research, reading, writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Low</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>No</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Preliminary Course

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

Students are required to study Parts I, II and III of the course.

Part I: Introduction

(a) Investigating the Past: History, Archaeology and Science
(b) Case Studies (At least ONE case study should be undertaken)

Part II: Studies of Ancient Societies, Sites and Sources

At least ONE study of ancient societies, sites and sources should be undertaken.

Part III: Historical Investigation

The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. It may be conducted individually or as part of a group. The investigation must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

Choices of studies in Parts I, II and III, other than those offered here must be chosen from different civilizations.

HSC Course

The course comprises a study of:

Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum 25% of course time
Part II: ONE Ancient Society 25% of course time
Part III: ONE Personality in Their Time 25% of course time
Part IV: ONE Historical Period 25% of course time

The course requires study from at least TWO of the following areas:

1 Egypt
2 Near East
3 Greece
4 Rome

The core study, Cities of Vesuvius – Pompeii and Herculaneum, is a Roman study.
BIOLOGY (2 UNITS)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Investigation, problem solving, experimentation, reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Medium</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>No</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

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

The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and use for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolutionary theory 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 on 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 developments 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

The Preliminary course includes a field study related to local terrestrial and aquatic environments.

**HSC Course**

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

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

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.
BUSINESS STUDIES (2 UNITS)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Research, inquiry, analysis, planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Low</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>No</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Course Description: Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

Main Topics Covered:

Preliminary Course
- Nature of Business (20%) – The focus of this topic is the role and nature of business in a changing business environment.
- Business Management (40%) - The focus of this topic is the nature and responsibilities of management in the business environment.
- Business Planning (40%) – The focus of this topic is the processes of establishing and planning a small to medium enterprise.

HSC Course
- Business Operations (25%) – The focus of this topic is the strategies for effective operations management in large businesses.
- Marketing (25%) – The focus of this topic is the main elements involved in the development and implementation of successful marketing strategies.
- Finance (25%) - The focus of this topic is the role of interpreting financial information in the planning and management of a business.
- Human Resources (25%) – The focus of this topic is the contribution of human resource management to business performance.

Key competencies are embedded in the Business Studies syllabus to enhance student learning. The key competencies of collecting, analysing and organising information and communicating ideas and information, reflect core processes of business research and case studies and are explicit in the objectives and outcomes of the syllabus. The principal focus of Business Studies is the development of students' ability to analyse situations, assess the key problems and propose solutions. This clearly encompasses the key competency of solving problems.
**CHEMISTRY (2 UNITS)**

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Investigation, problem solving, experimentation, reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Medium</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>No</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**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 knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focussing 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

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.
DANCE (2 UNITS)

Skills involved | Dance technique, composition, performance, critical analyse and dance appreciation
---|---
Practical component | High
HSC Major Work | Core Performance, Core Composition and Choice of Major Study Options
HSC Written Exam Length | 1 hour

Course Description: Dance in Stage 6 is designed for students to experience, understand and value dance as an artform through the study of the performance, composition and appreciation of dance.

Learning results from experience and the theoretical and practical knowledge augment and enrich one another. Through the study of dance as an artform, students learn the skills of dance, to perform and create dances, to critically analyse, respond, enjoy and make discerning judgments about dance, and to gain knowledge and understanding.

In the Preliminary course, students study dance as an artform with core studies in the interrelated components of Performance, Composition and Appreciation. The knowledge that students gain in Year 11 provides the fundamentals of dance as an artform and is implicit in the content for Year 12.

In the HSC course, students continue their study of dance as an artform. They continue core study in the three core components. Students also undertake an in-depth study of dance in one of the major study components (i.e. a major work).

Major study options include:

- Performance
- Composition
- Appreciation
- Dance and Technology.

The three core study components are each allocated 20 percent of time, and the major study is allocated 40 percent.

Requirements

- Students enrolling in the Stage 6 Dance course are required to have technical training outside of school, at a studio of their choice, for a minimum of 1 hour per week in either Ballet or Contemporary dance throughout Years 11 and 12.
Design and Technology (2 Units)

<table>
<thead>
<tr>
<th>Skills Involved</th>
<th>Research, design, report writing, practical making skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Component</td>
<td>High</td>
</tr>
<tr>
<td>HSC Practical Exam</td>
<td>Core Performance, Core Composition</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>Choice of Major Study Option</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>1.5 hour</td>
</tr>
</tbody>
</table>

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 and the completion of a Major Design Project.

