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INTRODUCTION

Dear Student,

Congratulations on your commitment to continuing your studies towards your Higher School Certificate. This commitment is an important one and requires a great deal of thought, preparation and research. Please read this booklet carefully before making your final course selections.

Where a decision has been made to return to school, course choice becomes extremely important. Your choice of courses will significantly determine your options after you leave school.

This handbook contains descriptions of all of the courses that are available for selection by students who enrol in the 2012 HSC Preliminary Course (i.e. Year 11) at:

Tweed River High School
Banora Point High School,                      Kingscliff High School,
Murwillumbah High School,               Wollumbin High School.

Students and parents/caregivers must read this information carefully as it forms the basis for making choices about subjects and courses for 2012/2013.

This handbook has been produced to inform you of the organisation of the new Tweed 5 Program and the Higher School Certificate. It gives you information on the courses available and where they could lead you. The detail provided for each course ensures that you understand the commitment required to complete each course successfully.

GENERAL INFORMATION FOR STUDENTS

Study in senior school requires a significant “step-up” in responsibility.

Successful senior school study requires:

- The ability to set sound goals for the future;
- Commitment to completing set tasks in given time frames, additional reading and research;
- Motivation to study;
- A commitment to abide by the school policies including those regarding the wearing of the school uniform, school rules and attendance.

It is recommended that 18 hours be spent on homework and study per week for Preliminary courses and up to 24 hours per week for HSC courses.

Remember, all courses in the senior school require considerable effort and commitment. There are no easy courses. The courses in this handbook have been selected to support the ambitions of a wide variety of students.
SELECTING COURSES

A HSC education is not intended to be entirely vocational in orientation. A broad education is an asset to any person and students should feel encouraged to participate in courses they find enjoyable and stimulating.

A number of questions need to be considered by students when choosing courses:

- What are my likes and dislikes?
- Where do my abilities lie?
- What will motivate me?
- What are my realistic career options?
- Do I envisage pursuing tertiary study and if so which path should I use to pursue it?

Students should think carefully about their course choices. The senior years should be academically challenging and enjoyable. Success will be based on individual performance, not simply on course choices. Students should NOT choose courses based on the assumption that some grant a mark advantage by virtue of the examination scaling process. This assumption is wrong. The scaling process is based on the student’s performance and the quality of the candidature state wide. For students who do not achieve well in a course, scaling will not assist them. Individual students need to achieve at a high level to score a high HSC mark. Students should not select courses below or above their ability level in order to try and maximise marks, nor should they choose courses just because their friends do or because they like the teacher. Students should be aware that a number of courses have a course fee attached to assist in covering course materials.

Discuss with and seek advice from a wide range of people including your parents/caregivers, head teachers, subject teachers, year advisor and career adviser before making your final course selections.

Additionally, students need to be absolutely sure which HSC courses, if any, are required for entry to the careers or further education pathways they are considering. This information is available from the careers adviser.

Students should choose courses based on interest, ability and need for entry to further education or career.
T5 SHARED CURRICULUM PROGRAM

The Tweed 5 Program (T5) is a new initiative in 2012 from the government secondary schools in the Tweed Valley.

The program will see Banora Point High School, Kingscliff High School, Murwillumbah High School, Tweed River High School and Wollumbin High School working as one with our community to ensure positive and productive learning and exciting futures for our young people.

In 2012, the five Tweed Valley government high schools are combining their senior school course offerings to provide the broadest possible range of courses, taught by teachers who are highly qualified and committed to supporting and inspiring students to achieve their best in their school studies. The program is also strongly committed to improving the performance of our students at the HSC.

Courses will be offered to students in one of two modes; normal mode or shared mode. The provision of shared mode courses will greatly increase the number of courses available to students in our schools.

**Normal mode courses** will be taught in a school by a teacher from that school and delivered to students from that school. This is the same way most classes where taught in Years 7-10. The significant majority of courses in all schools will be offered in this mode.

**Shared mode courses** will be taught by a teacher to students from a number of schools. Shared mode courses may be delivered by a variety of methods including video conferencing, using Bridgit and Moodle or having students from a number of schools travelling to a course (much like current TAFE VET course delivery.) The specific arrangements of the delivery of any shared mode class will be discussed with all affected students prior to the student’s final selection of that course.

For additional information about T5 shared mode delivery, see the T5 co-ordinator in your school.

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**PLEASE NOTE**

The course information contained in the rest of this booklet has been supplied by the Board of Studies. The material included in the booklet has been reproduced for the information of students and parents. All details were correct at the time of printing. However, the Higher School Certificate regularly undergoes change. Students and parents should check with Head Teachers or on the Board of Studies website in regard to all aspects of the courses they are considering undertaking next year.
PATHWAYS TO THE HSC

There are a number of methods of gaining a HSC. To gain a HSC a student can:

(a) **Complete two years of senior schooling** – satisfactorily complete courses at the Preliminary HSC level followed by the HSC level.

(b) **Accumulate the HSC over a period of up to five years.** The five year period commences in the first year the student attempts a HSC course examination. By the end of the period of accumulation, students must have met all Preliminary and HSC patterns of study requirements. This would suit students interested in part-time study.

(c) **Vocational Education & Training courses** where the skills (competencies) achieved are recognised by both the Board of Studies (for the HSC) and Australian Qualifications Framework (AQF). The AQF accreditation is nationally recognised by industry, employers and other training providers. These courses provide an invaluable start to a career where skills attained contribute directly to the requirements of the particular industry.

(d) **School Tailored Programs.** Some schools offer a tailored program of study with a strong focus on vocational outcomes including the achievement of Certificate II qualifications and the development of employability skills. Contact your school’s careers adviser to see if your school offers such a pathway.

(e) **Repeating courses.** Students may repeat one or more HSC courses, but this must be done within the five year accumulation period. In the calculation of the ATAR, the most recent mark in the course will be used. It is not based on the best mark scored during the times the course was repeated.

(f) **Recognition of Prior Learning.** Students may be granted credit transfer, that is, be able to count studies in educational institutions such as TAFE towards your HSC. Students may also be granted advanced standing; that is, be exempted from some components of the HSC courses if they can demonstrate achievement of syllabus outcomes in another way.

(g) **School-based apprenticeships and traineeships.** School-based traineeships are contracts of part-time employment, which includes formal training. The formal training will be counted as units of study toward your HSC. Students will still be at school while working part-time. Participants will complete an average of 8-12 hours per week of on-the-job training. A training wage is paid while at work. There will be an opportunity to complete additional hours during the school holidays.

Students must be committed to maintaining a sound level of achievement in all HSC subjects. Working part-time whilst studying presents some students a time management challenge.

School-based traineeships are explained in more detail later in this handbook.
REQUIREMENTS FOR THE AWARD OF THE “HSC”

To be awarded the HSC a student must:

- Satisfactorily complete courses that meet the pattern of study required by the Board of Studies for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

- Sit for, and made a serious attempt at, the Higher School Certificate examinations.

- **Study a minimum of 12 units for the Preliminary Higher School Certificate** and **a minimum of 10 units for the Higher School Certificate**. The pattern of study for the Preliminary HSC and the HSC must include the following:
  - An English course; either English Standard, English Advanced or English Studies
  - At least two other Board Developed Courses of 2 unit value or greater
  - At least four subject areas

  At most, 6 units of courses in Science can contribute to Higher School Certificate eligibility.

- The Board of Studies publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements for the HSC. See your year adviser for a copy

- For students seeking an Australian Tertiary Admission Rank (ATAR), the pattern of study must include a minimum of 10 Board Developed units in the HSC year, including at least 2 units of an English Board Developed course. The booklet, *University Entry Requirements 2013 Year 10 Booklet* contains important information about entry to university courses (mainly NSW Universities), course prerequisites and other information to assist in making appropriate selections of HSC courses for study in Year 11 and 12 in preparation for university entry. Copies are available in the Careers Office or they can be purchased from UAC. See your Year Advisor for more details.

- For those not wishing to receive an ATAR, once the six units of Board Developed Courses are selected, the rest of the courses may be made up from Board Endorsed Courses.
WHAT ARE “UNITS”?

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

All courses offered for the Higher School Certificate have a unit value. Most courses are 2 units’ courses however; some have a value of 1 unit or 3 units.

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

The majority of courses are offered as 2 unit courses. However, Extension 1 courses are available in a number of courses. Extension 1 courses require students to work beyond the standard of the content of the 2 unit course.

Extension 1 courses carry a value of 1 unit and a mark value of 50.

Extension 1 courses are available at the Preliminary stage in English and mathematics only.

Extension 2 courses are available in English and mathematics as well as Extension 1 courses in history, music, some languages and VET at the HSC stage.

Some Board Developed VET courses have extension courses called “specialisation studies” at a value of 1, 2, 3 and 4 units.

Satisfactory completion of the Preliminary Extension 1 course is required before enrolment in any Extension 2 HSC course. Extension 2 courses require students to work beyond the standard of the content of the Extension 1 course. Extension 2 courses must be taken concurrently with the corresponding Extension 1 course. Extension 2 courses have a mark value of 50 marks.

2 units = 4 hours each week / 120 hours each year = 100 marks
TYPES OF COURSES

There are four different types of courses offered in Years 11 and 12.

Board Developed Courses

These courses are developed by the Board of Studies (BOS). There is a syllabus for each course, which contains:

- The course objectives, structure, content and outcomes
- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow the same course syllabus.

Board Developed Courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Developed courses are categorised as either Category A or Category B for the purposes of calculating the ATAR. For students seeking an ATAR only ONE Category B Board Developed course will count towards the ATAR score.

Board Endorsed Courses

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

- **Content Endorsed Courses (CEC)** have a syllabus endorsed by the Board of Studies to cater for areas of 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 Design Courses** are special courses designed by individual schools to meet student needs. The Board of Studies must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Note: Some Board Endorsed Courses are one-year courses.

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

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. **VET courses are either Board Developed or Board Endorsed courses.** They enable students to study courses which are industry specific and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a workplace component specifying a minimum number of hours that students must spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Schools will deliver some of these courses, while TAFE or other providers will deliver others.

All VET courses count towards the Higher School Certificate and appear on your Record of Achievement. However, only **Board Developed VET courses count in the calculation of an ATAR.** These are generally classes as Category B Board developed Courses and as so only ONE can count towards the ATAR score. For more information on VET courses refer to the VOCATIONAL EDUCATION AND TRAINING (VET) COURSES section of this booklet.

Some common characteristics apply to these courses:

- Learning occurs both in structured workplace training and the classroom.

- Successful completion of a full 240 hour VET course within a Board Developed VET Framework provides students with an opportunity to achieve an AQF qualification at certificate II or III level. Students successfully completing less than the requirements for a qualification level i.e. 120 hour course or exiting a course early will receive a Statement of Attainment outlining the competencies achieved.

- Study of these courses involves spending a mandatory minimum number of hours in a structured work placement in an actual workplace setting where learning certain prescribed skills and knowledge occurs. Work placement is an HSC requirement. Failure to complete a structured work placement will jeopardise the course result and may jeopardise the HSC.

Some of these courses can be studied in schools while others can be studied at TAFE Institutes or with other training providers. It could be a combination of learning experiences.

The **T5** group of schools will be offering students the opportunity to study the following VET Industry Framework courses in our schools:

- Aquaculture
- Business Services
- Construction
- Entertainment Industry
- Primary Industries - Agriculture
- Primary Industries - Horticulture
- Retail Services
- Information Technology
- Hospitality

In all the courses listed above, except **Aquaculture,** students have the option to sit for the corresponding HSC examination and have the result **count towards an ATAR.**
**TVET Courses:**

Alternatively, the North Coast Institute of TAFE will offer TVET courses specifically designed to meet local needs. It is important to note that TAFE may not be able to provide student selections in every instance. Refer to the *VET Courses TAFE Delivered* section of this booklet for a list of available courses.

All VET Frameworks are Category B courses and may contribute up to 2 units towards an ATAR. Students have the option to sit for a HSC examination in all the courses listed above to have them **count towards an ATAR.**

The North Coast Institute of TAFE at Kingscliff and Murwillumbah campuses also offer a wide variety of VET Board Endorsed Courses which count towards your HSC. These courses **will NOT count towards an ATAR.** Refer to the *VET Courses TAFE Delivered* section of this booklet for a list of available courses.

**Transport and Timing of TVET Classes:**

*Students and parents need to carefully consider their own circumstances before selecting these courses as students are responsible for getting themselves to the venues on time each week. The majority of courses conclude after school hours and students make their own way home. Due to extended class time, attendance is critical to the successful completion of course requirements ie. One day = One week of class attendance at school.*

See your careers adviser or the TVET Guide for a full list of VET courses available.

