Belmore Boys High School

Information Booklet
Stage 6 Preliminary HSC 2014
& HSC 2015

“Our Focus is on Learning”
Principals Message
WELCOME

The decision whether to return to school to complete Year 11 and Year 12 is a very important one. This booklet has been produced to help you and your parents decide what type of education you are aiming for and which subjects to choose.

It contains information about the rules of the Higher School Certificate [HSC] and the Australian Tertiary Admission Rank (ATAR) as well as course outlines for each subject offered for study in the senior school.

You should seek as much advice as possible before you make any decisions regarding your subject choices. There are many people you can consult: the Head Teachers and teachers of each subject, the Careers Adviser, Deputy Principal, Principal and your parents. You will need to choose very carefully because there will be little opportunity to change subjects or courses afterwards. Do not choose a subject against the advice of your teachers who, in most instances, have seen many students make inappropriate choices over the years and know the problems that can result.

Enrolment in Year 11 suggests an acceptance on your part of certain responsibilities, not the least of which is to uphold the reputation of your school. You will be required to wear school uniform, attend classes, complete all assignments, and follow a regular study program. Take advantage of after school HSC Tutoring, and take on the responsibilities that go with being a senior student in this school.

You should take subjects and courses which:

- You have an interest in and will enjoy,
- Are suited to your abilities, enable you to succeed, and
- Best suit your future needs and careers interests

Make a sensible choice and enjoy your senior years.

There is no doubt that the study demands of Year 11 are much greater than those of Year 10. A returning student is expected to meet work requirements. If you are unwilling or unable to do so, you risk being issued with a N-determination. At our school there is an expectation that you will make the most of his educational opportunities and allow others the same choice.

You will find that as you become more mature and responsible you will enjoy greater participation in school management and more opportunities to develop your individual talents. The rewards are there if you make your contribution.

Mr J Kozlowski
R/Principal
Our school promotes high expectations in all aspects of school life. Many opportunities are provided for students to succeed. We reward students who work hard to achieve their personal best. We celebrate excellence.

The purpose of this booklet is to provide information for students, parents and caregivers about our high expectations so students achieve success and excellence.

This Student Information Booklet clearly outlines teaching and learning expectations. There is detailed information on each course to support student learning:

1. COURSE DESCRIPTION
2. PROGRAM SUMMARY

It is a requirement of the BOS for the award of the HSC that all students complete the "ALL MY OWN WORK" course. For more information please follow the link below:


Honesty in HSC Assessment - the Standard
This standard sets out the Board of Studies NSW requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

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

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

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

These requirements should be read in conjunction with Board syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- Rules and Procedures for Higher School Certificate Candidates
- Assessment Certification and Examination Manual
- HSC Assessments and Submitted Works-Advice to Students
- HSC Assessments and Submitted Works-Advice to Parents
- HSC Assessments and Submitted Works-Advice to Teachers
- HSC: All My Own Work
- HSC assessment in a standards-referenced framework - A Guide to Best Practice
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I. What Type Of Courses Can I Select

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

* Board Developed Courses
The Board of Studies develops these courses. There is a syllabus for each course which contains:
- The course objectives, structure, content and outcomes
- Specific courses requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

If you want to go to study at University, you must pick subjects that are board developed courses. These subjects will give you a Australian Tertiary Admission Rank (usually called ATAR). To get an ATAR you have to choose at least 8 Board Developed units.

Some courses offered at Belmore Boys' High School are Category B courses and you can only use 2 units of these in your ATAR.

* Board Endorsed Courses
There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.
- Content Endorsed Courses (CECs) have syllabuses endorsed by the Board of Studies to cater for areas special interest not covered in the Board Developed Courses. Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.
- Schools may also design special courses to meet student needs. These courses must be approved by the Board of Studies. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year courses

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

Vocational Education and Training (VET) Courses - either Board Developed or Board Endorsed

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enabled students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognized across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

Further information about VET courses appears in the section listing the HSC Courses available.
2. Studying Course Externally

Students may study courses at TAFE, Saturday School, Open High School, Distance Education and with Outside Tutors.

- Courses offered through TAFE will include a range of Content Endorsed and Board Endorsed Vocational Education and Training (VET) courses. TAFE also offers some Board Developed Courses.
- Saturday School of Community Languages offers Languages to students who wish to study their background community languages and who are unable to do so at Belmore Boys High School.
- The Open High School provides single-course enrolments in Languages Other Than English (LOTE) only. This applies to languages not available at Belmore Boys’ High School, and in the background languages, those not available through the Saturday School of Community Languages.
- Distance Education provides for single-subject enrolments (other than LOTE) for students in exceptional circumstances.
- Outside Tutors with approval may provide for enrolments for students in Languages Other Than English (LOTE) only. This applies to languages not available at Belmore Boys’ High School, Saturday School or the Open High School.

3. Rules and Requirements for the Awards of the HSC

The following courses requirements refer to both the Preliminary and HSC Courses.

If you want to get an HSC you must do the following:

- Satisfactorily complete courses that meet the pattern of study required by the Board of Studies for the awards of the HSC. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course. **Satisfactory completion also includes attendance at school.** All students are **required to attend all day every day, to achieve an attendance of 90% or greater.**
- Sat for and made a serious attempt at the HSC examinations.
- Studied a minimum of 12 units for the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following.
  - At least 6 units from Board developed Courses including at least 2 units of a Board Developed course in English.
  - At least three courses of 2 units value or greater.
  - At least four subjects.
  - At most, 6 units of courses in Science can contribute to the HSC eligibility.