Textiles
Those students wishing to use textiles as their main material for Design & Technology must select Design & Technology (Textiles) on their course selection form. These students may be provided with separate tuition for practical lessons.

Main Topics Covered:

Preliminary Course
Designing and Producing includes 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 includes 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.

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.
DRAMA (2 UNITS)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Interpretation, communication collaboration, performance and critical analysis.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>High</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>Major Production, Individual Projects and Group Performances.</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>1.5 hours</td>
</tr>
</tbody>
</table>

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 the theoretical and experimental exploration of practitioners, dramatic forms with their conventions and performance styles.

HSC course content comprises a mandatory topic and a election of studies in Drama. These involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

Main Topics Covered:

Preliminary Course
- Improvisation, Play Building, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

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

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.

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.
ECONOMICS (2 UNITS)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Research, inquiry, analysis, writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Low</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>No</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Stage 6 Economics is an important and distinctive subject because of the range of problems and issues that it investigates and the skills that it develops. A student who has completed the Preliminary and HSC courses should have knowledge and skills enabling them to:

- Understand the background and implications of contemporary economic issues
- Discuss appropriate policies to solve economic problems and issues
- Understand changing interest rates, share values or the value of the Australian dollar and the impact of these on individuals and the economy
- Identify fluctuations in the global and Australian economies and their likely effects on business
- Understand reasons for changes in employment patterns
- Identify, using economic thinking, appropriate strategies to protect the natural environment.

The discipline of economics has a theoretical basis and economists often debate the relative merits of different theories when assessing economic issues and proposing solutions to economic problems, including economic modelling. It is an academically demanding subject at HSC level, but it is extremely rewarding.

The Key Issues are:

- Economic growth and quality of life
- Unemployment
- Inflation
- External stability of an economy
- Distribution of income
- Sustainable management of the environment

MAIN TOPICS COVERED

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Introduction to Economics</td>
<td>1  The Global Economy</td>
</tr>
<tr>
<td>2  Consumer and Business</td>
<td>2  Australia’s Place in the Global Economy</td>
</tr>
<tr>
<td>3  Markets</td>
<td>3  Economic Issues</td>
</tr>
<tr>
<td>4  Labour Markets</td>
<td>4  Economic Policies and Management</td>
</tr>
<tr>
<td>5  Financial Markets</td>
<td></td>
</tr>
<tr>
<td>6  Government in the Economy</td>
<td></td>
</tr>
</tbody>
</table>

By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision-making.

Students will benefit from the study of economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, tourism, history, geography or environmental studies.

If selected as a specialisation at university, economics can lead to careers in: share, finance or commodities markets; business; economic forecasting; banking; insurance; tourism; resource management; property development and management; government; environmental management; town planning; foreign affairs or economic policy development.
Skills involved | Reading, writing, listening, speaking, viewing/representation
Practical component | Low
HSC Major Work | No
HSC Written Exam Length | 2 hours Common & 2 hours Standard

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

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.

Students are required to:

- Study Australian and other texts
- Explore a range of types of text drawn from prose fiction, drama, poetry, non-fiction, 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 Course Description
In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

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.

The 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; non-fiction or film or media or multimedia
- A wide range of additional related texts and textual forms
**ENGLISH ADVANCED (2 UNITS)**

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Wide reading, writing, listening, speaking, viewing/representation – including critical analysis of Poetry and Shakespeare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Low</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>No</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>2 hours Common &amp; 2 hours Standard</td>
</tr>
</tbody>
</table>

**Preliminary 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.

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.
- In Electives, students explore, examine and analyse texts. They also 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.

**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, non-fiction, 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 Course Description**

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

The course has two sections:

- The HSC Common Content which 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.

**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; non-fiction or media or multimedia texts
- A wide range of additional related texts and textual forms
ENGLISH EXTENSION COURSES

Preliminary English Extension 1 (1 unit)

HSC English Extension 1 (1 unit)
HSC English Extension 2 (1 unit)

English Extension 1 (1 unit)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Extensive research, wide reading, proficiency in writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Low</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>No</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

Pre-requisites:
- English (Advanced) course (studied concurrently or previously)
- Preliminary English Extension 1 is a Pre-requisite for HSC English Extension 1

In the Preliminary English Extension 1, 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.