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**Life Skills Course (as part of a special program of study)**

Stage 6 (Years 11 & 12) Life Skills Courses will be available for students following a Special Program of Study for the Higher School Certificate.

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process, which will occur for both the Preliminary and HSC years.

Life Skills courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

The Board expects that most students meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over a total of 240 indicative hours. That is, 120 indicative hours of study will occur in each level of the course.

There is **no external examination for any Life Skills courses** but all Life Skills courses count towards the Higher School Certificate and appear on your Record of Achievement. **Life Skills courses do not count in the calculation of an ATAR.**

For more information on Life Skills courses see the careers adviser.
SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS (SbATs)

School Based Apprenticeships/Traineeships aim to make Years 11 & 12 work for you by combining employment, qualifications and the HSC. Satisfactory completion of the traineeship provides a minimum of 4 units towards the HSC. The 4 units total generally comes from 2 units of the appropriate TVET course and 2 units from workplace training and experience. School Based Traineeships suit any student who is keen to get a head start in an apprenticeship in their preferred industry area. At the end of Year 12 students will not only receive their Higher School Certificate but will have valuable experiences and a qualification.

All successfully completed School Based Traineeships in NSW gain a Certificate of Proficiency and nationally recognised qualification. The qualification will be recognised by industry under the Australian Qualifications Framework (AQF). Completing Certificate II means students will have completed a minimum of 240 hrs of formal training in the work place or simulated work place.

Getting Started
Gaining a School Based Apprenticeship/Traineeship follows the same process as securing a part-time job. Students and their families need to approach their potential employers with their resume. If an employer is interested in employing the young person in a SbAT, the employers contact details should be presented to the careers adviser who will liaise with the DET School Based Apprentice/Traineeship Coordinator and the prospective employer.

School Based Apprenticeship/Traineeships are also available to currently employed school students, who have been employed for less than 12 months on a casual basis.

Commitments
Students must commit to completing a part-time apprenticeship during Years 11 and 12 then full time after completion of the HSC for the remaining term of the apprenticeship. Students must attend TAFE to complete Stage 1 of their trade course. This counts as part of the HSC. Students must also complete a minimum of 7 hours work each week which may have to be undertaken on a school day. Students must also be prepared to work some days, evenings, weekends and school holidays to accumulate the required work placement hours needed for satisfactory completion of the School Based Apprenticeship/Traineeship. At the end of Year 12 students commence full time with their employer for the remaining term of your apprenticeship.

Please note: Students are required to keep up to date with the course work and assessment tasks in all their other courses.

Apprenticeships Available
School Based Apprenticeships/Traineeships are available in a wide range of trade areas including:

- Automotive
- Beauty / Hairdressing
- Carpentry and Joinery
- Hospitality
- Electro technology
- Metals and Engineering
- Plumbing

For more information on School Based Apprenticeships see the careers adviser and visit the following website for information on apprenticeships available in NSW http://www.sbatinnsw.info/index.php

For further assistance contact your local School Based Apprenticeship/Traineeship Liaison Officer:

Jill McCall
Phone: 02 6623 5956  Fax: 02 6623 5961  Email: jill.mccall@det.nsw.edu.au
PATHWAYS FLOW CHART - From YEAR 10 to a HSC

School Certificate earned this year or already received it in a previous year.

Entry to Year 11 can only be entered with the Principal’s permission. If permission is given, the applicant will be on probation and must make a genuine attempt.

If permission is not given by the principal, the applicant cannot start Year 11 at this school. Alternative arrangements need to be made in some form of education, training or employment to fulfil NSW Government regulations. You may be required to re sit the School Certificate.

Year 11 can only be entered with the Principal’s permission. If permission is given, the applicant will be on probation and must make a genuine attempt.

All students MUST select an ENGLISH course.

The pattern of study must include:
- at least 4 subjects
- at least 3 courses of 2U or greater
- at least 4 units of Board Developed Courses in addition to English.

It is possible to accumulate subjects toward the HSC. The HSC will be awarded after satisfactory completion of 12 Units Preliminary and 10 Units at HSC level.

Full time students must select a total of 12 Units in Year 11 and 10 Units in Year 12.

Wishing to go to University after the HSC?

Choose courses that are pre-requisites and lead to an ATAR.

Choose courses that provide a minimum of 10 units of Board Developed Courses in the HSC year.

Wishing to go to TAFE or into the workforce as soon as possible?

Select courses that will lead to a HSC. This includes a minimum of 6 Board Developed units.

In Year 11, a total of 12 units MUST be chosen from Board Developed courses, Board Endorsed courses or Vocational Education courses including TAFE.
ASSESSMENT & REPORTING

The HSC reports will provide students with detailed descriptions of the knowledge, skills and understanding needed to be attained in each course.

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

The syllabuses, along with assessment and examination information and a performance scale are used to describe each student’s level of achievement and give a clear idea of the standards expected.

The HSC reports will provide a description of student achievement that is similar to the description given for the School Certificate for the tests in English-literacy, mathematics, science, Australian geography and history and ICT.

School-based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on student performance in assessment tasks undertaken during the course. The remaining 50% of the HSC mark will come from the HSC examination.

The 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 a student only achieves the minimum standard expected in a course they 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 the HSC students will receive a portfolio containing:

The HSC Testamur. The official certificate confirming your achievement of all requirements for the award.

The Record of Achievement. This document the courses you have studied and reports the marks and bands you have achieved.

Course Reports.

For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band description for that course. A graph showing the state-wide distribution of marks in the course is also shown.
AUSTRALIAN TERTIARY ADMISSIONS RANK - ATAR

The AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR) is calculated by the universities.

It is likely students will need an ATAR if they are considering applying for a university, Qld TAFE Diploma courses, ADFA or the Police Force after leaving school.

Eligibility for an ATAR.

To be eligible for an ATAR a student must satisfactorily complete at least ten Board Developed units, including at least two units of English. Please note that the course English Studies does not meet ATAR requirements.

At least eight units must be Category A courses.

Courses completed must include at least three Board Developed courses of two units or greater and at least four subjects: see (a) below.

Calculation of the ATAR.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed courses comprising:

- your best two units of English; and
- your best eight units from the remaining units. No more than two units of Category B courses will be included.

Important Notes.

(a) A subject is the general name given to an area of study. A course is a branch of study within a subject. A subject may have different courses, for example, with the subject English, the courses will include English Standard, English Studies, English Advanced and English Extension.

(b) Courses are categorised as either Category A or Category B. Only one Category B course can be included in the calculation of an ATAR.

(c) Board Endorsed Courses are not considered in the calculation of an ATAR.

(d) Students may accumulate courses over a period of no more than five years.

(e) If a student repeats a course only the last satisfactory attempt is used in the calculation of the ATAR.
CAREER PLANNING
HSC COURSE SELECTION – Relevance to Career Planning

Students need to choose combinations of courses, which will best prepare them for entry to their preferred pathways after Year 12.

The main pathways after Year 12 are shown in the diagram below.

A student’s future pathway depends largely on his/her interests, abilities and career aspirations. This should be reflected in his/her choice of subjects.

Going to a University

Students who intend to pursue this option need to be fully aware of university course entrance requirements. The following information needs to be researched:

- the broad range of courses offered at university.
- what the Australian Tertiary Admission Rank (ATAR) is and how it is calculated.
- specific information regarding pre-requisites, assumed knowledge and recommended studies for courses.
- additional selection criteria for certain courses eg. audition, portfolio, supporting statements, questionnaires, tests and interviews.

Sources of information on university requirements:

1. The Australian Tertiary Admissions Rank 2014 Booklet for Year 10 Students.
2. www.myfuture.edu.au
3. NSW UAC Guide and QLD QTAC Guide.
5. Resources in careers office
6. University web sites

[Links to websites provided for further information]
Going to a TAFE College

TAFE offers vocational (job skills training) courses at Certificate I, II, III, & IV, Diploma and Advanced Diploma levels.

Diploma, Advanced Diploma and some Certificate courses require the HSC and in some cases have specified pre-requisites.

For a number of Certificate courses the minimum level of school education required is the School Certificate. However many HSC students apply for these courses and often have a competitive edge in gaining entry if particular HSC courses have been studied. So make your HSC count by planning a HSC pattern of study around your preferred TAFE area of study.

Undertaking a School Based Apprenticeship or Traineeship will greatly enhance your TAFE studies and employment opportunities after leaving school.

HSC/TAFE advanced standing & credit transfer

Students completing some HSC courses at a satisfactory level may count these towards a TAFE award. They will then not have to study certain courses or modules in TAFE courses.

Following are examples of clusters of HSC courses that will give students maximum advanced standing in various TAFE courses.

1. Economics + Business Studies = students gains advanced standing for approximately 50% of the Banking Certificate III

2. Business Studies + Computing = advanced standing for 66% of the Small Business Enterprise Certificate

3. Hospitality + PD/H/PE + Computing + Maths = advanced standing for 57% of the Accommodation Services, Level 2 Certificate

4. Computing + Engineering Studies + Physics + Maths 2U = advanced standing for 36% of the Mechanical Engineering Associate Diploma.

For further information about clusters of subjects or Credit Transfer generally, students should contact their school careers adviser.
Going to TAFE then a University

Students should also know that on successfully completing a TAFE qualification they can progress to higher level courses at TAFE and ultimately into a university course if they so desire. At each new level of study, Advanced Standing can be granted on the basis of courses already completed eg. The TAFE Diploma in Child Studies is usually an acceptable qualification for entry to a Bachelor of Education course at university with advanced standing given in some subjects. This pathway of progression to higher levels of qualification is useful for students who miss out on getting into a higher level course directly from school, yet wish to improve their career prospects with higher levels of study.

Sources of information on the TAFE requirements:

1. TAFE Handbooks provide information on all courses offered at TAFE together with admission requirements. See your careers adviser.
2. HSC/TAFE Credit Transfer Guide.
3. Credit Transfer from TAFE to Higher Education Handbook gives details of advanced standing possibilities from TAFE Associate Diplomas to university courses. See your careers adviser.
4. Job Guides
5. Resources in the Careers Adviser’s office such as university handbooks and guides.
6. www.tafensw.edu.au (NSW TAFE) or www.nci.tafensw.edu.au (North coast Institute of TAFE)

Going to study with Private Providers.

Students who complete their HSC studies can elect to undertake vocational training in courses offered by private providers. It is important for students to check directly with these institutions for entrance requirements.

Information on local private providers including TURSA Employment & Training Inc, On Q Group Training, Tweed Recruitment and Mission Employment is available from the Careers Adviser.

Going to Direct Employment.

Some students return to school with the intention of gaining employment on completion of their HSC or possibly before they complete their HSC.

Certain employers such as the Australian Armed Forces have HSC requirements.

Other forms of employment may not require specific HSC subjects or even the HSC itself (eg. Apprenticeships, Traineeships). However a student’s chance of gaining employment in many fields will be considerably enhanced if they perform well in related courses at HSC level.