If at any time it appears that you are at risk of being given a “N” (Non-Awards) in any course you and your parents or guardian will be warned as soon as possible in writing. The warning will be given in time for the problem to be corrected.

Students who have not complied with the above rules and requirements will not be regarded as having completed the courses. The Principal will then apply the “N” (Non-Award) determination.
4. Assessment and Reporting

- HSC reports will provide you with more detailed descriptions of the knowledge, skills and understandings you have attained in each subject.
- Teachers are provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The new syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that you are expected to meet.
- The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year's School Certificate for the tests in English-literacy, Mathematics and Science.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio containing:

  - The HSC Testamur
  - The official certificate confirming your achievement of all requirements for the awards.
  - The Record of Achievement
  - This document lists the courses you have studied and reports the marks and bands you have achieved.
  - Course Reports
  - For every HSC Board Developed Courses you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state wide distribution of marks in the course is also shown.
5. Sample BOS Warning Letter

Non-Completion of a Preliminary HSC Course

Mr & Mrs family name  Address:  Student's Name:  Date: 14 August 2008  student's name

Dear Mr & Mrs family name

The purpose of this letter is to warn you that student's name is in danger of receiving an "N" determination in the course listed below.

This determination will mean that he will not receive a result in this course and it may/will affect his eligibility for the award of a Higher School Certificate.

Course in jeopardy: subject name. This is/is not a mandatory course.

The following information specifies those areas where student's name is failing to meet Board of Studies course requirements:

Section A

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

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

students name has not to date satisfactorily met the following course completion requirement/s listed above (indicate (a), (b) and/or (c))

Section B

Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; task worth in excess of 50% must be completed.

In the case of competency-based courses, it is a matter for the principal to determine whether the attempts made by the student to complete the courses are genuine.

Where students are studying for a course that includes a requisite examination, students must sit for and make a genuine attempt at such examinations.

Whilst the Board of Studies does not determine minimum attendance requirements, principals may determine that, as a result of absence, the course completion criteria, as detailed under Section A, have not been met. All such warnings must relate the absences to specific unsatisfactory completion of course requirements.

The following list notifies you of those tasks, requirements or outcomes not yet completed and/or for which student's name has not made a genuine attempt. In order for him to satisfy course requirements the following tasks, requirements or outcomes need to be satisfactorily completed:

<table>
<thead>
<tr>
<th>Task Name/Course Requirement/Course outcomes</th>
<th>Date Task Initially Due (if applicable)</th>
<th>Action required by student</th>
<th>Date to be completed by (if applicable)</th>
</tr>
</thead>
</table>

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

This is the 1st, 2nd warning letter we have issued concerning course name.

The Board requires principals to issue a minimum of two course-specific warnings prior to a final "N" determination being made for a course.

Please discuss this matter with student's name and contact the school if further information or clarification is needed.

Yours sincerely

_______________________________________  _____________________________________
Class Teacher/Head Teacher                          Principal

Please detach this section and return to the school

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE

I have received the letter dated_________________ indicating that _____________________ is in danger of not having satisfactorily completed _____________________(course name). I am also aware that this course may not appear on his Higher School Certificate Record of Achievement.

I am also aware that the "N" determination may make him ineligible to proceed to the Higher School Certificate course.

Parent/Guardian's signature: ______________________________ Date: ____/____/____

Student's signature: ___________________________________ Date: ____/____/____
6.

BOARD DEVELOPED COURSES

CATEGORY ‘A’ SUBJECTS
What does the course involve?

Students study ancient history because it provides them with opportunities to satisfy their fascination and interest in the stories of the past and the mysteries of human behaviour. It allows them to develop and apply the research skills and the ways that historians and archaeologists work. It equips students to question critically and interpret written and archaeological sources for the evidence they provide about the ancient world. Through the study of ancient history, students develop knowledge and understanding of the similarities and differences between the various societies of the ancient past and the factors affecting change and continuity in human affairs. The skills, knowledge and understanding that students acquire through studying Ancient History make it a good introduction to the world of work and informed citizenship. This is because Ancient History teaches a critical and intelligent reading of events and documents, as well as the effective and fluent communication of narrative, detail, ideas and judgements.

What are the main topics covered?

Preliminary Course

Part 1 – Investigating the Past: a) History, Archaeology and Science
   b) Case Study 1 – Ancient Human Remains
   c) Case Study 2 – Tutankhamen’s Tomb

Part 2 – Studies of Ancient Societies, Sites and Sources: The Celts in Europe

Part 3 – Historical Investigation: Individual Research Project

HSC Course

Part 1 - Core Study: Cities of Vesuvius – Pompeii and Herculaneum

Part 2 - Egypt: Society in Old Kingdom Egypt, Dynasties III–VI OR Greece: Spartan society to the Battle of Leuctra 371 BC

Part 3 - Egypt: Hatshepsut

Part 4 - Rome: The Augustan Age 44 BC – AD 14

What are the different types of assessment tasks?

Students will be set tasks that include: analysis of sources, research projects, oral presentations, written responses, debates and examinations.
BIOLOGY
PRELIMINARY & HSC OUTLINE™ 2014 - 2015

Unit Value: 2 Unit / Category A
Exclusions: Senior Science (Preliminary only)

What does the course involve?

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 evolution of life on Earth; and the effect of global changes on the diversity of Australian biota during the formation of the Australian continent.

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which the inheritance of characteristics are transmitted from generation to generation. The options cover a wide variety of interest topics and draws on the development in technology to examine areas of current research.

What are the main topics covered?