- The course has one mandatory section: Texts, Culture and Value
- This 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.

In the HSC English Extension 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

- 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.
- This course requires the study of prescribed texts

English Extension 2 (1 unit)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Extensive research, wide reading, proficiency in writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Low</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>Extended Composition</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>None</td>
</tr>
</tbody>
</table>

Pre-requisites:
- English Extension 1 is a concurrent pre-requisite for English Extension 2

In the HSC English Extension 2, students develop a sustained composition and document their reflection on this process.

- This course requires students to complete a Major Work, and a statement of reflection
**FOOD TECHNOLOGY (2 UNITS)**

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Research, report/essay writing, food preparation and experimentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practical component</strong></td>
<td>Medium</td>
</tr>
<tr>
<td><strong>HSC Major Work</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>HSC Written Exam Length</strong></td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**Aim**
Stage 6 Food Technology aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

**Objectives**

Students will develop:
- knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society
- knowledge and understanding about the nature of food and human nutrition and an appreciation of the importance of food to health
- skills in researching, analysing and communicating food issues
- skills in experimenting with and preparing food by applying theoretical concepts
- skills in designing, implementing and evaluating solutions to food situations

**Course Structure**

The following schematic diagram provides an overview of the arrangement of components in the Preliminary course and HSC course for Stage 6 Food Technology.

**PRELIMINARY COURSE**

Core strands (100% total)

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

**HSC COURSE**

Core strands (100% total)

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)
FRENCH BEGINNERS (2 Units)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Listening, reading, speaking, writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Low</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>No</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>2.5 hours &amp; Oral Exam (5 minutes)</td>
</tr>
</tbody>
</table>

**Aims**
The aims of the syllabus are to develop students’:
- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture

**Objectives**
Students should be able to achieve the following objectives:

- **Objective 1 – Interacting**
  Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in French in interpersonal situations.

- **Objective 2 – Understanding Texts**
  Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

- **Objective 3 – Producing Texts**
  Students will create and present texts in French for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between French and English.

**Topics**

- **The Personal World**

- **The French Speaking Communities**
  - Family life, home and neighbourhood
  - People, places and communities
  - Education and work
  - Friends, recreation and pastimes
  - Holidays, travel and tourism
  - Future plans and aspirations
GEOGRAPHY (2 UNITS)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Geographical skills, inquiry, research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Low</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>No</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Course Description: The study of Geography promotes a life-long interest, stimulating a natural curiosity about how and why the world’s people and their environment are so varied.

The Preliminary and HSC Courses focus on ecological dimensions - considering how humans interact with their environment and the spatial dimension - where things are, why they are there and how people interact differently with environments.

The Preliminary Course begins with a geographical investigation of Biophysical Interactions (45% of course time) - the processes occurring in the atmosphere, biosphere, lithosphere and hydrosphere and how an understanding contributes to sustainable management. Following is an investigation into Global Challenges (45% of course time) - social, cultural, political, economic and environmental challenges occurring on a global scale. Students study Population Geography and choose electives such as Development Geography and Cultural Integration.

The HSC Course examines specific Ecosystems at Risk (33.3% of course time) such as coral reefs, coastal dunes, inter-tidal wetlands, rainforests - their functioning, management and protection. The next topic, Urban Places (33.3% of course time), investigates world cities, mega cities and the urban dynamics of large cities and urban localities Students may complete in-depth studies of Sydney, London, New York, Tokyo. The course then investigates People and Economic Activity (33.3% of course time) integrating the local and global contexts. Economic activity study could include tourism, advertising, information technologies, textiles. Students again investigate a local case study.

Field Work and Skills
Both courses require 12 hours of fieldwork. Students in the Preliminary course undertake a Senior Geography Project (SGP) (comprising 10% of the course time) involving applying geographical inquiry to a practical research project. Students develop a wide variety of geographical skills including mapping, transects, interpreting data, photos etc.