Source of Information:

1. The Job Guide or www.jobguide.deewr.gov.au is an excellent initial source of information for researching specific forms of employment and related HSC requirements.
2. www.myfuture.edu.au is an Australian career information and exploration service.
4. Resources in careers adviser’s office.
5. Websites of private providers.
6. University/TAFE Open Days which are listed in regular School Newsletters.
**ADDITIONAL INFORMATION**

Additional information can be found at the following websites:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Studies</td>
<td><a href="http://www.boardofstudies.nsw.edu.au">www.boardofstudies.nsw.edu.au</a></td>
</tr>
<tr>
<td>North Coast Institute of TAFE</td>
<td><a href="http://www.tafensw.edu.au">www.tafensw.edu.au</a></td>
</tr>
<tr>
<td>TAFE Queensland</td>
<td><a href="http://www.tafe.net">www.tafe.net</a></td>
</tr>
<tr>
<td>Information on credit transfer into TAFE courses</td>
<td><a href="http://www.det.nsw.edu/hsctafe">www.det.nsw.edu/hsctafe</a></td>
</tr>
<tr>
<td>HSC on line at Charles Stuart University</td>
<td><a href="http://hsc.scu.edu.au">http://hsc.scu.edu.au</a></td>
</tr>
<tr>
<td>Job Guide on line</td>
<td><a href="http://www.jobguide.deewr.gov.au">www.jobguide.deewr.gov.au</a></td>
</tr>
<tr>
<td>Australian Career Information Service</td>
<td><a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a></td>
</tr>
<tr>
<td>Exploring Career Options</td>
<td><a href="http://www.realgame.gov.au">www.realgame.gov.au</a></td>
</tr>
<tr>
<td>New Higher Education Reforms</td>
<td><a href="http://www.backingaustraliasfuture.gov.au">www.backingaustraliasfuture.gov.au</a></td>
</tr>
<tr>
<td>University Admissions Centre NSW</td>
<td><a href="http://www.uac.edu.au">www.uac.edu.au</a></td>
</tr>
<tr>
<td>University Admissions Centre QLD</td>
<td><a href="http://www.qtac.edu.au">www.qtac.edu.au</a></td>
</tr>
<tr>
<td>Griffith University</td>
<td><a href="http://www.griffith.edu.au">www.griffith.edu.au</a></td>
</tr>
<tr>
<td>Macquarie University</td>
<td><a href="http://www.mq.edu.au">www.mq.edu.au</a></td>
</tr>
<tr>
<td>Queensland University of Technology</td>
<td><a href="http://www.gut.edu.au">www.gut.edu.au</a></td>
</tr>
<tr>
<td>Southern Cross University</td>
<td><a href="http://www.scu.edu.au">www.scu.edu.au</a></td>
</tr>
<tr>
<td>University of New South Wales</td>
<td><a href="http://www.unsw.edu.au">www.unsw.edu.au</a></td>
</tr>
<tr>
<td>University of Queensland</td>
<td><a href="http://www.uq.edu.au">www.uq.edu.au</a></td>
</tr>
<tr>
<td>University of Sydney</td>
<td><a href="http://www.usyd.edu.au">www.usyd.edu.au</a></td>
</tr>
<tr>
<td>University of Technology (Sydney)</td>
<td><a href="http://www.uts.edu.au">www.uts.edu.au</a></td>
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<tr>
<td>Bond University</td>
<td><a href="http://www.bond.edu.au">www.bond.edu.au</a></td>
</tr>
<tr>
<td>University of Southern Queensland</td>
<td><a href="http://www.usq.edu.au">www.usq.edu.au</a></td>
</tr>
<tr>
<td>University of New England</td>
<td><a href="http://www.une.edu.au">www.une.edu.au</a></td>
</tr>
<tr>
<td>Charles Sturt University</td>
<td><a href="http://www.csu.edu.au">www.csu.edu.au</a></td>
</tr>
</tbody>
</table>
CHOOSE YOUR COURSES
### RESTRICTIONS

**Specific HSC Course Notes**

These notes (1–5) refer to the list of courses

1. There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course but not both.

2. Students may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Physics and Senior Science in meeting the 12 Preliminary or 10 HSC units. The course Senior Science may not be taken as a Preliminary course with any of the above Science courses.

3. HSC Extension Music is only available to students who study the Music 2 course.

4. The Studies of Religion I and Studies of Religion II courses cannot be studied together.

5. Only ONE Industrial Technology option can be studied.

### GENERAL NOTES

- Only ONE course only from each of the following subject groups can be selected:
  - English - [English Standard or English Advanced]
  - Japanese - [Japanese Beginners or Japanese Continuers]
  - Mathematics - [General Mathematics or Mathematics]

- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology, Dance, Life Management, Agriculture, Software Design and Development and Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. Students studying Industrial Technology (Electronics Industries; Graphics Industries; Metal and Engineering Industries) are NOT permitted to study courses relating to the Metal and Engineering Curriculum Framework (TVET).

- Students studying Industrial Technology (Electronics Industries) are NOT permitted to study courses relating to the TAFE delivered Electro technology Curriculum Framework.

- Students studying Visual Design may NOT study Design Foundation Studies (TVET) concurrently.

- Students studying Exploring Early Childhood may NOT study Children’s Services – Introduction.

Additional information about courses and the new HSC is available on the Board of Studies Website: [http://www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
BOARD DEVELOPED COURSES - CATEGORY A

THESE COURSES COUNT TOWARDS AN ATAR
Course: Aboriginal Studies 2 Unit

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description
The Preliminary course focuses on Aboriginal peoples’ relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves local community case studies.

The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study national and international Indigenous communities. Students apply research and inquiry methods to the completion of a major project.

Main Topics Covered

Preliminary Course
- Part I: Aboriginality and the Land (30%): Aboriginal peoples’ relationship to land and water; the dispossession and dislocation of Aboriginal peoples from land and water and the impact of British colonization on land and water. Comparative Case Study.
- Part II: Aboriginal Heritage and Identity (20%): The Dreaming and cultural ownership; the impact of colonization on Aboriginal cultures and families and the diversity of Aboriginal cultural and social life. Case Study of the local Aboriginal Community/ies.
- Part III: International Indigenous Community: Comparative Study (25%): Location, environment and features of an international Indigenous community; Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity
- Part IV: Research and Inquiry Methods – Local Community Case Study (25%): Skills and protocol necessary for appropriate community consultation and fieldwork; acquiring information; processing information; communicating information.

HSC Course
- Part I: Social Justice and Human Rights Issues (50%). A global understanding on human rights and social justice (20%) and a Comparative Case Study (30%) on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence.
- Part II –A Case Study on an Aboriginal Community for each topic: (20%) Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses
OR Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- Part III – Research and Inquiry Methods – Major Project (30%): Topic based on student interest.

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>100</td>
<td>Section 1 Social justice &amp; human Rights Issues</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Section 2 Aboriginality and the Land or Heritage and Identity</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Section 3 Research and Inquiry Methods – Major Project</td>
<td>20</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>100</td>
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</tbody>
</table>
Course: Agriculture 2 Unit

2 units for each of Preliminary and HSC Board
Developed Course

Exclusions: Nil

Course Description:

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

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production, but places a greater emphasis on the place of the farm in the wider economic, environmental and social environment. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from national and international perspectives. This is achieved through the Farm Enterprise/Product Study.

Main Topics Covered

Preliminary Course
- Overview of Australian Agriculture
- The Farm Case Study
- Plant Production
- Animal Production

HSC Course

Core Topics
- Plant/Animal Production
- Farm Product Study
- Optional components

Two Electives OR one Research Project
- Agribusiness
- Horticulture
- Innovation and diversification
- Animal management
- Plant management
- Sustainable land and resource management

Particular Course Requirements

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

Tweed River HS Course Fee: $35 per annum

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination or A two hour written examination and submission of research project</td>
<td>10 or 70</td>
<td>Farm Enterprise/Product Study or Plant/Animal Production Enterprise or 2 Electives or Research Project</td>
<td>25 or 45 or 30</td>
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<tr>
<td></td>
<td>30</td>
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</tbody>
</table>
Course: Ancient History  2 Unit

Course Description

Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Preliminary and HSC courses.

The Preliminary course is structured for students to investigate:

- people, groups, events, institutions, societies and historical sites;
- Archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies.

The course provides a background for students’ more specialised HSC studies.

In the HSC course, students use archaeological and written evidence to investigate the compulsory study of Pompeii and Herculaneum and then an ancient society, ancient personality and a historical period.

Main Topics Covered

Preliminary Course

- Part I
  (a) Investigating the Past: History, Archaeology and Science
  (b) Case Studies – at least one
- Part II Ancient Societies – at least one
- Part III Historical Investigation

HSC Course

- Part I: Compulsory Core Study of Pompeii and Herculaneum
- Part II: Ancient Societies – one Ancient Society to be studied from the Ancient Societies options offered in the syllabus
- Part III: Ancient Personality in the Context of Their Time – one personality to be studied from the Personality options offered in the syllabus
- Part IV: Historical Periods – one Historical Period to be studied from the Historical Periods options offered in the syllabus

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

Tweed River HS Course Fee: $10.00 per annum

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination consisting of:</td>
<td>25</td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Section I: Core</td>
<td></td>
<td>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</td>
<td>20</td>
</tr>
<tr>
<td>Source-based objective response and short-answer questions</td>
<td></td>
<td>Historical inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Source-based questions</td>
<td></td>
<td>Communication of historical understanding in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td>Section II: Ancient Societies</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A question in four or five parts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section III: Personalities in their Times</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A question in two or three parts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section IV: Historical Periods</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended response</td>
<td></td>
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</tbody>
</table>
Course Description

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

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals, especially humans, have developed to maintain a constant internal environment and the way in which the continuity of life is assumed by the inheritance of characteristics from generation to generation.

Main Topics Covered

Preliminary Course

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

HSC Course

Core Topics

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

One Option from the following:

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

Particular Course Requirements

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination consisting of:</td>
<td>75</td>
<td>Knowledge and understanding</td>
<td>40</td>
</tr>
<tr>
<td>Core</td>
<td>25</td>
<td>Core: First hand investigation</td>
<td>30</td>
</tr>
<tr>
<td>Option</td>
<td></td>
<td>Option: Scientific thinking problem solving and communication</td>
<td>30</td>
</tr>
</tbody>
</table>

100 | 100 |
Course: Business Studies 2 Unit

Course Description

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

Main topics Covered

Preliminary Course

- Nature of Business
- Key Business Functions
- Establishing a Business
- Developing a Business Plan

HSC Course

- Business Management and Change
- Financial Planning and Management
- Marketing
- Employment Relations
- Global Business

Particular Course Requirements

In the Preliminary course there is a research project, investigating the operation of a small business or planning the establishment of a small business.

Tweed River HS Course Fee: $10.00 per annum

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination consisting of:</td>
<td></td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Section I: Object response</td>
<td>20</td>
<td>Stimulus-based skills</td>
<td>20</td>
</tr>
<tr>
<td>Section II: Short answer questions</td>
<td>40</td>
<td>Inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Section III: Extended response – Business Report</td>
<td>20</td>
<td>Communication of business information, ideas and issues in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td>Section IV: Extended response</td>
<td>20</td>
<td></td>
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</tbody>
</table>
Chemistry provides students with a contemporary understanding 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.

Students investigate: natural and made substances; their structures, changes and environmental importance; they learn about the history and philosophy of science as it relates to Chemistry; students work individually and with others in practical, field and interactive media experiences related to chemistry; they undertake experiments and decide between competing theories. They assess the impact of decisions based on an understanding of chemistry on society.

The course builds on the foundations laid in Stage 5 Science, and recognises the fact that students bring a wide range of abilities, circumstances and expectations to the course.

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 & Management

One Option from the following:
- Industrial Chemistry;
- Shipwrecks & Salvage;
- The Biochemistry of Movement;
- The Chemistry of Art;
- Forensic Chemistry.

Particular Course Requirements

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
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<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination.</td>
<td>75</td>
<td>Knowledge and understanding</td>
<td>40</td>
</tr>
<tr>
<td>Core</td>
<td></td>
<td>Core: First hand investigation</td>
<td>30</td>
</tr>
<tr>
<td>Option</td>
<td>25</td>
<td>Option: Scientific thinking problem solving and communication</td>
<td>30</td>
</tr>
</tbody>
</table>

100 100
Course: Community & Family Studies 2 Unit

Course Description

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

Main Topics Covered

Preliminary Course
- Resource management: Basic concepts of the resource management process.
- Individuals and Groups: The individual’s roles, relationships and tasks within groups.
- Families and Communities: Family structures and functions and the interaction between family and community.

HSC Course
- Research Methodology: Research methodology and skills culminating in the production of an Independent Research Project.
- Groups in Context: The characteristics and needs of specific community groups.
- Parenting and caring: Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.

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

Particular Course Requirements

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I – Core</td>
<td></td>
<td>Knowledge and understanding of the impact on wellbeing by: Resource management; Positive relationships; Range of societal factors; Nature of groups and families &amp; communities.</td>
<td>40</td>
</tr>
<tr>
<td>Part A</td>
<td></td>
<td>Skills in: Applying management processes to meet the needs of individuals; groups; families and communities. Planning to take responsible action to promote wellbeing.</td>
<td>25</td>
</tr>
<tr>
<td>Objective response questions</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B</td>
<td></td>
<td>Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating.</td>
<td>35</td>
</tr>
<tr>
<td>Short answer questions</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section II – Options</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates answer the question on the option they have studied.</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each question contains: Short answers worth 10 marks Extended response worth 15 marks</td>
<td>100</td>
<td></td>
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</tr>
</tbody>
</table>

Total: 100
Course: Dance 2 Unit

2 units for each of Preliminary and HSC Board

Developed Course

Exclusions: Nil

Main Topics Covered

Preliminary Course

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

Components to be completed:

• Performance;
• Composition;
• Appreciation;
• Additional (to be allocated by the teacher to suit the specific circumstances/context of the class).