Preliminary Course
- The Local Ecosystem
- Patterns in Nature
- Life on Earth

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

Plus one option from the following:
- Communication
- Biotechnology
- Genetics
- The Human Story
- Biochemistry

What are the different types of assessment tasks?

Practical experiences will emphasis hands on activities, including laboratory experiments, fieldwork, computer simulation and modeling, extracting and re-organising information into flow charts, tables, graphs and prose. There will be at least one major assignment and two major exams in each year of the course.
What does the course involve?

The course involves the student learning about all aspects of business and how business integrates with the wider economy. The business environment can be challenging and confusing and the course seeks to demystify the process and give students access points for future career and study options.

The course is broad in content and includes topics such as the key functions of business, how to establish a business and developing business plans.

The study of business can lead to employment in the areas of marketing, finance, law, accounting, tourism, real estate and small business in general.

What are the main topics covered?

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<td>Operations (25%)</td>
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<td>Business Management (40%)</td>
<td>Marketing (25%)</td>
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<td>Human resources (25%)</td>
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What are the different types of assessment tasks?

Students will be required to complete a variety of assessment tasks which range from a major assignment (Investigating a business worth 30% of the preliminary course), periodic analysis of current business events (referencing articles and business reports) and in class tests.
What does the course involve?
Chemistry is the study of the physical and chemical properties of substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

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

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

What are the main topics covered?
- The Chemical Earth
- Metals
- Water
- Energy

HSC Course Core Topics
- Re-identification and Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

Plus one option from the following:
- Industrial Chemistry
- The Biochemistry of Movement
- Shipwrecks and Salvage
- The Chemistry of Art
- Forensic Chemistry

What are the different types of assessment tasks?
Practical experiences will emphasise hands-on activities, including laboratory experiments, fieldwork, computer simulation and modelling, extracting and re-organising information into flow charts, tables, graphs and prose. There will be at least one major assignment and two major exams in each year of the course.
What does the course involve?
Earth and Environmental Science is the study of the earth and its processes. The course aims to provide an understanding of the systems and processes in both aquatic and terrestrial environments. It also explores changes that have occurred during the earth's history, including changes in the lithosphere, atmosphere, hydrosphere, cryosphere and biosphere. It also looks at the evolution of organisms since the origin of life on Earth.

The study of planet Earth and its environments recognizes that while humans are part of nature, they continue to have a greater influence on the environment than any other species. The common factor in all of the environmental hazards that humanity faces is the lack of awareness that society is part of an environment that is composed of the interactions of sub-systems; water, land, air, ice and living things.

What are the main topics covered?
The Preliminary course (120 indicative hours)
- Planet earth and its Environment – A Five Thousand Million Year Journey (30 indicative hours)
- The Local Environment (30 indicative hours)
- Water Issues (30 indicative hours)
- Dynamic earth (30 indicative hours)

HSC Course (120 indicative hours)
The HSC Course builds upon the Preliminary course. The Preliminary course contains content that is considered assumed knowledge for the HSC. The HSC course incorporates the study of:
   (a) the core, which constitutes 90 indicative hours and includes:
      ▪ Tectonics impacts (30 indicative hours)
      ▪ Environments Through Time (30 indicative hours)
      ▪ Caring for the Country (30 indicative hours)
   (b) ONE option, which constitutes indicative hours and may comprise any one of the following:
      ▪ Introduced Species and the Australian Environment
      ▪ Organic Geology - a Non-renewable resource
      ▪ Mining and the Australian Environment
      ▪ Oceanography

What are the different types of assessment tasks?
Practical experiences will emphasise hands-on activities, including laboratory experiments, fieldwork, computer simulation and modelling, extracting and re-organising information into flow charts, tables, graphs and prose. There will be at least one major assignment and two major exams in each year of the course.
What does the course involve?

Economic decisions have a very important impact on the quality of life experienced by all people. The study of economics can help students in the making of choices that will assist them to improve the quality of their lives. Discussion of economic issues dominates the media. Through the study of economics students can make informed judgements about issues and policies and participate responsibly in decision making. The study of economics can lead to employment in the areas of business, marketing, finance, law and accounting.

What are the main topics covered?

2 Unit Preliminary course

Focus Areas
- Introduction to Economics (10%)
- Consumers and Business (10%)
- Markets (20%)
- Labour markets (20%)
- Financial Markets (20%)
- Government and the Economy (20%)

2 Unit HSC Course

Focus Areas
- The Global Economy (25%)
- Australia’s Place in the Global economy (25%)
- Economic Issues (25%)
- Economic Policies and Management (25%)

What are the different types of assessment tasks?

Students will be required to complete a variety of assessment tasks which range from a major assignment (Investigating a current economic policies and issues), analysis of and interpretation of economic theories (referencing articles and business reports) and in class tests.
In the 21st century, engineering will continue to be directed towards developing insight and understanding to the provision of infrastructure, goods and services needed for industry and the community. Students undertaking Engineering Studies will have the opportunity to follow a number of pathways. These include tertiary, vocational education and training, and the world of work. For those following a pathway of further study, the insight and experience associated with a study of engineering will be beneficial in their presumed knowledge of the area of study. Those going into the world of work will benefit from understanding what engineers do, as the work of engineers affects us all.

6 Course Structure

Engineering Studies Stage 6 comprises a Preliminary course made up of 4 compulsory modules and one elective module, and an HSC course made up of 5 compulsory modules.