In past years, Field Trips and excursions have included:
- Towra Point/Botany Bay Wetlands Study
- Study of Narrabeen/Collaroy Sand dune systems
- Sydney Aquarium – an economic activity in the tourism industry
- Perisher and Kosciuszko National Park – Sub Alpine Eco System Study
- Careel Bay Wetlands Study
- Sydney Urban Field Study – The rocks, Pyrmont, Zetland, Cabramatta, Badgery Creek and Orana Park Rouse Hill.
GERMAN CONTINUERS (2 Units)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Listening, reading, speaking, writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Low</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>No</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>3 hours &amp; Oral Exam (10 minutes)</td>
</tr>
</tbody>
</table>

Aims
The aims of the syllabus are to develop students’
- ability to use German to communicate with others
- understanding and appreciation of the cultural contexts in which German is used
- ability to reflect on their own culture(s) through the study of other cultures
- understanding of language as a system
- ability to make connections between German and English and/or other languages
- cognitive, learning and social skills
- potential to apply German to work, further study, training or leisure.

Objectives
Students should be able to achieve the following objectives:
- Objective 1 – exchange information, opinions and experiences in German
- Objective 2 – express ideas through the production of original texts in German
- Objective 3 – analyse, process and respond to texts that are in German
- Objective 4 – understand aspects of the language and culture of German-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between German and English.

Themes
- The Individual
- The German speaking communities
- The Changing World

OTHER LANGUAGES (2 Units)

A number of other languages may be studied online or by correspondence. Stage 6 Language courses are available at three levels, depending on students’ previous experiences, as follows:
- Beginners – for students will little or no previous experience
- Continuers – for students with previous exposure to a language
- Heritage – for students who exposure to a language but have had no formal education in a school where the language is the medium of instruction after ten years of age
- Background speakers - for students where it is their main language.

Please note that there are a series of strict conditions that must be met in determining that students enrol in the correct course.

For more information about studying other languages please speak with the Director of Curriculum.
INDUSTRIAL TECHNOLOGY – MULTIMEDIA TECHNOLOGIES (2 UNITS)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Research, design, problem solving, ICT skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>High</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>Major Project</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>1.5 hours</td>
</tr>
</tbody>
</table>

**Aim**
Stage 6 Industrial Technology – Multimedia Technologies is designed to develop in students a knowledge and understanding of the multimedia industry and its related technologies with an emphasis on design, management and production through practical applications.

**Objectives**
Students will develop:
- competence in designing, managing and communicating within the multimedia industry
- knowledge and skills in producing quality multimedia products
- an appreciation of quality products and the principles of quality control
- an appreciation of the relationships between technology, the individual, society and the environment.

**Course Structure**
Both the Preliminary and HSC courses are organised around four sections:

A. Industry Study
B. Design, Management and Communication
C. Production
D. Industry Related Manufacturing Technology.

In the Preliminary Course, students investigate content related to hardware and software of multimedia computer systems, including a wide range of peripheral devices such as cameras (still and video), scanners, projectors etc. and software appropriate to the processes of authoring, publishing, creating and editing digital content. The HSC Course builds on this foundation, and explores the content in detail with furthering their skills in file and data formats, animation, use of the internet and reality. The Major Project component of the HSC Course forms a substantial part of the final external assessment for the HSC.

Students considering Industrial Technology Multimedia should possess high levels of self-motivation and be eager to explore current and emerging computer based technologies with creativity and enthusiasm. High levels of application will be required in order to satisfactorily complete the HSC Course.
LEGAL STUDIES (2 UNITS)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Investigating, analysing, arguing communicating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Low</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>No</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**Course Description:** The syllabus focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it.

Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all.

The Legal Studies Stage 6 course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.

The Legal Studies Stage 6 course also provides learning that prepares students for further education and training, employment and full and active participation as citizens in Australia and in the global society. Students gain the skills of critical analysis, independent research, collaboration, and effective communication.