HSC Course

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

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

Particular Course Requirements

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance: Solo dance and interview.</td>
<td>20</td>
<td>Core Performance</td>
<td>20</td>
</tr>
<tr>
<td>Core Composition: Solo composition and hand in review performed by another student.</td>
<td>20</td>
<td>Core Composition</td>
<td>20</td>
</tr>
<tr>
<td>Core Appreciation: A Written one hour examination.</td>
<td>20</td>
<td>Core Appreciation</td>
<td>20</td>
</tr>
<tr>
<td>ONE Major Study either:</td>
<td></td>
<td>Development of Major Study</td>
<td>40</td>
</tr>
<tr>
<td>Major Study Performance: One solo dance and interview.</td>
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<tr>
<td>Major Study Composition: One dance composition: new solo, group dance and hand in review.</td>
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<tr>
<td>Major Study Appreciation: Written 75 min examination.</td>
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<tr>
<td>Major Study Dance &amp; Technology:</td>
<td></td>
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<tr>
<td>Option 1: Choreographing the Virtual Body Presentation of a composition via 3D animation software and hand in review &amp; Process Diary.</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>Option 2: Film and Video Presentation of a composition via film/video and Manifesto &amp; Process Diary.</td>
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</tbody>
</table>

100 100
Course: Design & Technology 2 Unit

BOS Course Number: 11080

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description

Students study design processes, design theory and factors affecting design solutions. In the Preliminary course student’s study the processes of designing and producing which includes the completion of at least two design projects.

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities. The HSC course sees the synthesis and application of the design principles, culminating in the development and realisation of a Major Design Project and the presentation of a Case Study.

Tweed River HS Course Fee: Year 11 - $60 Year 12 - $40 + Major Design Project costs

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90 min written examination:</td>
<td></td>
<td>Innovation and Emerging Technologies:</td>
<td>20</td>
</tr>
<tr>
<td>Section 1: Questions based on Innovation and</td>
<td>40</td>
<td>Including a compulsory case study of an</td>
<td>20</td>
</tr>
<tr>
<td>Emerging Technologies, Designing and Producing.</td>
<td></td>
<td>innovation.</td>
<td></td>
</tr>
<tr>
<td>Includes opportunities for students to make</td>
<td></td>
<td>Other tasks.</td>
<td></td>
</tr>
<tr>
<td>reference to the Major Design Project and the Case Study.</td>
<td></td>
<td>Designing and Producing:</td>
<td>60</td>
</tr>
<tr>
<td>Section 2: Major Design Project</td>
<td>60</td>
<td>Which may include aspects of the Major Design Project</td>
<td></td>
</tr>
<tr>
<td>Project proposal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Folio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product, system or environment</td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Drama 2 Unit

BOS Course Number: 11090

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, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas.

HSC Course content

Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces.

The Group Performance of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

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

Main Topics Covered

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

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

Particular Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group performance, a published topic list 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.

Tweed River HS Course Fee: $10.00 per annum

Assessment HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation (Core)</td>
<td>30</td>
<td>Australian Drama and Theatre</td>
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</tr>
<tr>
<td>Individual Project</td>
<td>30</td>
<td>Studies in Drama and Theatre</td>
<td>30</td>
</tr>
<tr>
<td>A 90 min written examination comprising two compulsory sections: Australian Drama and Theatre(Core) Studies in Drama and Theatre</td>
<td>40</td>
<td>Development of Group Performance</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development of Individual Project</td>
<td>20</td>
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<td>100</td>
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</tbody>
</table>

Print date: 19/5/2011 - TRHS
Course Description

The Preliminary course incorporates the study of the formation of Earth and the evolution of its atmosphere, cryosphere, hydrosphere and lithosphere; the physical and chemical features of the environment; Australia as an island continent with a wide range of climates; the use of water as a chemical essential for life on Earth and its importance in the maintenance of Australian biomes; and the interplay of forces internal and external to the Earth.

The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time and pressures on the Australian environment and the indicators of environmental ill-health.

Main Topics Covered

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

HSC Course

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

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

Particular Course Requirements

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>A three hour written examination.</td>
<td>75</td>
<td>Knowledge and understanding</td>
<td>40</td>
</tr>
<tr>
<td>Core</td>
<td>40</td>
<td>Core: First hand investigation</td>
<td>30</td>
</tr>
<tr>
<td>Option</td>
<td>25</td>
<td>Option: Scientific thinking problem solving and communication</td>
<td>30</td>
</tr>
</tbody>
</table>

100 100
Course: Economics 2 Unit

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description

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

Main Topics Covered

Preliminary Course

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

HSC Course

- The Global Economy
- Australia’s Place in the Global Economy
- Economic Issues
- Economic Policies and Management

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination consisting of:</td>
<td></td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Section I: Object response questions</td>
<td>20</td>
<td>Stimulus-based skills</td>
<td>20</td>
</tr>
<tr>
<td>Section II: Short answer questions</td>
<td>40</td>
<td>Inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Section III: Stimulus – base questions</td>
<td>20</td>
<td>Communication of business information, ideas and issues in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td>Section III: Extended Response question</td>
<td>20</td>
<td></td>
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<td></td>
<td>100</td>
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</tbody>
</table>

Print date: 19/5/2011 - TRHS
Course: Engineering Studies 2 Unit

BOS Course Number: 11120

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description

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

Main Topics Covered

Preliminary Course

Students undertake the study and develop an engineering report for each of 5 modules:

- three application modules based on engineered products. At least one product is studied from each of the following categories: household appliances; landscape products; and braking systems;
- one focus module relating to the field of Bio-Engineering;
- one school-based elective module.

HSC Course

Students undertake the study and develop an engineering report for each of 5 modules:

- three application modules based on engineered products. At least one product is studied from each of the following categories: civil structures; personal and public transport and lifting devices;
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements

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

Tweed River HS Course Fee: Year 11 - $30.00  Year 12 - $30.00

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination consisting of:</td>
<td></td>
<td>Scope of the profession</td>
<td>20</td>
</tr>
<tr>
<td>Section I – Application modules</td>
<td>10</td>
<td>Knowledge of engineering principles</td>
<td>40</td>
</tr>
<tr>
<td>Section II – Historical and Societal Influence</td>
<td>70</td>
<td>Communication skills</td>
<td>10</td>
</tr>
<tr>
<td>Scope of the profession application and focus modules</td>
<td></td>
<td>Understanding the impacts of engineering</td>
<td>10</td>
</tr>
<tr>
<td>Section III – All modules Engineering Report.</td>
<td>20</td>
<td>Management and problem solving</td>
<td>10</td>
</tr>
</tbody>
</table>

100  100
Course: English Standard 2 Unit

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: English Advanced; English as a Second Language; Extension English; English Studies.

Course Description

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

Main Topics Covered

Preliminary Course
The course has two sections:
- An Area of Study which is the exploration of a concept that affects our perceptions of ourselves and the world. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake one Area of Study.
- Electives in which students explore and examine texts and analyse aspects of meaning. The Electives comprise 60% of the Content.

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

Particular Course Requirements

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

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

Assessment: HSC course only

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

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: English Standard; English as a Second Language; Extension English, English Studies

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

Main Topics Covered

Preliminary Course
The course has two sections:
- Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake at least one Area of Study;
- Electives, in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the Content.

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

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

The HSC English Advanced course requires:
- the close study of at least five types of prescribed text, one drawn from either: Shakespearian drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts.
- A wide range of additional related texts and textual forms.

Assessment: HSC course only

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

1 unit for each of Preliminary and HSC Board Developed Course

Exclusions: English (Standard) Course; Fundamentals of English; English as a Second Language

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

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

Main Topics Covered

Preliminary Extension Course
The course has one mandatory module: Texts, Culture and Value.

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

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

Particular Course Requirements
The Preliminary English Extension course requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

The HSC English Extension course 1 requires the study of prescribed texts, as outlined in the support document, HSC English Texts and Electives.

The HSC English Extension course 2 requires completion of a Major Work proposal, and submission of a Major Work and a statement of reflection on the Major Work.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>HSC Extension 1</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Examination</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A written examination of two hours duration.</td>
<td>50</td>
<td>Module A, B or C</td>
<td>50</td>
</tr>
<tr>
<td>Assessment across the language modes: Speaking and listening</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and writing</td>
<td>30</td>
<td></td>
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<tr>
<td>Viewing and representing</td>
<td>10</td>
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<thead>
<tr>
<th>HSC Extension 2</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>External Examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submission of Major Work including a 1000-1500 word (maximum) reflection statement.</td>
<td>50</td>
<td>Proposal – Presentation of proposal for Major Work, Viva Voce – Interview and discussion/exploration of the work in progress, Report – The impact of independent investigation on the development of the Major Work</td>
<td>50</td>
</tr>
</tbody>
</table>

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Print date: 19/5/2011 - TRHS
Course: Food Technology  2 Unit

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Preliminary Course

- Food Availability and Selection
- Food Quality
- Nutrition

HSC Course

- Involves the study of the Australian food industry, food manufacture, food product and development and contemporary nutrition. The study of contemporary issues relating to the marketplace is also included.

Particular Course Requirements

In order to meet the course requirements students must ‘learn about’ food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues. Researching, analysing, communicating, experimenting and preparing, designing, implementing and evaluating skills will be developed throughout the course.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand.

Tweed River HS Course Fee: Year 11 - $100 ($50/semester)       Year 12 - $60 (3 terms)

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>An written examination consisting of:</td>
<td></td>
<td>Knowledge and understanding of food technology</td>
<td>20</td>
</tr>
<tr>
<td>Section I</td>
<td>20</td>
<td>Skills in researching analysing and communicating food issues</td>
<td>30</td>
</tr>
<tr>
<td>Objective response questions</td>
<td></td>
<td>SECTION II</td>
<td>50</td>
</tr>
<tr>
<td>Short answer questions</td>
<td></td>
<td>Skills in experimenting with and preparing food by applying theoretical concepts</td>
<td>30</td>
</tr>
<tr>
<td>Section III</td>
<td>15</td>
<td>Skills in designing, implementing and evaluating solutions to food situations</td>
<td>20</td>
</tr>
<tr>
<td>Candidates answer one structured extended response question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section IV</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates answer one extended response question</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Course: Geography 2 Unit

Course Description

The Preliminary course draws on contemporary developments in biophysical and human geography and refines students’ knowledge and understanding about the spatial and ecological dimensions of geography. It uses enquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues.

The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of geography, with specific studies about biophysical and human processes, interaction and trends. The application of enquiry methodologies through fieldwork and a variety of case studies combines with an assessment of the geographers’ contribution to understanding our environment and demonstrates the relevance of geographical study.

Main Topics Covered

Preliminary Course
- Biophysical studies
- Global Studies
- The Senior Geography Project

HSC Course
- Ecosystems at Risk
- Urban Places
- People and Resource Use

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

Particular Course Requirements

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>An three hour written examination consisting of:</td>
<td></td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Section I</td>
<td></td>
<td>Geographical tools and skills</td>
<td>20</td>
</tr>
<tr>
<td>Objective response questions</td>
<td>20</td>
<td>Geographical inquiry and research, including fieldwork</td>
<td>20</td>
</tr>
<tr>
<td>Section II</td>
<td></td>
<td>Communication of geographical information, ideas and issues in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td>Short answer questions</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two extended response questions</td>
<td>20</td>
<td></td>
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</tr>
</tbody>
</table>
Course: German Beginners 2 Unit

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: German Continuers; German Extension

Course Description
The German Beginners course is designed for students who wish to begin their study of German at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the German language, either spoken or written, or whose experience is derived solely from its study for 100 hours or less in Stage 4 or Stage 5.

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in German. Students will interpret and respond to texts, applying their knowledge and understanding of language and culture. Students will create and present texts in German for specific audiences, purposes and contexts, incorporating their linguistic, intercultural knowledge and understanding and skills.

Main Topics Covered

The Preliminary Course
The Preliminary Course topics provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture.

The HSC Course
In the HSC course students will extend and refine their communication skills in German in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination consisting of:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Section I:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening: Short answer and objective response questions</td>
<td>30</td>
<td>Listening: Objective 1: Interacting</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objective 2: Understanding Texts</td>
<td></td>
</tr>
<tr>
<td>Section II:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading: Questions containing short answer and / or objective response parts</td>
<td>30</td>
<td>Reading: Objective 1: Interacting</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objective 2: Understanding Texts</td>
<td></td>
</tr>
<tr>
<td>Section III:</td>
<td></td>
<td>Writing: Objective 1: Interacting</td>
<td>20</td>
</tr>
<tr>
<td>Writing in [Language]</td>
<td>10</td>
<td>Objective 3: Producing Texts</td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two short answer questions</td>
<td>10</td>
<td>Speaking: Objective 1: Interacting</td>
<td>20</td>
</tr>
<tr>
<td>Part B</td>
<td></td>
<td>Objective 3: Producing Texts</td>
<td></td>
</tr>
<tr>
<td>Candidates answer one extended response question</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral examination</td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

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Course: Information Processes and Technology 2 Unit

BOS Course Number: 11210

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description

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

Main Topics Covered

Preliminary Course
- Principles of Information Processes
- Tools for Information Processes
- Planning, Design and Implementation
- Project work

HSC Course
- Information systems that organise and analyse
- Communication based information systems
- Option strands, the study of two information systems
- Project work

Particular Course Requirements

There is no prerequisite study for the 2 Unit Preliminary course. Completion of the 2 Unit Preliminary course is a prerequisite to the study of the 2 Unit HSC course.