Schematic view of Engineering Studies Syllabus Structure

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<td>ENGINEERING APPLICATION MODULE 2</td>
<td>Personal and Public Transport</td>
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<td>ENGINEERING APPLICATION MODULE 3</td>
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<td>ENGINEERING APPLICATION MODULE 3</td>
<td>Lifting Devices</td>
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<td>ENGINEERING FOCUS MODULE 1</td>
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<td>ENGINEERING FOCUS MODULE 2</td>
<td>Telecommunications Engineering</td>
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</table>
ENGLISH ADVANCED
PRELIMINARY & HSC OUTLINE~ 2014 - 2015

Unit Value: 2 Unit / Category A
Exclusions: English (Standard); English (Extension); English (ESL)

What does the course involve?
The course is designed to increase student expertise in English, provide students with the opportunity to become confident and effective communicators and to enjoy a range and variety of English texts. In the PRELIMINARY course, students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the way texts reflect different attitudes and values. In the HSC course, students analyse and evaluate texts, and they ways they are valued in their contexts.

What are the main topics covered?

Preliminary Advanced English:
1. Common Content: Area of Study: Journeys
2. Representation Through Texts
3. Critical Study of Text

HSC English:
The course requires the study of at least FIVE types of texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry; drama or film; nonfiction or media or multimedia.

2. Comparative Study of Texts and Context.
3. Critical Study of Text.
4. Representation Through Texts.

What are the different types of assessment tasks?
Students will be expected to complete a writing portfolio, oral presentations, viewing and listening tasks. All tasks will assist in the development of the reading, writing, speaking and listening skills and contribute to the student assessment profile.
ENGLISH ESL
PRELIMINARY & HSC OUTLINE™ 2014 $- 2015

Unit Value: 2 Unit / Category A
Exclusions: English (Advanced); English (Extension); English (Standard)

What does the course involve?
The course is designed to provide students with the opportunity to become creative, confident and effective communicators and to enjoy a range and variety of English texts. In this course students will respond to, and create, a range of texts. The primary objective will be to develop English skills in reading, writing, speaking and listening skills to achieve Stage 6 Outcomes.

What are the main topics covered?
Preliminary English ESL:

Area of Study: Identity.
Module A: Experience through language.
Module B: Texts and Society

HSC English ESL:

Area of Study: Belonging.
Module A: Experience through language: Australian voices
Module B: Texts and Society: Living and working in the community

What are the different types of assessment tasks?
Students will be expected to complete a writing portfolio, oral presentations, viewing and listening tasks. All tasks will assist in the development of the reading, writing, speaking and listening skills and contribute to the student assessment profile.
ENGLISH EXTENSION 1
PRELIMINARY & HSC OUTLINE^ 2014 – 2015

Unit Value: 1 Unit / Category A

Exclusions: English (Standard) and English as a Second Language

English (Extension) Overview

In the English (Extension) courses, students explore ideas of value and consider how they arise and why some texts may be perceived as culturally significant.

Students are required to undertake the Preliminary English (Extension) course as a prerequisite to HSC Extension Course 1, which consists of the study of ONE Elective from ONE of the Modules A, B or C.

Students may, in addition, choose to undertake HSC Extension Course 2, which consists of the Major Work Module.

The English (Extension) courses may only be taken by students undertaking English (Advanced).

<table>
<thead>
<tr>
<th>Preliminary Module</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texts, Culture and Value</td>
<td>Highly valued cultural texts appropriated into and maintained in popular cultures.</td>
</tr>
<tr>
<td>Texts ARE NOT prescribed for the Preliminary (Extension) course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Modules</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A: Genre</td>
<td>The ways that conventions and values are associated with genre forms.</td>
</tr>
<tr>
<td>Module B: Texts and Ways of Thinking</td>
<td>The ways that scientific, philosophical or economic paradigms have shaped literary and other texts of particular historical periods.</td>
</tr>
<tr>
<td>Module C: Language and Values</td>
<td>The ways in which language shapes and reflects values.</td>
</tr>
<tr>
<td>Texts and Module electives ARE prescribed for HSC Extension Course 1.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Major Work</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Work Module</td>
<td>A sustained composition, independently planned and completed.</td>
</tr>
</tbody>
</table>
FUNDAMENTALS OF ENGLISH
PRELIMINARY & HSC OUTLINE~ 2014 - 2015

Unit Value: 1 Unit / Category A
Exclusions: English (Advanced); English (Extension)

What does the course involve?

The Fundamentals of English course addresses the literacy needs of students undertaking the course and assists students to use the English language effectively in their study and for vocational and other purposes.

Fundamentals of English:

- is a skills-based course with opportunities for students and teachers to work with modules, texts and activities appropriate to student needs and interests
- is non-examinable for the HSC
- requires students to undertake a minimum of three and a maximum of five modules. A minimum of twenty-four indicative hours may be spent on any one module
- requires students to undertake the compulsory Module A – Approaches to Area of Study in English
- involves the study and use of the forms, features, structures and functions of language and the use of language in context.

THIS COURSE IS ONLY OFFERED IN YEAR 11

What are the main topics covered?

Module A - Approaches to the Area of Study in English
Module B - Oral Communication Skills
Module C - Writing for Study
Module D - Investigative Skills
Module E - Workplace Communication

What are the different types of assessment tasks?

Students will be expected to complete a writing portfolio, oral presentations, viewing and listening tasks. All tasks will assist in the development of the reading, writing, speaking and listening skills, and contribute to the student assessment profile.
What does the course involve?

The course is designed to increase student expertise in English, provide students with the opportunity to become confident and effective communicators and to enjoy a range and variety of English texts. In the PRELIMINARY course, students explore and experiment with the ways events, experiences, ideas and processes are represented in and through texts. In the HSC course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

What are the main topics covered?