**Main Topics Covered:**

**Preliminary Course**
- The Legal System (40% of course time)
- The Individual and the Law (30% of course time)
- The Law in Practice (30% of course time)

**HSC Course**
- Core Study Part I: Crime (35% of course time)
- Core Study Part II: Human Rights (20% of course time)
- Part III: Options (50% of course time)

Students will study two options (25% each) chosen from:
- Consumers
- Family
- Global Environmental Protection
- Indigenous Peoples
- Shelter
- Workplace
- World Order
GENERAL MATHEMATICS 2 (2 UNITS)

Skills involved | Mathematical and literacy skills
Practical component | Low
HSC Major Work | No
HSC Written Exam Length | 2.5 hours

Prerequisites

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

Course Description

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

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

Main Topics Covered

**Preliminary Mathematics General Course**

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

**HSC Mathematics General 2 Course**
• Strand: Financial Mathematics
• Strand: Data and Statistics
• Strand: Measurement
• Strand: Probability
• Strand: Algebra and Modelling
• Focus Study: Mathematics and Health
• Focus Study: Mathematics and Resources

NOTE: Graphics calculators are **not** permitted in the General Mathematics HSC examination.
MATHEMATICS (2 UNITS)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Mathematical skills, especially algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Low</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>No</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Prerequisites

This course is constructed on the assumption that students have displayed competence in the Stage 5.2 outcomes and are familiar with most of the Stage 5.3 material.

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 recommended 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 also undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

Main Topics Covered

Preliminary Course

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

HSC Course

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications
MATHEMATICS EXTENSION COURSES

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>High mathematical skills, especially algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Low</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>No</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preliminary</th>
<th>Mathematics Extension 1 (1 unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC</td>
<td>Mathematics Extension 1 (1 unit)</td>
</tr>
<tr>
<td>HSC</td>
<td>Mathematics Extension 2 (1 unit)</td>
</tr>
</tbody>
</table>

Prerequisites

It is recommended that students who intend to study the Mathematics Extension 1 course to have achieved all outcomes of the Stage 5.3 content and also study some of the Stage 5.3 optional topics Curve Sketching, Polynomials, Functions and Logarithms, and Circle Geometry of Mathematics Years 7–10 Syllabus.

Course Description

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

Main Topics Covered:

Preliminary Course

- Other inequalities
- Circle geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Mathematics Preliminary 2 unit course

HSC Course
• Methods of integration
• Primitive of $\sin^2 x$ and $\cos^2 x$
• Velocity and acceleration as a function of $x$
• Projectile motion
• Simple harmonic motion
• Inverse functions and inverse trigonometric functions
• Induction

**Mathematics Extension 2 (1 unit)**

This course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject. Admission to this course is by invitation only.

**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 skills 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
• Further Methods of Integration
• Further Volumes of Revolution.
• Mechanics
• Polynomials
• Harder Mathematics Extension 1 topics
MODERN HISTORY (2 UNITS)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Research, reading, writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Low</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>No</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Preliminary Course

The Preliminary course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their HSC studies.

Students are required to study Parts I, II and III of the course.

Part I: Case Studies – 50%
At least TWO case studies should be undertaken:

- ONE case study must be from Europe, North America or Australia.
- ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Note: There is no prescribed length or time for each case study.

Part II: Historical Investigation – 20%
The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. It may be conducted individually or as part of a group. The investigation must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

Part III: Core Study: The World at the Beginning of the Twentieth Century – 30%Students will investigate the Preliminary core study using a source-based approach.

HSC Course

Students are required to study Parts I, II, III and IV of the course.

Part I: Core Study: World War I 1914–1919: A Source-based Study 25%
Part II: ONE National Study 25%
Part III: ONE Personality in the Twentieth Century 25%
Part IV: ONE International Study in Peace and Conflict 25%
MUSIC 1 (2 UNITS)

Skills involved | Teamwork, problem solving, performance, composition and aural
Practical component | High
HSC Major Work | Core performance plus 3 Electives (performance and/or composition and/or musicology)
HSC Written Exam Length | 1 hour

Prerequisites:

Students must have undertaken private tuition on their instrument or voice prior to Year 11 and have a sound knowledge of music theory and music reading. Prior participation in an ensemble and completion of the Stage 5 Music course is also recommended. Skills Guide: Performing/Knowledge above Grade 4 AMEB or Rockschool standard.

Requirements

- Students are required to undertake weekly private lessons on an instrument or voice for the duration of Stage 6 music with an approved tutor
- Students are required to join a school ensemble (not including class groups) - (Extra Charges Apply)
- Students must attend an interview and be approved by Miss Katrina Hall.

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.