Tweed River HS Course Fee: $35.00 per annum

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination consisting of:</td>
<td></td>
<td>Assessment will be based on the HSC course content including project work</td>
<td></td>
</tr>
<tr>
<td>Multiple Choice</td>
<td>20</td>
<td>Project management</td>
<td>20</td>
</tr>
<tr>
<td>Short Answer</td>
<td>40</td>
<td>Information Data Bases</td>
<td>20</td>
</tr>
<tr>
<td>Options</td>
<td>40</td>
<td>Communication Systems</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Option Strands</td>
<td>40</td>
</tr>
</tbody>
</table>
Course: Industrial Technology 2 Unit

BOS Course Number: 11200

Choose ONE of these Focus areas
- Electronic Industries
- Graphics Industries
- Metal and Engineering Industries
- Multi Media Industries
- Timber Products & Furniture Industries

2 units for each of Preliminary & HSC Board Developed Course

Exclusions: Students may only study ONE Industry area

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

Main Topics Covered

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

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

Particular Course Requirements:
In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry and submit a 1200 word report.

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

Tweed River HS Course Fee: Year 11 - $65  Year 12 - $40 + Major Project costs

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90 min written examination:</td>
<td>40</td>
<td>Industry Study</td>
<td>40</td>
</tr>
<tr>
<td>Major Project (product &amp; portfolio) Design &amp; Management / Workplace Communication / Production</td>
<td>60</td>
<td>Organisation, management and Industrial processes, knowledge and skills in designing, managing problem solving and safe manufacturing processes through the major work construction</td>
<td>60</td>
</tr>
</tbody>
</table>

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100
Course: Japanese Beginners 2 Unit

2 units for each of Preliminary and HSC Board Developed Course

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board’s ACE Manual.

Course Description

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

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

Main Topics Covered

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination consisting of:</td>
<td></td>
<td>Listening</td>
<td>30</td>
</tr>
<tr>
<td>Section I</td>
<td></td>
<td>Objective 1: Interacting</td>
<td>30</td>
</tr>
<tr>
<td>Listening: Short answer and objective</td>
<td>30</td>
<td>Objective 2: Understanding Texts</td>
<td>30</td>
</tr>
<tr>
<td>response questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section II</td>
<td></td>
<td>Reading</td>
<td>30</td>
</tr>
<tr>
<td>Reading: Questions containing short</td>
<td>30</td>
<td>Objective 1: Interacting</td>
<td>30</td>
</tr>
<tr>
<td>answer and / or objective response parts</td>
<td></td>
<td>Objective 2: Understanding Texts</td>
<td>30</td>
</tr>
<tr>
<td>Section III</td>
<td></td>
<td>Writing</td>
<td>20</td>
</tr>
<tr>
<td>Writing in [Language]</td>
<td></td>
<td>Objective 1: Interacting</td>
<td>20</td>
</tr>
<tr>
<td>Part A</td>
<td>10</td>
<td>Objective 3: Producing Texts</td>
<td>20</td>
</tr>
<tr>
<td>Two short answer questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B</td>
<td>10</td>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>Candidates answer one extended response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>question</td>
<td>10</td>
<td>Objective 1: Interacting</td>
<td>20</td>
</tr>
<tr>
<td>Oral examination</td>
<td>20</td>
<td>Objective 3: Producing Texts</td>
<td>20</td>
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<td></td>
<td>100</td>
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</tbody>
</table>
**Course: Japanese Continuers 2 Unit**

**BOS Course Number:** 11750

2 Units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Japanese Beginners; Japanese Background Speakers

**Prerequisites**

200–300 hours study of Japanese language or equivalent.

**Course Description**

The study of Japanese contributes to the overall education of students particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. Students’ skills in, and knowledge of Japanese will be developed through a range of tasks within the themes listed below.

**Main Topics Covered**

**Themes**

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

Students’ language skills are developed through tasks such as:

- Conversation;
- Listening and responding in English and Japanese;
- Reading a variety of written material and responding;
- Writing for a variety of purposes;
- Studying Japanese culture through texts, video, song, contact with native speakers etc.

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 10 minute oral examination:</td>
<td></td>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>Conversation</td>
<td>20</td>
<td>Listening and Responding</td>
<td>25</td>
</tr>
<tr>
<td>A three hour written examination consisting of:</td>
<td>25</td>
<td>Reading and Responding</td>
<td>40</td>
</tr>
<tr>
<td>• Listening and responding</td>
<td></td>
<td>Writing in Japanese</td>
<td>15</td>
</tr>
<tr>
<td>• Reading and responding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Part A (English)</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Part B (Japanese)</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing in Japanese</td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Korean Continuers  2 Unit

2 units for each of Preliminary and HSC
Board Developed Course

Strict eligibility rules apply to the study of this subject.
Check with your teacher or refer to Section 8.2.2.3 of
the Board’s ACE Manual.

Exclusions: Korean Background Speakers

Prerequisites
School Certificate Korean or equivalent knowledge is assumed. Some students with less formal experience will also
be able to meet the requirements of the syllabus successfully.

Course Description
The study of Korean contributes to the overall education of the student, particularly in the areas of communication,
cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Korean-speaking
countries and communities. The study promotes understanding of different attitudes and values within the wider
Australian community and beyond.
The study of the Korean language is of particular importance in equipping the student with a variety of skills useful
in the expanding economic activities between Korea and Australia.

Main Topics Covered

Preliminary Course
The Preliminary course is taught using themes and associated topics. Students skills in, and knowledge and
understanding of, Korean will be developed through tasks associated with a range of texts and text types that
reflect the themes and topics. Students will also gain an insight into the culture and the language of Korean-
speaking communities through the study of a range of texts.

HSC Course
The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and
deeper understanding of Korean and will extend and refine their communication skills in the language. As they
expand the range of tasks, texts and text types studied student’s knowledge and understanding of the culture and
the language of Korean-speaking communities will develop further.

Themes
- the individual
- the Korean-speaking communities
- the changing world

Student language skills are developed through tasks such as:
- conversation;
- responding to an aural stimulus;
- responding to a variety of written material;
- writing for a variety of purposes;
- studying the culture of Korean-speaking communities through texts

Particular Course Requirements
Nil

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination consisting of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening and Responding</td>
<td>30</td>
<td>Listening and responding</td>
<td>25</td>
</tr>
<tr>
<td>Reading and Responding</td>
<td>30</td>
<td>Reading and responding</td>
<td>40</td>
</tr>
<tr>
<td>Writing in Korean</td>
<td>15</td>
<td>Writing in Korean</td>
<td>15</td>
</tr>
<tr>
<td>Oral examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conversation</td>
<td>10</td>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>Discussion</td>
<td>15</td>
<td></td>
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</tbody>
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- 47 -
Course: Legal Studies 2 Unit

Course Description

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

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

Main Topics Covered

Preliminary Course

- Part I – The Legal System
- Part II – The Individual and the Law
- Part III – The Law in Practice

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

HSC Course

- Law and Society
- Focus Study: Crime
- Additional Focus Studies

Students will study two focus studies chosen from:

- Consumers; Family; Global Environment; Indigenous Peoples; Shelter; Technological Change; Workplace or World Order.

Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; conflict and cooperation; continuity and change; legal processes and institutions; effectiveness of the legal system.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination consisting of:</td>
<td>Knowledge and Understanding</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Section I: Core Crime and Human Rights Objective response questions</td>
<td>20</td>
<td>Research</td>
<td>20</td>
</tr>
<tr>
<td>Section II: Core Part A Human Rights Short answer questions</td>
<td>15</td>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Part B Crime One extended response question</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section III: Options Two extended response questions, each from a different option</td>
<td>50</td>
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</tbody>
</table>

Print date: 19/5/2011 - TRHS
Course: Mathematics General 2 Unit

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematical Measurement and Modelling. |

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

Course Description
Mathematical Measurement and Modelling focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on applications and modelling tasks.

The modelling tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects. The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Financial mathematics</td>
</tr>
<tr>
<td>• Data analysis</td>
</tr>
<tr>
<td>• Measurement</td>
</tr>
<tr>
<td>• Probability</td>
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<tr>
<td>• Algebraic modelling</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Financial mathematics</td>
</tr>
<tr>
<td>• Data analysis</td>
</tr>
<tr>
<td>• Measurement</td>
</tr>
<tr>
<td>• Probability</td>
</tr>
<tr>
<td>• Algebraic modelling</td>
</tr>
</tbody>
</table>

Assessment: Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematical Measurement and Modelling.

No more than 30% of the assessment is to be based on the Preliminary course.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>A single HSC examination of 2 ½ hours’ duration. No more than the equivalent of three 10 mark questions will be based on the Preliminary course. Questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the three question allowance from the Preliminary course.</td>
<td>Component A: Knowledge and Skills</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Component B: Applications</td>
<td>60</td>
</tr>
<tr>
<td></td>
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<td>100</td>
</tr>
</tbody>
</table>

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Print date: 19/5/2011 - TRHS
Course: Mathematics 2 Unit

2 units for each of Preliminary and HSC Board developed Course

Exclusions: Students may not study General Mathematics in conjunction with this course.

Prerequisites

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

Course Description

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

HSC Course:
- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and Series applications

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single written examination paper of 3 hours’ duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</td>
<td>Component A: Knowledge &amp; Skills</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Component B: Reasoning &amp; Communication</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Mathematics Extension 1

Unit BOS Course Number: 11250

1 unit in each of Preliminary and HSC studied in conjunction with the Mathematics 2 Unit.

Board Developed Course

Exclusions: Students may not study General Mathematics in conjunction with this course.

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

Course Description
The content of this course, which includes the whole of the Mathematics course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences. Although the Ext 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Ext 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 Preliminary Mathematics course

HSC Course
- Methods of integration
- Primitive of \( \sin^2 x \) and \( \cos^2 x \)
- Equation
- Velocity and acceleration as a function of \( x \)
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
  - Harder applications of HSC Mathematics topics

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two written examination papers. One paper is identical to the paper of 3 hours' duration for the 2 unit Mathematics course. The other paper is based on the Ext 1 course and is of 2 hours' duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</td>
<td>Component A: Knowledge &amp; Skills</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Component B: Reasoning &amp; Communication</td>
<td>30</td>
</tr>
</tbody>
</table>

100
Course: Modern History  2 Unit

BOS Course Number: 11270

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description
The Preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background for their more specialised HSC studies.

The HSC Course is designed for students to investigate national and international forces for change and continuity in the twentieth century through 3 major studies. Students considering the study of Economics should also seriously consider Modern History as a companion subject as Economic issues are strongly related to many of the major events covered in the course.

Main Topics Covered

Preliminary Course
- Part I: Case Studies - two must be completed
- Part II: Historical Investigation
- Part III: Core Study. The World at the beginning of the Twentieth Century

HSC Course
- Part I: Core Study
  - World War 1 and its Aftermath, 1914 - 1919
- Part II: National Study. Students are to choose ONE from the following:
  - USA; Japan; China; Russia/Soviet Union; Germany; India; Indonesia; South Africa 1960 - 1994 or Australia 1945-1983
  - Students will undertake the study of one significant individual within the context of the National Study.
  - Students are to choose ONE from:
    - The Pacific War; The Cold War; The United Nations as Peacekeeper; Conflict in South Africa; Arab-Israel Conflict; Conflict in Indo-China; Anglo-Irish relations.

Particular Course Requirements
Independent investigation in the Preliminary course is a prerequisite for the HSC course.

Tweed River HS Course Fee: $10.00 per annum

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination consisting of:</td>
<td>100</td>
<td>Knowledge and understanding of course content</td>
<td>100</td>
</tr>
<tr>
<td>Section I - Core: Source based objective response and short answer questions Source based questions</td>
<td>25</td>
<td>Source-based skills: Analysis, synthesis and evaluation of historical information from a variety of sources</td>
<td>20</td>
</tr>
<tr>
<td>Section II – National Extended response</td>
<td>25</td>
<td>Historical inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Section III – Personal One question in two parts</td>
<td>25</td>
<td>Communication of historical understanding in appropriate forms.</td>
<td>20</td>
</tr>
<tr>
<td>Section IV- International studies in peace and conflict. Extended response.</td>
<td>25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Course: Music 1 2 Unit**

2 units for each of Preliminary and HSC

**Board Developed Course**

**Exclusions:** Music 2

---

**Prerequisites**

Music mandatory course (or equivalent)

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**Course Description**

In the Preliminary and HSC courses, students will study the concepts of music through learning experiences in 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. One topic may be revisited from the Preliminary course, exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.