Preliminary English:
1. Common Content: Area of Study: Journeys
2. Close Study of Text
3. Experience through Language

HSC English:
The course requires the study of FOUR types of text, one drawn from each of the following categories: prose fiction; poetry; drama; nonfiction or film or media or multimedia.
1. Area of Study: Belonging
2. Experience through Language: Distinctly Visual
3. Close Study of Text.
4. Text and Society

What are the different types of assessment tasks?

Students will be expected to complete a writing portfolio, oral presentations, viewing and listening tasks. All tasks will assist in the development of the reading, writing, speaking and listening skills and contribute to the student assessment profile.
INDUSTRIAL TECHNOLOGY - TIMBER
PRELIMINARY & HSC OUTLINE~ 2014 - 2015

Unit Value: 2 Unit / Category A
Exclusions: Nil

What does the course involve?

- Knowledge and understanding of the Timber Products & Furniture Industries and of manufacturing processes and techniques used by industry
- Knowledge and understanding of safe and co-operative work practices and of the need for a safe and co-operative work environment
- Competence in designing, managing and communicating within the Timber Products & Furniture industries
- Knowledge and skills in producing quality products
- Knowledge and skills in communication and information processing related to the Timber & Furnishings industry
- An appreciation of quality products and the principles of quality control
- An appreciation of the relationships between technology, the individual, society and the environment.

What are the main topics covered?

There are four main topic areas that are covered in all Industrial Technology courses:

1. Industry study (Timber Products & Furniture Industries)
2. Design and management
3. Workplace communication
4. Industry-specific content and production

What are the different types of assessment tasks?

Students will experience a variety of learning / assessment situations, including the practical production of projects in the workshop. The majority of the content for this course will be practical, with a theoretical component to support learning.

NB: A student. may undertake one elective option in Industrial Technology in either Multi Media or Timber.
INFORMATION PROCESSING TECHNOLOGY
PRELIMINARY & HSC OUTLINE~ 2014 - 2015

Unit Value: 2 Units Preliminary / 2 Units HSC
Exclusions: None
Prerequisites: Nil

What does this course involve?
This course studies different types of computer based information systems, the processes performed by these systems and the technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Students will create their own information system to meet an identified need.

What are the main topics covered?
2 Unit Preliminary Course
- Introduction to information skills and systems
- Tools for information processes
- Planning, design and implementation
- Personal and groups systems and projects

2 Unit HSC Course
- Project work
- Communication systems
- Information systems databases
- Plus two of the following options:
  - Transaction processing systems
  - Decision support systems
  - Automated manufacturing
  - Multimedia systems

What are the different types of assessment tasks?
Students will experience a variety of learning / assessment situations including practical tasks, investigations, projects, and knowledge and skills exams. Although there will be ample opportunity for practical activities, the majority of the content of this course is of a theoretical nature.
LEGAL STUDIES
PRELIMINARY & HSC OUTLINE~ 2014 - 2015

Unit Value: 2 Unit

What does the course involve?

Legal Studies is designed to foster intellectual, social and moral development by empowering students to think critically regarding the role of law and legal institutions in society. The course content focuses on the review of selected legal rules, institutions and processes at the domestic and international level together with the demystification of legal terminology. It is hoped that Legal Studies has a significant impact on students’ confidence in approaching and accessing the legal system.

What are the main topics covered?

2 Unit Preliminary course

Focus Areas
The Legal System (40%)
The Individual and the State (20%)
Law in Focus (40%)

2 Unit HSC Course

Focus Areas
Law and Society (25%)
Crime (25%)
Additional Focus Studies (Consumers, Family, Indigenous Peoples, Shelter, Workplace) (50%)

What are the different types of assessment tasks?

Students will be required to complete a variety of assessment tasks which range from a major assignment (Investigating a current law policies and issues), analysis of and interpretation of focus law issues (referencing articles and business reports) and in class tests.
MATHEMATICS 2 UNIT
PRELIMINARY & HSC OUTLINE~ 2014 - 2015

Unit Value: 2 Units Preliminary / 2 Units HSC
Exclusions: General Mathematics
Prerequisites: The course assumes that students have achieved the outcomes (Grade A or B) in the core of the Intermediate Mathematics course for the School Certificate

What does this course involve?
It involves students furthering their mathematical knowledge and applying that knowledge to the real world. The course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as life sciences or commerce.

What are the main topics covered?

2 Unit Preliminary Course
* Basic arithmetic and algebra
* Real functions
* Trigonometric ratios
* Linear functions
* Quadratic polynomial
* Plane geometry
* Differentiation & tangent to a curve

2 Unit HSC Course
* Coordinate methods in geometry
* Applications of geometrical properties
* Geometrical applications/differentiation
* Integration
* Logarithmic and exponential functions
* Application of calculus to the physical world
* Probability
* Series and sequence applications
* Trigonometric functions

What are the different types of assessment tasks?
Students will experience a variety of learning / assessment situations including practical tasks, investigations, projects, and knowledge and skills exams. Although there will be limited opportunity for practical activities, the majority of the content of this course is of a theoretical nature.
MATHEMATICS EXTENSION 1
PRELIMINARY & HSC OUTLINE~ 2014 - 2015

Unit Value: 1 Units Preliminary / 1 Units HSC
Exclusions: General Mathematics
Prerequisites: The course assumes that students have achieved the outcomes (Grades A or B or C) in the core of the Advanced Mathematics course for the School Certificate.

What does this course involve?

This course is intended for students with Advanced School Certificate Maths who are interested in studying further skills and ideas in mathematics. It has general educational merit and is useful in studying science, industrial arts or commerce. It is a basis for tertiary studies in mathematics, including that required for the physical and engineering sciences.