HSC Examination

The HSC Examination for Music 1 includes two components:

- Written Paper - Aural Skills
- Practical Examination
  - Core Performance
  - Three Electives (Any combination of Performance, Composition or Musicology electives)
MUSIC 2 (2 UNITS)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Teamwork, problem solving, performance, composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Moderate</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>Performance, Sight Singing, Core Composition and Elective (Performance, Composition or Musicology)</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>1.5 hours</td>
</tr>
</tbody>
</table>

Prerequisites:

Students must have undertaken private tuition on their instrument or voice prior to Year 11 and have a sound knowledge of music theory and music reading. Prior participation in an ensemble and completion of the Stage 5 Music course is also recommended.

Skills Guide: Performing/Knowledge above Grade 5 Trinity or Rock School standard.

Requirements

- Students are required to undertake weekly private lessons on an instrument or voice for the duration of Stage 6 music with an approved tutor
- Students are required to join a school ensemble (not including class groups) - (Extra Charges Apply)
- Students must attend an interview and be approved by Miss Katrina Hall.

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.

Preliminary Course

Students study the Mandatory Topic (Music 1600-1900) and choose one Additional Topic (Australian Music, music of a culture, medieval music, renaissance music, music 1900-1945 or music 1945-music 25 years ago).

HSC Course

Students study the Mandatory Topic (Music of the last 25 Years – Australian Focus) and choose one Additional Topic (music of a culture, medieval music, renaissance music, baroque music, classical music, music of the nineteenth century, music 1900-1945 or music 1945-music 25 years ago).

The HSC Examination for Music 2 includes two components:

- Written Paper - Musicology and Aural Skills
- Practical Examination
  - Performance
  - Sight Singing
  - Core Composition
  - Elective (Performance, Composition or Musicology)
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (2 UNITS)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Research, critical thinking, analysing, planning, proposing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Low</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>No</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Course Description: The syllabus has been designed for all students in Years 11 and 12 who have an interest in this area. While there are no formal prerequisites for this course, it is assumed that students have successfully completed the Year 7 to 10 PDHPE programme. Undertaking PDHPE in Years 11 and 12 provides a foundation for those students interested in further study at either University or TAFE levels in areas such as human movement, personal and/or community health, sport management, recreation, fitness, safety and food industries.

The aim of PDHPE in Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

Objectives: Through the study of PDHPE, students will develop:
- values and attitudes that promote healthy and active lifestyles and communities;
- knowledge and understanding of the factors that affect health;
- a capacity to exercise influence over personal and community health outcomes;
- knowledge and understanding about the way the body moves;
- an ability to take action to improve participation and performance in physical activity;
- an ability to apply the skills of critical thinking, research and analysis.

The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options, of which students are to study two.

The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options, of which students are to study two.

**PRELIMINARY COURSE**

**Core Strands (60% of Total)**
- Better Health for Individuals (30%)
- The Body in Motion (30%)

**Options (40% of Total)**
Select two of the following options:
- First Aid (20%)
- Composition and Performance (20%)
- Fitness Choices (20%)
- Outdoor Recreation (20%)

**HSC COURSE**

**Core Strands (60% of Total)**
- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

**Options (40% of Total)**
Select two of the following options:
- The Health of Young People (20%)
- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)
PHYSICS (2 UNITS)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Investigation, problem solving, experimentation, reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td>Medium</td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>No</td>
</tr>
<tr>
<td>HSC Written Exam Length</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Course Description: Physics investigates natural phenomena and identifies patterns and applies knowledge in a wide range of interesting contexts, models, principles and laws to explain their behaviour.

The Preliminary course develops 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 focussing on space flight, motors and generators and the scientific advances involved in the development of semiconductors 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

Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.
VISUAL ARTS (2 UNITS)

<table>
<thead>
<tr>
<th>Skills involved</th>
<th>Creativity, art making, art appreciation, essay writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical component</td>
<td><strong>50% weighting</strong></td>
</tr>
<tr>
<td>HSC Major Work</td>
<td>Body of Work</td>
</tr>
<tr>
<td>Theoretical component</td>
<td><strong>50% weighting</strong></td>
</tr>
</tbody>
</table>

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

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

**Main Topics Covered:**

**Preliminary Course** learning opportunities focus on:

- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the art world
- 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 art making, 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 art world and apply these to their own investigations
- How students may further develop meaning and focus in their work

**Particular Course Requirements:**
Please note if you have not taken Visual Arts as an elective in years 9 & 10 you may find the Preliminary Course more challenging. For this reason it is important to make an appointment for an interview with Mrs McKenzie to discuss the course and to do some preparatory work prior to commencing year 11.