---

**Particular course requirements**

**Preliminary course**

Students study three topics and are assessed in the following areas:

- Performance;
- Composition;
- Musicology;
- Aural.

**HSC course**

In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of performance, composition and musicology. These electives must represent EACH of the three topics studied in the course.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

**Tweed River HS Course Fee:** $50.00 per annum

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**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance (one piece)</td>
<td>10</td>
<td>Core performance</td>
<td>10</td>
</tr>
<tr>
<td>A 45-60 minute aural exam</td>
<td>30</td>
<td>Core composition</td>
<td>10</td>
</tr>
<tr>
<td>Three electives from any combination of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance (one piece)</td>
<td>20</td>
<td>Core aural</td>
<td>25</td>
</tr>
<tr>
<td>Composition (and one submitted composition)</td>
<td>20</td>
<td>Elective 1</td>
<td>15</td>
</tr>
<tr>
<td>Musicology (one viva voce)</td>
<td>20</td>
<td>Elective 2</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Personal Development Health & Physical Education 2 Unit

Board Developed Course

Course Number: 11300

Exclusions: Nil

Course Description

The Preliminary course examines a range of areas that underpin health and physical activity. This includes the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the HSC course students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Main Topics Covered

Preliminary Course

- Better Health for Individuals
- The Body in Motion

Optional Components
Students to select two options each from:
- First Aid;
- Composition and Performance;
- Fitness Choices;
- Outdoor Recreation.

HSC Course

- Health Priorities in Australia
- Factors Affecting Performance

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

Particular Course Requirements

In addition to core studies two options will be covered in each of the Preliminary and HSC courses

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination consisting of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section I – Core</td>
<td>20</td>
<td>Knowledge and understanding.</td>
<td>40</td>
</tr>
<tr>
<td>Part A</td>
<td>30</td>
<td>Skills in influencing and taking action.</td>
<td>30</td>
</tr>
<tr>
<td>Part B</td>
<td>40</td>
<td>Skills in critical thinking, research and analysis.</td>
<td></td>
</tr>
<tr>
<td>Section II – Options</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Physics 2 Unit

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Senior Science (Preliminary)

Course Description

The Preliminary course incorporates the study of kinematics and dynamics, the properties of waves, electrical energy, electric and magnetic fields, generators, superconductors and transformers, and the interaction between energy and matter that brought about the formation of the earth.

The HSC course builds upon the Preliminary course. It examines the effects of gravitational fields, momentum, projectile and circular motion and the development of our understanding of the macro and atomic world throughout the twentieth century.

Main Topics Covered

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

HSC Course
- Space
- Motors & Generators
- From Ideas to Implementation

Students choose one option from the following:
- Medical Physics;
- Astrophysics;
- Geophysics;
- The Age of Silicon;
- From Quanta to Quarks.

Particular Course Requirements

Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination consisting of:</td>
<td></td>
<td>Knowledge and understanding</td>
<td>40</td>
</tr>
<tr>
<td>Core</td>
<td>75</td>
<td>Core</td>
<td>30</td>
</tr>
<tr>
<td>Option</td>
<td>25</td>
<td>First hand investigation</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scientific thinking problem solving and communication</td>
<td></td>
</tr>
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<td></td>
<td>100</td>
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<td>100</td>
</tr>
</tbody>
</table>
**Course: Senior Science 2 Unit**

**BOS Course Number:** 11320

2 units for each of Preliminary and HSC

**Board Developed Course**

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

### Course Description

The Preliminary course incorporates the collection, storage and conservation of water resources, the structure and function of plants with an emphasis on Australian native plants and the study of some 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 and the physical and chemical properties of chemicals used by people on and in their bodies.

The Senior Science course caters for students requiring a broad cover across all disciplines of science, 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.

### Main Topics Covered

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

**HSC Course**
- Lifestyle Chemistry
- Medical Technology – Bionics
- Information Systems

Students choose one option from the following:
- Preservatives and Additives;
- Polymers;
- Pharmaceuticals;
- Space Science;
- Disasters.

### Particular Course Requirements

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

### Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination consisting of:</td>
<td></td>
<td>Knowledge and understanding</td>
<td>40</td>
</tr>
<tr>
<td>Core</td>
<td>75</td>
<td>Skills and planning and conducting a first-hand investigation</td>
<td>30</td>
</tr>
<tr>
<td>Option</td>
<td>25</td>
<td>Skills in scientific thinking problem solving and communication</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>100</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Course: Software Design & Development 2 Unit

BOS Course Number: 11340

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

This course introduces students to the basic concepts of computer programming in software design and development.

The HSC course asks students to develop and document software using a variety of data structures and language facilities. Students will begin to program using Visual Basic.Net and move into games development using Flash.

Main Topics Covered

Preliminary Course

Concepts and issues in the design and development of software:
- Social and ethical issues;
- Hardware and software;
- Software development approaches;

Introduction to software development:
- Planning;
- Building;
- Checking;
- Modifying;
Developing software solutions.

HSC Course

Development and impact of software solutions:
- Social and ethical issues;
- Application of software development approaches.

Software Development cycle:
- Understanding;
- Planning and designing;
- Implementation;
- Testing and evaluation;
- Maintenance.

Developing a solution package:
- Project work.

Option strands:
- Evolution of programming language OR the software developers view of the hardware.

Particular Course Requirements

Practical experience should occupy a minimum of 20% of the Preliminary course, and 25% of the HSC course.

Tweed River HS Course Fee: $40.00 per annum

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td></td>
<td>Knowledge and understanding about development and impact of software solutions, the software development cycle</td>
<td>20</td>
</tr>
<tr>
<td>Multiple Choice</td>
<td>20</td>
<td>Design and development of software solutions</td>
<td>35</td>
</tr>
<tr>
<td>Short Answer</td>
<td>60</td>
<td>Project management techniques including documentation, team-work and communication</td>
<td>20</td>
</tr>
<tr>
<td>Option</td>
<td>20</td>
<td>Project</td>
<td>25</td>
</tr>
<tr>
<td></td>
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<td><strong>Total</strong> 100</td>
<td><strong>Total</strong> 100</td>
</tr>
</tbody>
</table>
Course: Studies of Religion   1Unit

BOS Course Number: 11350

Exclusions: Studies of Religion II

1 unit for each of Preliminary and HSC
Board Developed Course

Course Description

The course promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society with an emphasis on the Australian context. This course makes a major contribution to multi-cultural understanding and really should be considered by all students interested in understanding aspects of both our own culture and other cultures. During the course, students will be dealing with a variety of different ideas.

Main Topics Covered

Preliminary Course

- Nature of religion and beliefs
- Two depth studies of religious traditions selected from Buddhism, Christianity, Hinduism, Islam, Judaism

HSC Course

- Religions and belief systems in Australia post 1945
- Religious tradition Depth Study 1
- Religious tradition Depth Study 2

The Depth Study is chosen from Buddhism, Christianity, Hinduism, Islam, and Judaism.

Particular Course Requirements

Students will undertake research, conduct interviews, and develop a survey and present both oral and written reports.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90 minute written examination consisting of:</td>
<td></td>
<td>Knowledge and understanding of course content</td>
<td>20</td>
</tr>
<tr>
<td>Section I – Religion and Belief Systems in Australia post-1945</td>
<td>15</td>
<td>Source-based skills</td>
<td>10</td>
</tr>
<tr>
<td>Section II – Religious Tradition Depth Study</td>
<td>15</td>
<td>Investigation and research</td>
<td>10</td>
</tr>
<tr>
<td>Section III – Religious Tradition Depth Study.</td>
<td>20</td>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>10</td>
</tr>
</tbody>
</table>

| Total                                                      | 50        |                                                        | 50        |
**Course Description**

This course promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society with an emphasis on the Australian context. This course makes a major contribution to multi-cultural understanding and really should be considered by all students interested in understanding aspects of both our own culture and other cultures. During the course, students will be dealing with a variety of different ideas.

**Main Topics Covered**

**Preliminary Course**
- Nature of religion and religious beliefs
- Religious tradition Study 1
- Religious tradition Study 2
- Religious tradition Study 3

The tradition study is chosen from Buddhism, Christianity, Hinduism, Islam, and Judaism.
- Religions of ancient origin
- Religion in Australia pre 1945

**HSC Course**
- Religions and belief systems in Australian post 1945
- Religious tradition Depth Study 1
- Religious tradition Depth Study 2
- Religious tradition Depth Study 3

The tradition study is chosen Buddhism, Christianity, Hinduism, Islam, Judaism
- Religion and peace
- Religion and non-religion

**Particular Course Requirements**

Students will undertake research, conduct interviews, and develop a survey and present both oral and written reports.

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination in four parts:</td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Section I: Part A Religion and Belief Systems in Australia post-1945</td>
<td>15</td>
<td>Source-based skills</td>
<td>20</td>
</tr>
<tr>
<td>Part B Religion and Non-Religion</td>
<td>15</td>
<td>Investigation and research</td>
<td>20</td>
</tr>
<tr>
<td>Section II – Religious Tradition Depth Study</td>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Section III – Religious Tradition Depth Study</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section IV – Religion and Peace</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 100 | 100 |
Course: Textiles & Design 2 unit

BOS Course Number: 11370

Course Description

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian textile clothing, footwear and allied industries. Practical experiences are integrated throughout the content areas and include two preliminary textile projects.

The HSC course builds upon the Preliminary course and involves the study of the historical design development, the influence of culture on design, contemporary designers, end-use emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project which is specific to a selected focus area and which includes supporting documentation and textile item/s.

Main Topics Covered

Preliminary Course
Design
Properties and Performance of Textiles;
The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI)

HSC Course
Design
Properties and Performance of Textiles
The Australian Textiles, Clothing, Footwear and Allied Industries
Major Textiles Project

Particular Course Requirements

In the Preliminary course, students will undertake two preliminary textile projects. Preliminary Project 1 will be drawn from the area of study Design. Preliminary Project 2 will be drawn from the area of study of Properties and Performance of Textiles. In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of design, properties and performance of textiles and the Australian textiles, clothing, footwear and allied industries.

Tweed River HS Course Fee: $40.00 per annum

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination consisting of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section I</td>
<td>10</td>
<td>Knowledge and understanding of textiles and the textile industry</td>
</tr>
<tr>
<td>Objective response questions</td>
<td></td>
<td>Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies</td>
</tr>
<tr>
<td>Section II</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Short answer questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section III</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>One structured extended response question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Textiles Project</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Knowledge and understanding of textiles and the textile industry
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies
Course: Visual Arts  2 Unit

2 units for each of Preliminary and HSC Board Developed Course

Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:
- Ceramics - Products developed cannot be used as a Body of Work in Visual Arts
- Furnishing – Products developed cannot be used as a Body of Work in Visual Arts
- Photography – Images and products developed cannot be used as a Body of Work in Visual Arts
- Visual Design – images and products developed cannot be used as a Body of Work in Visual Arts

Course Description

Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a Body of Work in the HSC course that reflects students’ knowledge and understanding about practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Main Topics Covered

Preliminary Course
- The nature of practice in art making, art criticism and art history
- The role and function of artists' artwork, the world and audiences
- The frames and how students might develop their own informed points of view
- How students may develop meaning, focus and interest in their work

HSC Course
- Students develop their own informed points of view in more independent ways using the frames
- Students develop their own practices of art making, art criticism, and study art history
- Students learn about the relationships between artist, artwork, world, audience
- Students develop meaning and focus in their art making.

Particular Course Requirements

Preliminary Course
- Artworks in at least 2 forms and the use of a Visual Arts Process Diary.
- A broad investigation of ideas in art criticism and art history.

HSC Course
- A minimum of 5 Case Studies (4-10 hours each).
- Deeper and more complex investigations of ideas in art criticism and art history.

Tweed River HS Course Fee: $50.00 per annum

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90 minute written examination paper</td>
<td>50</td>
<td>Development of the body of work</td>
<td>50</td>
</tr>
<tr>
<td>Submission of a body of work</td>
<td>50</td>
<td>Art criticism and art history</td>
<td>50</td>
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</tbody>
</table>
SCHOOL DELIVERED

BOARD DEVELOPED COURSES

CATEGORY B

IF YOU CHOOSE MORE THAN ONE OF THESE COURSES, ONLY ONE CAN COUNT TOWARDS AN ATAR
**Course: Business Services (240 hours)**

<table>
<thead>
<tr>
<th>BOS Course Number: 26101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions: Nil</td>
</tr>
<tr>
<td>Work Placement Required: Compulsory</td>
</tr>
<tr>
<td>Counts toward ATAR: Must sit HSC exam</td>
</tr>
</tbody>
</table>

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### Course Description

This course is for students who have an interest in working in the Business Service Industries. It is based on Units of Competency from a range of areas within the industry and will enable students to achieve an entry level qualification. Students will acquire knowledge and skills related to a variety of positions in the industry such as payroll clerk, personal assistant, personnel clerk, project manager, sales clerk/officer or secretary.