What are the main topics covered?

1 Unit Preliminary Course
* All Mathematics course topics
* Further Inequalities
* Further geometry
* Further Trigonometry
* Angles between 2 lines
* Internal/external division of lines in ratios
* Parametric representation
* Permutations and Combinations
* Polynomials
* Harder applications

1 Unit HSC Course
* All Mathematics course topics
* Methods of integration
* Primitives of \( \sin^2 x \) and \( \cos^2 x \).
* Equation
* Velocity acceleration as a function of x
* Projectile Motion
* Simple Harmonic Motion
* Inverse functions; inverse tri. functions
* Induction
* Binomial theory
* Further probability
* Estimating roots of a polynomial equation
* Harder applications

What are the different types of assessment tasks?

Students will experience a variety of learning / assessment situations including practical tasks, investigations, projects, and knowledge and skills exams. Although there will be limited opportunity for practical activities, the majority of the content of this course is of a theoretical nature.
### MATHEMATICS GENERAL
**PRELIMINARY & HSC OUTLINE~ 2014 - 2015**

<table>
<thead>
<tr>
<th>Unit Value:</th>
<th>2 Units Preliminary / 2 Units HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions:</td>
<td>Any other Preliminary/HSC Mathematics course</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>The course assumes that students have achieved the outcomes in the core of the Standard Mathematics course for the School Certificate</td>
</tr>
</tbody>
</table>

**What does this course involve?**

It involves students learning mathematical skills and techniques which have direct application to everyday activities. This includes concentrating on application of specific skills and on tasks that involve using mathematics to solve familiar and unfamiliar problems. The course is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to study tertiary level mathematics, while giving a strong basis for university study in the areas of business, humanities, nursing and paramedical sciences.

**What are the main topics covered?**

<table>
<thead>
<tr>
<th>2 Unit Preliminary Course</th>
<th>Maths General 2 2 Unit HSC Course</th>
<th>Maths General 1 2 Unit HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Data and Statistics</td>
<td>* Data and Statistics</td>
<td>* Data and Statistics</td>
</tr>
<tr>
<td>* Measurement</td>
<td>* Measurement</td>
<td>* Measurement</td>
</tr>
<tr>
<td>* Probability</td>
<td>* Probability</td>
<td>* Probability</td>
</tr>
<tr>
<td>* Algebra and Modelling</td>
<td>* Algebra and Modelling</td>
<td>* Algebra and Modelling</td>
</tr>
<tr>
<td>Focus Study</td>
<td>Focus Study</td>
<td>Focus Study</td>
</tr>
<tr>
<td>* Mathematics and Communication</td>
<td>* Mathematics and Health</td>
<td>* Mathematics and Design</td>
</tr>
<tr>
<td>* Mathematics and Driving</td>
<td>* Mathematics and Resources</td>
<td>* Mathematics and Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Mathematics and the Human Body</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Mathematics and Household Finance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Mathematics and Personal Resource Usage</td>
</tr>
</tbody>
</table>

Satisfactory completion of the Preliminary Mathematics General course may be followed by study of either the HSC Mathematics General 2 course or the HSC Mathematics General 1 course. (Note: The HSC Mathematics General 2 course is a Board Developed Course examined at the HSC), while the HSC Mathematics General 1 course is a Content Endorsed Course (not examined at the HSC).

**What are the different types of assessment tasks?**

Students will experience a variety of learning / assessment situations including practical tasks, investigations, projects, and knowledge and skills exams. Although there will be limited opportunity for practical activities, the majority of the content of this course is of a theoretical nature.
What does this course involve?

The study of Modern History Stage 6 has a distinctive role in the school curriculum as it challenges students to consider the great social, technological, economic, political and moral transformations from the late eighteenth century to the present. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgements about them. The study of Modern History also contributes to the development of skills that are of great importance in today’s workforce. The fluent communication of thoughts and ideas gleaned from the critical analysis of primary and secondary sources is a sought after skill. The ability to deconstruct texts and narratives, pose intelligent questions, test hypotheses and make critical use of information technologies is essential to living and working in the twenty-first century.