**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
TAFE delivered Vocational Education & Training (TVET) courses allow students to undertake units that contribute to their Preliminary and HSC pattern of study in Years 11 and 12, gain nationally recognised qualification and provide an introduction to learning in a tertiary environment.

Students are able to obtain a Statement of Attainment or a full TAFE Certificate Level I, II, or III. These qualifications can be used as credit towards future study at TAFE in the related field.

Some TVET courses (Industry Curriculum Frameworks - ICFs) are eligible for inclusion in calculation of a student’s Australian Tertiary Admissions Rank (ATAR). These courses are classified as Category B courses. These courses require completion of a HSC examination and include mandatory work placement. The TAFE Work Placement Coordinator places each student with a relevant host employer.

Courses will run subject to sufficient numbers and resources. Northern Beaches Campus (Brookvale) is part of the Northern Sydney Institute which includes 7 campuses. Not all VET courses are run at all the campuses.

TVET Courses are not free of charge for private school students. All TAFE campuses offer many support services that TVET student may access.

If you are interested in any of these courses or require further information please see the Careers Advisor - Joanne Palm

The following is based on information as at May 2014
### TAFE Delivered VET Courses Industry Curriculum Framework (ICF) (These mat be subject to change)

2 unit Courses: 2 Units x 2 years. These courses are accredited towards both an ATAR, and a Statement of Attainment, Certificate level I, II or III and include mandatory work placement of 35 hours each year.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>BREIF DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Automotive Mechanical</strong></td>
<td>Students develop a broad knowledge of the automotive retail and repair industry, safe working practices, using and maintaining tools and equipment, workplace and customer communications skills.</td>
</tr>
<tr>
<td><strong>Automotive Sound Installation</strong></td>
<td>This course aims to provide students with the knowledge and skills to fit a variety of automotive sound systems to a range of vehicles. Such systems may include radio cassette/CD players, amplifiers, speakers, sub woofers and tweeter systems. This may be done as an alternative to the first year of the Auto Mechanics course</td>
</tr>
<tr>
<td><strong>Business Services</strong></td>
<td>Acquire basic skills and knowledge for the office or tertiary study, Microsoft Office products, reception, telephone and office communication.</td>
</tr>
<tr>
<td><strong>Construction</strong></td>
<td>Acquire basic skills and knowledge for the construction industry including OH&amp;S, plan interpretation, hand &amp; power tools, excavations, basic concreting and formwork.</td>
</tr>
<tr>
<td><strong>Financial Services</strong></td>
<td>Acquire basic skills &amp; knowledge associated with manual accounting &amp; information, trial balance, profit &amp; loss, balance sheet, petty cash, bank reconciliation and payroll. General computer concepts &amp; computerised accounting are covered in the second year. Good numeracy skills required.</td>
</tr>
</tbody>
</table>
| **Hospitality**               | Acquire basic skills & knowledge for a range of sectors in the hospitality industry. Common core plus study in one of the following strands:  
  - Commercial Cookery  
  - Food & Beverage  |
| **Human Services (Nursing)**  | This course is essentially for students who are interested in gaining introductory knowledge, skills and an understanding of the personal attributes necessary to work in the health care industry.  
  - Health Services Assistance  
  - Allied Health  
  3 Unit course |
| **Information Technology**    | This course will prepare students to be competent in a wide range of ICT areas and to achieve a degree of self-sufficiency as an advanced ICT user. Focus areas will be offered and include technical support, network administration, web technologies, software applications and digital media technologies.  
  - Applications / web design  
  - Applications / network administration  
  - Animation / multimedia  
  - Games development  |
| **Tourism Or Events**         | Students will undertake units of competency common to the Tourism and Events industry. Strands then focus on the tourism retail industry or the events management industry. Students will acquire basic operational skills & knowledge within Australia and the Pacific Region, customer and cultural awareness, office skills and communication. In the Events strand, a number of events/functions will be organised by the students. |
Non ATAR: Content Endorsed Courses