### Main Topics Covered

The course consists of a number of core units of competency including customer service, organization of information in paper and electronic forms, teamwork, using technologies, creating documents and finance. In addition to the core units there are possible electives at Certificate III level.

### Course Requirements

Students **MUST** complete a minimum of 70 hours of work placement. At least half these hours must be undertaken in a professional setting.

### Assessment is Competency Based

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

Students will be progressively assessed as “competent” or “not yet competent” in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log Book.

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

### External Assessment – HSC Examination

This examination is optional and only taken by those students who wish to have a mark for this course count towards their ATAR. It involves a written examination made up of multiple choice items, short answers and extended response items.

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

### Qualifications

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Business (240 hours) will be eligible for the Statement of Attainment towards the AQF Certificate II in Business.

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

- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.
### Course: Construction (240 hours)

<table>
<thead>
<tr>
<th>BOS Course Number:</th>
<th>26200</th>
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</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC</td>
<td>Exclusions: Nil</td>
</tr>
<tr>
<td>VET Board Developed Course</td>
<td>Work Placement Required: Compulsory</td>
</tr>
<tr>
<td>Counts toward ATAR:</td>
<td>Must sit HSC exam</td>
</tr>
</tbody>
</table>

### Course Description

This course is for students who have an interest in working in the construction industries. It is based on Units of Competency from a range of areas within the industry and will enable students to achieve an entry level qualification. Students will acquire knowledge and skills related to a variety of positions in the industry and gain skills in areas such as OH&S training, constructing buildings, modifying buildings, contracting, designing buildings, measuring materials and sites and communicating with clients.

### Main Topics Covered

The course consists of a number of core units of competency including building, bricklaying, carpentry, concreting, glazing, roofing, shop fitting, tiling, painting & decorating and joinery. Specific units will be determined in consultation with the course teacher. In addition to the core units there are possible electives at Certificate III level.

### Course Requirements

Students must complete a mandatory WorkCover NSW approved general OH&S induction training program. Additionally, work activity OH&S training and site specific OH&S training MUST be completed before students are allowed onto a work site.

Students MUST complete a minimum of 70 hours of work placement. At least half these hours must be undertaken in a professional setting.

**Tweed River HS Course Fee:** $50 per annum

### Assessment is Competency Based

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

Students will be progressively assessed as “competent” or “not yet competent” in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log Book. Competency based assessment determines the vocational qualification that a student will receive.

### External Assessment – HSC Examination

This examination is optional and only taken by those students who wish to have a mark for this course count towards their ATAR. It involves a written examination made up of multiple choice items, short answers and extended response items.

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

### Qualifications

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Construction (240 hours) will be eligible for the Statement of Attainment towards the AQF Certificate II in Construction.
- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in the Construction (120 hours) will be eligible for the AQF Certificate I in Construction.
- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.
Course: **Entertainment** (240 hours)  
BOS Course Number: 14000

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

**Exclusions:** Nil  
**Counts toward ATAR:** Must sit HSC exam  
**Work Placement Required:** Compulsory

### Course Description

This course is for students who have an interest in working in the Entertainment Industry. It is based on Units of Competency from a range of areas within the industry and will enable students to achieve an entry level qualification. Students will acquire knowledge and skills related to a variety of positions in the Industry and students will be exposed to a variety of performances, events, styles, venues and audience expectations.

### Main Topics Covered

The course consists of a number of core units of competency including simple lighting/sound/vision system activities, staging, General administrative duties, working with others, First Aid, health, safety and security, Knowledge of the organisation and industry. In addition to the core units there are possible electives at Certificate III level.

### Delivery

Delivery of the course is flexible, in order to tap into Workplace Learning opportunities as they become available. Students attend one core session per week plus other days/evenings as required. Notice is given regarding variations to delivery.

### Course Requirements

Students **MUST** complete a minimum of 70 hours of work placement. At least half these hours must be undertaken in a professional setting.

### Assessment is Competency Based

This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the Entertainment Industry. There is no mark awarded in competency based assessment. Students are assessed as either “competent” or “not yet competent”. Students will be progressively assessed as “competent” or “not yet competent” in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log Book. Competency based assessment determines the vocational qualification that a student will receive.

### External Assessment – HSC Examination

This examination is optional and only taken by those students who wish to have a mark for this course count towards their ATAR. It involves a written examination made up of multiple choice items, short answers and extended response items. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

### Qualifications

The qualifications available in the Entertainment Industry Curriculum Framework are:

- Certificate II in Live Production, Theatre and Events CUE20103;
- Certificate III in Live Production, Theatre and Events (Technical Operations) CUE30203;
- Statement of Attainment in partial completion of Certificate II in Live Production, Theatre and Events CUE20103; and
**Course Description**

This course is for students who wish to work in the hospitality industry, either a long term career or in part time or temporary hospitality positions.

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

This course incorporates compulsory units plus a range of elective units from various functional areas. These are presented in the elective strand: Food and Beverage Service and Kitchen Operations.

**Main Topics Covered**

In the Compulsory units of the course students concentrate on developing the skills to work effectively in a hospitality environment including Hospitality industry awareness, communicating with customers and staff, working safely and hygienically and operating equipment.

The elective strand of the course builds on these skills. Students will be able to develop further competencies in the functional area of Food and Beverage Service and Commercial Cookery. Students attempt a combination of Units of Competency from the core as well as the functional area and elective units.

**Particular Course Requirements**

Students MUST complete a minimum of 70 hours work placement in a hospitality workplace (35 hours each year).

Tweed River High School: $100.00 pa plus uniform

**Assessment is Competency Based**

This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment.

Students are assessed as either ‘competent’ or ‘not yet competent’. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log. Competency based assessment determines the vocational qualification that a student will receive.

**External Assessment - HSC Examination**

The student need not sit the examination if they do not want this course to count towards a UAI. Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from Units of Competency and HSC Requirements and Advice shown in the syllabus.

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

**Qualifications**

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Hospitality Operations (240 hours) will be eligible for the Statement of Attainment towards the AQF Certificate II in Hospitality.

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

- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.
**Course: Information Technology** (240 hours)  |  **BOS Course Number:** 12982
---|---
2 Units for each Preliminary VET Board Developed Course | Exclusions: Nil
Counts toward ATAR: Must sit HSC exam | Work Placement Required: Compulsory

**Course Description**

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

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

**Main Topics Covered**

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

This course is for students wishing to achieve competencies leading to entry level employment and/or further education and training in an industry where information technology is used and supported. This course will focus on developing skills associated with Windows XP and Vista operating systems.

**Course Structure**

This course consists of 9 mandatory units of competencies. A selection of elective units to a minimum value of 110 indicative hours and 70 hours of mandatory work placement (2 x one week blocks).

An external written Higher School Certificate examination will be conducted for this course. The examination is optional. Students undertaking the course will nominate during their HSC year whether or not they elect to undertake the external written examination.

**Assessment is Competency Based**

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

Students will be progressively assessed as “competent” or “not yet competent” in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log Book. Competency based assessment determines the vocational qualification that a student will receive.

**External Assessment – HSC Examination**

This examination is optional and only taken by those students who wish to have a mark for this course count towards their ATAR. It involves a written examination made up of multiple choice items, short answers and extended response items.

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

**Qualifications**

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Information Technology (240 hours) will be eligible for the Statement of Attainment towards the AQF Certificate II in Information Technology.

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in the Information Technology (120 hours) will be eligible for the AQF Certificate I in Information Technology.

- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II
**Course: Primary Industries - Agriculture (240 hours)**

<table>
<thead>
<tr>
<th>BOS Course Number: 26801</th>
<th>Exclusions: Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Units for each Preliminary and HSC</td>
<td>Work Placement Required: Compulsory</td>
</tr>
<tr>
<td>VET Board Developed Course</td>
<td>Counts toward ATAR: Must sit HSC exam</td>
</tr>
</tbody>
</table>

**Course Description**
The purpose of this course is to provide students with the opportunity to gain a range of general skills and knowledge suitable for employment in a general agricultural environment. Primary Industries - Agriculture provides an opportunity for students to gain nationally recognised qualifications developed by industry. The course allows students to develop an awareness Occupational Health and Safety, welfare, ethical and legal issues related to working with animals and plants. Students will have the opportunity to complete Certificate II in Agriculture subject to achievement of appropriate competencies.

**Main Topics Covered**
The course consists of a number of core units of competency including: Install, maintain and repair fencing, Treat weeds, follow OH&S procedures, observe environmental work practices, provide basic first aid, work effectively in the industry, apply chemicals under supervision, participate in workplace communications, observe and report on weather.

In addition to the core units there are possible electives such as: operate machinery and equipment, operate tractors, muster and move livestock, handle livestock using basic techniques, carry out basic electric fencing operations, operate ride-on vehicles, assist agricultural crop establishment and assist agricultural crop maintenance.

**Course Structure**
This course consists of 9 mandatory units of competencies. A selection of elective units to a minimum value of 110 indicative hours and 70 hours of mandatory work placement (2 x one week blocks).

An external written Higher School Certificate examination will be conducted for this course. The examination is optional. Students undertaking the course will nominate during their HSC year whether or not they elect to undertake the external written examination.

**Assessment is Competency Based**
This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the Entertainment Industry. There is no mark awarded in competency based assessment.

Students are assessed as either “competent” or “not yet competent”.

Students will be progressively assessed as “competent” or “not yet competent” in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log Book.

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

**External Assessment – HSC Examination**
This examination is optional and only taken by those students who wish to have a mark for this course count towards their ATAR. It involves a written examination made up of multiple choice items, short answers and extended response items.

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

**Qualifications**
- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Primary Industries (240 hours) will be eligible for the Statement of Attainment towards the AQF Certificate II in Primary Industries.
- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in the Primary Industries (120 hours) will be eligible for the AQF Certificate I in Primary Industries.
- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.
**Course: Information Technology Specialisation Studies (240 hours)**

<table>
<thead>
<tr>
<th>BOS Course Number: 26606</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units or 4 units Board Developed Course</td>
</tr>
<tr>
<td>Exclusions: Units of Competency included only in the AQF</td>
</tr>
</tbody>
</table>

**Co-Requisite:**
Students **MUST** study Information Technology (240 hours) at the same time as studying this course.

**Course Description**

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

Students may wish to specialise in **network administration**, application software or in other areas to suit a particular or emerging skills area. The course will be taught using industry standard training packages from Microsoft as KHS is a Microsoft IT Academy.

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

**Main Topics Covered**
Includes the *Microsoft Windows Server 2008* Environment.

**Course Structure**
This course consists of 9 mandatory units of competencies. A selection of elective units to a minimum value of 110 indicative hours and 70 hours of mandatory work placement (2 x one week blocks).

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

Students will be progressively assessed as “competent” or “not yet competent” in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log Book.

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

**Qualifications**
- Having achieved the appropriate Units of Competency and the other course requirements, students will be eligible for unit credit towards their HSC and an AQF Statement of Attainment towards Certificate III in Information Technology. Most students complete the full certificate III Network Administration requirements.

- Students who are assessed as competent in all of the Units of Competency in Information Technology Specialisation Studies I and II (60, 120 And 240 indicative hours respectively) will be eligible for credit towards an AQF Certificate III in Information Technology. Students can achieve the full Certificate III in Network Administration, a very sought after qualification in IT. Students will study using industry standard courseware including the Microsoft Official curriculum, used by industry professionals.
### Course Description

The purpose of this course is to provide students with the opportunity to gain a range of general skills and knowledge suitable for employment in a general agricultural environment. Primary Industries - Agriculture provides an opportunity for students to gain nationally recognised qualifications developed by industry. The course allows students to develop an awareness of Occupational Health and Safety, welfare, ethical and legal issues related to working with animals and plants.

Students will have the opportunity to complete a Certificate II in Horticulture, subject to achievement of appropriate competencies.

### Main Topics Covered

The course consists of a number of core units of competency including: Install, maintain and repair fencing, Treat weeds, Follow OH&S procedures, Observe environmental work practices, Provide basic first aid, Work effectively in the industry, Apply chemicals under supervision, Participate in workplace communications, Observe and report on weather.

In addition to the core units there are electives units which will be determined in consultation with the teacher.

### Course Structure

This course consists of 9 mandatory units of competencies. A selection of elective units to a minimum value of 110 indicative hours and 70 hours of mandatory work placement (2 x one week blocks). An external written Higher School Certificate examination will be conducted for this course. The examination is optional. Students undertaking the course will nominate during their HSC year whether or not they elect to undertake the external written examination.