What are the main topics covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I: Case Studies – 50%</strong></td>
<td><strong>Part I: Core Study – 25%</strong></td>
</tr>
<tr>
<td>At least TWO case studies should be undertaken.</td>
<td>World War I 1914–1919: A Source-based Study</td>
</tr>
<tr>
<td>ONE case study must be from Europe, North America or</td>
<td><strong>Part II: National Studies – 25%</strong></td>
</tr>
<tr>
<td>Australia. List A on page 18 provides examples of these.</td>
<td>Choose ONE from those listed on page 28.</td>
</tr>
<tr>
<td>ONE case study must be from Asia, the Pacific,</td>
<td>**Part III: Personalities in the Twentieth</td>
</tr>
<tr>
<td>Africa, the Middle East or Central/South America.</td>
<td>Century – 25%</td>
</tr>
<tr>
<td>List B on page 18 provides examples of these.</td>
<td>Choose ONE from those listed on page 39.</td>
</tr>
<tr>
<td><strong>Part II: Historical Investigation – 20%</strong></td>
<td>**Part IV: International Studies in Peace and</td>
</tr>
<tr>
<td>The investigation can be integrated into any aspect of</td>
<td>Conflict – 25%</td>
</tr>
<tr>
<td>the Preliminary course and need not be completed as</td>
<td>Choose ONE from those listed on page 67.</td>
</tr>
<tr>
<td>one project. It may be conducted individually or as</td>
<td></td>
</tr>
<tr>
<td>part of a group. The investigation must not overlap</td>
<td></td>
</tr>
<tr>
<td>or duplicate significantly any topic attempted for</td>
<td></td>
</tr>
<tr>
<td>the HSC Modern History or History Extension courses.</td>
<td></td>
</tr>
<tr>
<td><strong>Part III: Core Study – 30%</strong></td>
<td></td>
</tr>
<tr>
<td>The World at the Beginning of the Twentieth Century</td>
<td></td>
</tr>
<tr>
<td>Students will investigate the Preliminary core study</td>
<td></td>
</tr>
<tr>
<td>using a source-based approach.</td>
<td></td>
</tr>
<tr>
<td>Preliminary Course</td>
<td>HSC Course</td>
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<tr>
<td>--------------------</td>
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</tr>
<tr>
<td><strong>(120 indicative hours)</strong></td>
<td><strong>(120 indicative hours)</strong></td>
</tr>
<tr>
<td><strong>Part I: Case Studies – 50%</strong></td>
<td><strong>Part I: Core Study – 25%</strong></td>
</tr>
<tr>
<td>At least TWO case studies should be undertaken.</td>
<td><strong>World War I 1914–1919: A Source-based Study</strong></td>
</tr>
<tr>
<td>ONE case study must be from Europe, North America or Australia. List A on page 18 provides examples of these.</td>
<td><strong>Part II: National Studies – 25%</strong></td>
</tr>
<tr>
<td>ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. List B on page 18 provides examples of these.</td>
<td>Choose ONE from those listed on page 28.</td>
</tr>
<tr>
<td><strong>Part II: Historical Investigation – 20%</strong></td>
<td><strong>Part III: Personalities in the Twentieth Century – 25%</strong></td>
</tr>
<tr>
<td>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.</td>
<td>Choose ONE from those listed on page 39.</td>
</tr>
<tr>
<td>The World at the Beginning of the Twentieth Century</td>
<td>Choose ONE from those listed on page 67.</td>
</tr>
<tr>
<td>Students will investigate the Preliminary core study using a source-based approach.</td>
<td></td>
</tr>
</tbody>
</table>
MUSIC - COURSE 1
PRELIMINARY & HSC OUTLINE~ 2014 - 2015

Unit Value: 2 Unit/ Category A
Exclusions: Nil

The Music 1 course requires students to study the concepts of music through four main learning experiences within the context of a range of styles, periods and genres.

The concepts of music are:
- duration
- pitch
- dynamics and expressive techniques
- tone colour
- texture structure

The learning experiences through which students increase their musical understanding are:
- performance
- composition
- musicology
- aural.

Students develop musically through participation in these learning experiences. These may include:
- playing
- singing
- moving
- improvising
- discussing
- innovating
- organising
- listening
- creating
- recording
- experimenting
- responding
- observing
- analysing
- discriminating
- evaluating
- manipulating

The context of learning for the Preliminary course is within three different genres of music: Rock Music, Baroque Music and Music of a Culture
Vive Voce, Performance & Musicology as part of the syllabus requirements

The context of learning for the HSC course is within three different genres of music: Rock, Jazz, Instruments & its repertoire,
Vive Voce, Performance & Musicology as part of the syllabus requirements

Students will be expected to participate in a variety of assessment situations, including performance of representative pieces from the chosen genres, composition and performance of their own pieces within those genres, written tasks and listening exams.
What does the course involve?

It involves students learning about and practicing ways of living active, healthy lifestyles and improving their health status. This includes the management of personal health and the basis for how the body moves. Students will also learn how to make a significant contribution to the well being of others through focusing on the social view of health.

What are the main topics covered?

2 Unit Preliminary Course

Core Strands (60% total)
Better Health for Individuals (30%)
The Body in Motion (30%)

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

2 Unit HSC Course

Core Strands (60% total)
Health Priorities in Australia (30%)
Factors Affecting Performance (30%)

Options (40% total)
Select two of the following options:
The Health of Young People (20%)
Sport and Physical Activity (20%)
Sports Medicine (20%)
Improving Performance (20%)

What are the different types of assessment tasks?

Students will experience a variety of learning / assessment situations including research and laboratory reports, extended responses on health issues, analysis of movement tasks, oral presentations and debates. Although there will be some opportunity for practical based activities, the majority of the content of this course is of a theoretical nature.
What does the course involve?

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

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

The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state, by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics.

What are the main topics covered?

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

HSC Course Core Topics
- Space
- Motors and Generators
- From Ideas to Implementation
One option from the following
  - Geophysics
  - Medical Physics
  - Astrophysics
  - From Quanta to Quarks
  - The Age of Silicon

What are the different types of assessment tasks?

Practical experiences will emphasise hands on activities, including laboratory experiments, fieldwork, computer simulation and modelling, extracting and re-organising information into flow charts, tables, graphs and prose. There will be at least one major assignment and two major exams in each year of the course.
SENIOR SCIENCE
PRELIMINARY & HSC OUTLINE~ 2014 - 2015

Unit Value: 2 Unit / Category A
Exclusions: Preliminary courses in Biology, Chemistry, Physics

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

The HSC course examines the range and importance of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies and information systems.

The Senior Science course caters for students requiring a broad overview across all disciplines of Science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science. In the HSC study pattern, students who have completed the preliminary course in Biology, Chemistry, Earth & Environmental Science or Physics and who discontinue that course may replace it with the HSC course in Senior Science. These students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth & Environmental Science or Physics.

What are the main topics covered?