These courses contribute to a student's preliminary and/or HSC units but are not accredited towards an ATAR. Classes run for 3 terms. Courses are available for students in year 11 or 12. In some courses a second year may be available subject to numbers and resources.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>BRIEF DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation-Aircraft Operations</td>
<td>The Aviation industry at an operational level. Particular interest to those who would like to become pilots, air traffic controllers or work in other areas of aircraft operations.</td>
</tr>
<tr>
<td>Beauty – Retail Makeup and Skin Care</td>
<td>Students will learn beauty knowledge and skills to work as a makeup artist in a beauty salon. Included will be appropriate techniques to assist learners in the makeup industry.</td>
</tr>
<tr>
<td>Accounting Cadetship Preparation</td>
<td>This course is suitable for students who wish to work in the financial services and banking areas, especially those who like to master the basic accounting techniques, before applying for cadetships. Requires commitment.</td>
</tr>
<tr>
<td>Community Services – Children’s Services</td>
<td>Students learn the underpinning knowledge for work within the children’s services area including care for children, working with families and within a culturally diverse community, first aid, family day care requirements.</td>
</tr>
</tbody>
</table>
| Community Services – Welfare               | Students examine the underpinning knowledge and skills for the major industry sectors of welfare:                                                                                                           * youth work,  
  * alcohol and drug work  
  * aged care  
  * disability services.                                                                                                                                                                                                                                                                 |
<p>| Computer Aided Drafting (CAD)              | This course provides an introduction to careers that require drawing and/or design layouts. Design and quality concepts and fundamental drawing and drafting principles. 2 and 3D drawings. Architectural focus.                                                                                       |
| Hairdressing                               | Students will gain basic knowledge and skills to perform hairdressing techniques and styling. They will learn a range of reception tasks including promoting salon services and products.                                                                                                                   |
| Maritime Operations                         | Ideal for students who are seeking employment as a general purpose or work on a commercial vessel of up to 24m in length. Students will learn practical components of seamanship.                                                                                     |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>BREIF DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screen &amp; Media (Multimedia)</td>
<td>This course is for students who are interested in developing a range of foundation skills and knowledge in Digital Arts design and resource creation. Web page manipulation is also covered in this course.</td>
</tr>
<tr>
<td>Property Services- (Agency)</td>
<td>This course is for students seeking a career in property management, sales and support. Basic real estate concepts, job functions, ethics, legal issues involved in sales and property management and team work. Students need to be very focused in this course. Students will be eligible to apply for registration with the Dept. of Fair Trading to work in Real Estate Agencies.</td>
</tr>
<tr>
<td>Sport, Fitness &amp; Recreation (Community Activities)</td>
<td>Students will develop skills and knowledge with a focus on customer service such as assisting with the conduct of recreation activities, and facility maintenance and operations in community recreation centres, indoor recreation facilities and leisure and aquatic centres.</td>
</tr>
<tr>
<td>Sport, Fitness &amp; Recreation (Sports Trainer)</td>
<td>This course is for students who want to work as a Sports Trainer during most of Australia’s major sporting games, competitions and events including AFL, NRL, touch, netball, swimming. Successful completion of the course will enable students to apply to become a nationally accredited Sports Trainer with Sports Medicine Australia (SMA). This course will provide you with the skills on how to prevent and manage injuries on and off the sporting field.</td>
</tr>
<tr>
<td>Visual Arts, Craft &amp; Design (Arts Visual)</td>
<td>Students develop a basic understanding of computer operations in a Mac Environment. Professional standard software such as Adobe Illustrator, Photoshop and Quark express will be demonstrated and used as tools for creating artwork on Computer. No previous experience with the above software is necessary.</td>
</tr>
<tr>
<td>Visual Arts, Craft &amp; Design (Design Fundamentals)</td>
<td>Acquire basic skills &amp; knowledge in the elements &amp; principles of design, colour &amp; creativity. Learn skills that may be used to prepare a portfolio for future entry to competitive mainstream courses</td>
</tr>
<tr>
<td>Visual Arts, Craft &amp; Design (Digital Photography)</td>
<td>Students will gain a sound foundation in the fundamentals of digital photography. All aspects of Digital SLR camera use will be explored together with software applications and printing. A digital camera would be an advantage, but not mandatory</td>
</tr>
</tbody>
</table>

Oxford Falls Grammar School