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

HSC Course
Core Topics
- Lifestyle Chemistry
- Medical Technology - Bionics
- Information Systems
One option from the following
- Preservatives / Additives
- Polymers
- Pharmaceuticals
- Space Science
- Disasters

What are the different types of assessment tasks?
Practical experiences will emphasise hands on activities, including laboratory experiments, fieldwork, computer simulation and modeling, extracting and re-organising information into flow charts, tables, graphs and prose. There will be at least one major assignment and two major exams in each year of the course.
Exclusions: Projects developed for assessment in one subject CANNOT be used for any other subject.

Prerequisites:

What does this course involve?
Visual Arts is an enjoyable and interesting subject with both practical and written components. It involves students in art-making, art criticism and art history. Students develop their own artworks into a ‘body of work’ by the end of the HSC course. Students critically and historically investigate artworks, critics, historians and artist from Australia, other cultures, traditions and times.

What are the main topics covered?

2 Unit 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 might develop own informed points of view.
How students may develop meaning and focus and interest in their own work.
Building understandings over time through various investigations and working in different forms.

Areas of Study: Practical & Historical - Portraiture, Landscape & Still Life. Making Artwork Body of Work and VAPD

2 Unit 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 view in increasingly independent ways and use different interpretive frame- works 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 investigation.
How students may further develop meaning and focus in their own work.

Areas of Study: Practical & Case studies - “War”Gitttoes/Goya/ Picasso; “Postmodern Art”; “Personal Identity”; Religious Personalities”. Making Artwork , Body of Work and VAPD

What are the different types of assessment tasks?
Students will experience a variety of learning / assessment situations including practical tasks, investigations, projects, and knowledge and skills exams. Although there will be ample opportunity for practical activities, their still exist some theory that will have to be covered in this course. 50% of the HSC course is the submission of a practical work.
BOARD DEVELOPED COURSES

CATEGORY ‘B’ SUBJECTS

VOCATIONAL EDUCATION COURSE
8. **Board Endorsed Courses**

**BOARD ENDORSED COURSES**
What does this course involve?

*English Studies* is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. It offers a comprehensive language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing.

The course provides students with the opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provides students with the opportunity to develop and appreciate the imaginative and the affective and to recognise the ways texts convey, interpret and reflect ways of thinking about the self and the world.

This course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding, contributing to and appreciating the variety of cultural heritages and differences that make up Australian society and society more broadly. It also encourages the continued development of skills in individual, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The course encourages students to reflect on their own processes of responding, composing and learning.

What are the main topics covered?

**Mandatory modules**

**Preliminary**: Achieving through English: English and the worlds of education, careers and community.  
**HSC**: We are Australians: English in citizenship, community and cultural identity.

**Elective modules**

Telling us all about it – English and the media  
On the road – English and the experience of travel  
Digital worlds – English for the web  
Playing the game – English in sport  
Landscapes of the mind – English and the creative arts  
The way we worked – English for exploring the past through industrial events in Australia  
In the marketplace – English and the world of business  
Discovery and investigation – English and the sciences  
Part of the family – English and family life  
The big screen – English in film-making
What does the course involve?

The Sport, Fitness and Recreation VET CEC is designed to enable students to develop a range of technical, vocational and interpersonal competencies valued both within and beyond the workplace. They will also acquire underpinning knowledge and skills related to work and further education within the sport, fitness and recreation industry. It also provides for the development of employability skills such as communication and teamwork which are transferable to other industry areas as well as being key features of each qualification available through the VET CEC. Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure, and that will assist them to make informed career choices.

What qualifications do you gain from this course?

Certificate II in Sports Coaching

Please note:

- New Course offered at BBHS aimed towards students in the Elite Football Program
- It is a Board Endorsed Course and therefore does not count towards your ATAR
- Boys involved in the EFP will participate in Football focused lessons
- All participants will receive a Certificate II in Sport Coaching (Nationally recognised TAFE qualification)
- Develop and improve your sports administration skills
- All participants will take part in coaching, refereeing and first aid courses and gain relevant industry qualifications
- All lessons will be run as an industry environment, work placement hours will be accrued in class
- A nominal fee will be required for equipment and external service providers
**PRODUCTION AUDIO**  
**PRELIMINARY & HSC OUTLINE**  
**~ 2014 - 2015**

**Course:** Audio Engineering – Recording Techniques  
**Unit Value:** 2 Units Preliminary / 2 Units HSC (Non ATAR)  
**Exclusions:** Nil  
**Prerequisites:** Nil

**What does this course involve?**

It involves students learning in detail the technologies, skills and processes associated with the recording industry, as well a historical aspect, which will include a study of famous record producers and the classic sounds that they produced. Students will learn how to operate various pieces of equipment used in recording, mixing and manufacture of CDs. They will also learn to use DJ equipment and music based-software.

**What are the main topics covered?**

<table>
<thead>
<tr>
<th>2 Unit Preliminary Course</th>
<th>2 Unit HSC Course</th>
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<tbody>
<tr>
<td>* Recording techniques involving analogue and digital technologies.</td>
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<tr>
<td>* Recording software procedures in particular VST 4.0 &amp; reason.</td>
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<tr>
<td>* Microphone techniques</td>
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<tr>
<td>* Recording lives mixes of sound tracks and producing CD’s.</td>
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<tr>
<td>* Applications of Protools, Co base and Premier</td>
<td>* Advanced applications in Protools, Co base and Premier</td>
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</tbody>
</table>

**What are the different types of assessment tasks?**

Students will experience a variety of learning / assessment situations including practical tasks, investigations, projects, and knowledge and skills exams. Although there will be ample opportunity for practical activities, there still exist some theory that will have to be covered in this course. Events include participation in production of YouthRock. Students will also gain experience in professional recording studios.