### Assessment is Competency Based

This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the Entertainment Industry. There is no mark awarded in competency based assessment.

Students are assessed as either “competent” or “not yet competent”.

Students will be progressively assessed as “competent” or “not yet competent” in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log Book.

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

### External Assessment – HSC Examination

This examination is optional and only taken by those students who wish to have a mark for this course count towards their ATAR. It involves a written examination made up of multiple choice items, short answers and extended response items.

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

### Qualifications

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Primary Industries (240 hours) will be eligible for the Statement of Attainment towards the AQF Certificate II in Primary Industries.

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in the Primary Industries (120 hours) will be eligible for the AQF Certificate I in Primary Industries.

- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.
Course: Retail Services (240 hours)

2 Units for each Preliminary and HSC
VET Board Developed Course

BOS Course Number: 26900
Exclusions: Nil
Work Placement Required: Compulsory
Counts toward ATAR: Must sit HSC exam

Course Description

The purpose of this course is to provide students with the opportunity to gain a range of general skills and knowledge suitable for employment in the retail environment. The Retail Services course provides an opportunity for students to gain nationally recognised qualifications developed by industry and is suited to student who wish to work in the retail industry, either long term or on a part time or temporary basis.

Students will have the opportunity to complete a Certificate II in Retail Services, subject to achievement of appropriate competencies.

Main Topics Covered

The course consists of a number of core units of competency including: customer service, stock control, teamwork, design and creating displays, using scanners, registers, computers and telephones.

In addition to the core units there are electives units which will be determined in consultation with the teacher.

Course Structure

This course consists of 9 mandatory units of competencies. A selection of elective units to a minimum value of 110 indicative hours and 70 hours of mandatory work placement (2 x one week blocks).

An external written Higher School Certificate examination will be conducted for this course. The examination is optional. Students undertaking the course will nominate during their HSC year whether or not they elect to undertake the external written examination.

Assessment is Competency Based

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

Students will be progressively assessed as “competent” or “not yet competent” in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log Book. Competency based assessment determines the vocational qualification that a student will receive.

External Assessment – HSC Examination

This examination is optional and only taken by those students who wish to have a mark for this course count towards their ATAR. It involves a written examination made up of multiple choice items, short answers and extended response items.

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

Qualifications

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Retail Services (240 hours) will be eligible for the Statement of Attainment towards the AQF Certificate II in Retail Services.

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

- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.
BOARD ENDORSED COURSES
SCHOOL DELIVERED

ASSESSMENT IS SCHOOL BASED

THERE IS NO HSC EXAMINATION

THESE COURSES COUNT TOWARDS A HSC
BUT NOT AN ATAR
Course: Applied Mathematics  2 Unit

Board Endorsed Course
2 Unit for each of Preliminary and HSC

Exclusions: Any other Stage 6 Mathematics course

Course Description

The Mathematics General 1 (Applied Mathematics) course is 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, including a range of post-school pathways requiring a variety of mathematical and statistical techniques.

Students will learn to use a range of techniques and tools, including relevant technologies, in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

The Mathematics General 1 course provides an appropriate foundation for a range of vocational pathways, either in the workforce or further training.

Main Topics Covered

Preliminary course
- Financial mathematics
- Data and statistics
- Measurement
- Probability
- Algebra and modelling
- Focus studies of: Mathematics and communication; mathematics and driving

HSC course
- Financial mathematics
- Data and statistics
- Measurement
- Probability
- Algebra and modelling
- Focus studies of: Mathematics and household finance; mathematics and design

Particular Course Requirements

Nil

Internal Assessment

A balanced assessment of:
- Knowledge and understanding outcomes and course content and
- Skills, outcomes and content

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Skills</td>
<td>40</td>
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<tr>
<td>Applications</td>
<td>60</td>
</tr>
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<td>100</td>
</tr>
</tbody>
</table>
Course: “Aquaculture” - Seafood Industry

BOS Course Number: 41453

VET Board Endorsed Course

Exclusions: Nil

Work Placement Required: Optional

Note: There is no external Higher School Certificate examination for this course. This course will NOT count towards an ATAR

Course Description

The purpose of this course is to provide students with the opportunity to gain a range of general skills and knowledge suitable for employment in the general seafood industry environment. The Seafood Industry Aquaculture course provides an opportunity for students to gain nationally recognised qualifications developed by industry. The course allows students to develop an awareness Occupational Health and Safety, welfare, ethical and legal issues related to working with seafood.

Main Topics Covered

The course consists of a number of core units of competency including: Apply basic food handling and safety practices, communication in the seafood industry, working effectively in the seafood industry, following OH&S procedures, provide basic first aid.

In addition to the core units there are electives such as: feed stock, handle stock, manipulate stock culture environment, monitor stock and environmental conditions, control predators, pests and diseases, prepare, cook and retail seafood products, retail fresh, frozen and live seafood, clean fish, fillet fish and prepare portions, working with knives. The electives will be determined in consultation with the course teacher. A full list will be provided at course commencement.

Course Requirements

To attain Certificate II students must achieve 19 units of competency including:

- 4 common industry core units of competency
- 7 aquaculture specialist units of competency
- 8 elective units of competency

NB: This course will be delivered at the Murwillumbah Agricultural Trade Training Centre (MATTC) at Murwillumbah High School. It is not available by video conferencing

Assessment is Competency Based

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

Students will be progressively assessed as “competent” or “not yet competent” in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log Book. Competency based assessment determines the vocational qualification that a student will receive.

No External Assessment – No HSC Examination

Qualifications

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Seafood Industry (Aquaculture) (240 hours) will be eligible for the Statement of Attainment towards the AQF Certificate II in Seafood Industry (Aquaculture).
- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in the Seafood Industry (Aquaculture) (120 hours) will be eligible for the AQF Certificate I in Seafood Industry (Aquaculture).
- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.
**Course Description**

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

**Main Topics Covered**

Modules include:
- Hand building articles;
- Throwing;
- Sculptural Forms;
- Kilns;
- Glaze Technology;
- Casting;
- Surface Treatment;
- Mixed Media.

The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module Ceramics Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more area of ceramics.

**Particular Course Requirements**

Students are required to keep a diary throughout the course.

**Internal Assessment**

A balanced assessment of:
- Production of ceramic articles
- Critical or Historical Study

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<th>Component</th>
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</tbody>
</table>
Course: English Studies

BOS Course Number: 30100

Board Endorsed Course
2 units for each of Preliminary and HSC

Exclusions: English Standard; English Advanced and English Extension

Note: This course WILL count as 2 units of English towards a HSC.
This course will NOT count towards an ATAR

Course Description

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.

English Studies addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course.

The course is not examined externally. Results in the course are not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

Main Topics Covered

Preliminary Course: The course has two sections.
- The module: Achieving through English: English and the worlds of education, careers and community is mandatory in the Preliminary course.

- Two to four additional modules will be studied in the Preliminary course, selected after considering factors such as students’ needs, interests, and abilities, choices of other Preliminary courses, career aspirations and personal circumstances.

HSC Course: This course has two sections.
- The module: We are Australians – English in citizenship, community and cultural identity is mandatory in the HSC course.

- Two to four additional modules will be studied in the HSC Course selected after considering factors such as student’s needs, interests, abilities, choices of other HSC courses, career aspirations and personal circumstances.

Particular Course Requirements

In each of the Preliminary and HSC years, students are required to:

- Read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts;
- Undertake study of at least one substantial print text and at least one substantial multi-modal text;
- Be involved in planning, research and presentation activities as part of one individual and/or one collaborative project;
- Engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions;
- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.

Internal Assessment

There is no HSC Examination for this course

To be advised
### Course Description

This 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.

The course is designed for students who need additional time and assistance to meet the outcomes of English in Stage 6. In particular, the course aims to assist those students who are unlikely to achieve the outcomes of Stage 6 without additional intensive assistance. It will support those students who need to develop knowledge, skills and understanding to assist them in the study and use of English in the English (Standard) course or the English (ESL) course. It will also equip them to participate in more satisfying learning and to achieve English language outcomes to support their study of other subjects at Stage 6.

The course enables students to spend more time on, and receive more intensive tuition in, English. It integrates the modes of language to improve students’ understanding of the forms, features, structures and functions of language. Students will enhance their skills in responding to and composing a range of texts characteristic of those they will encounter in their English and other courses. The course will assist them in the development and understanding of various strategies and styles of learning.

### Main Topics Covered

Students will develop knowledge and understanding of:

- the ways in which contexts shape meaning;
- the ways that texts are structured in different contexts;
- language conventions appropriate to different contexts.

Students will enhance skills in:

- learning, using and composing clearly and effectively in a wide range of contexts;
- collecting, analysing, organising and presenting information from a range of sources;
- working collaboratively and independently;
- learning how to learn.

Students will come to value and appreciate:

- the role of language in developing confidence, positive interaction and cooperation;
- the diversity of texts;
- the study and use of English as a key to ongoing learning;
- reflection as a way to review, reconsider and refine meaning.

### Particular Course Requirements

Students must complete a minimum of three modules.

- **Module A:** Compulsory: Approaches to Area of Study in English

Two additional Modules chosen from:

- Module B: Oral Communication Skills
- Module C: Writing for Study
- Module D: Investigative Skills
- Module E: Workplace Communication

Each module involves a minimum of 24 indicative hours of study.

### Internal Assessment

This course is non-examinable. The Board of Studies does not credential this course unless the FULL 2 UNITS have been completed, whether in the Preliminary year or across Preliminary and HSC years.
**Course Description**

The Exploring Early Childhood course aims to achieve this by giving students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator. Children and childhood are examined from a multi-disciplinary perspective and students have opportunities to link theory and practice.

**Main Topics Covered**

The study of this course will enable students to:
- Develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years;
- Recognise the uniqueness of all children, including those who have special needs;
- Become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play;
- Identify the range of services developed and provided for young children and their families;
- Consider the role of family and community in the growth, development and learning of young children;
- Reflect upon potential implications for themselves as adults, in relation to young children;
- Understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families.

**Particular Course Requirements**

The 2 Unit course requires students to study between 7 and 13 modules.

**Core studies**

The core studies are compulsory. There are three parts to the core:
- A: Pregnancy and Childbirth (15 hrs);
- B: Child Growth and Development (20 hrs);
- C: Promoting Positive Behaviour (10 hrs).

**Modules**

The following optional course modules are available in consultation with the teacher:

Learning Experiences for Young Children, Play and the Developing Child, Starting School, Gender and Young Children, Children and Change, Children of Aboriginal and Torres Strait Islander Communities, Historical and Cultural Contexts of Childhood, The Children’s Services Industry, Young Children and Media, Young Children and the Law, Food and Nutrition, Child Health and Safety, Children’s Literature and Young Children with Special Needs.

Students who complete this course are eligible to apply for the Red Cross Advanced Child Care Certificate.

**Tweed River HS Course Fee**: $25 per annum

**Internal Assessment**

A balanced assessment of:
- Knowledge and understanding outcomes and course content and
- Skills outcomes and content as follows

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<td><strong>Total</strong></td>
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</table>
Course: Marine Studies 2 Unit

Board Endorsed Course
2 Unit for each of the Preliminary and HSC Courses

Exclusions: Nil

Course Description

The oceans cover more than 70 per cent of the earth’s surface and influence all forms of life on this planet. The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources now and into the twenty first century. Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

Students undertaking Marine Studies will:
- develop an awareness of the scope and diversity of marine ecosystems;
- measure the fundamental parameters which affect life in the marine environment;
- gain knowledge to assist with employment in marine related occupations;
- develop a sense of responsibility, respect and the need for wise management practices when dealing with marine resources.

Main Topics Covered

Mandatory Topics
- Marine Safety and First Aid
- The Marine Environment
- Life in the Sea
- Humans in the Water
- Marine and Maritime Employment

Options
- Dangerous marine Creatures
- Coral Reef and Coastal Ecology
- Commercial and Recreational Fishing
- Seafood Cooking
- Marine Engineering
- Boating and Navigation
- Oceanography
- Skin Diving and Diving Science
- Marine Craft Construction and Repair
- Marine Communication

Students may also be offered opportunities to gain:
- First Aid and Resuscitation Certificates
- Snorkel and Scuba Certificates
- Boat Licence
- Navigation and Communication Certificates

Please note: these courses are delivered by external trained professionals. Additional costs apply they are not covered by course fees. These activities are all OPTIONAL.

Particular Course Requirements

Students are required to keep a diary throughout the course.

Tweed River HS Course Fee: $45 per annum

Assessment

A balanced assessment of:
- Knowledge and understanding outcomes and course content and Skills outcomes and content as

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Course: Photography, Video and Digital Imaging

BOS Course No: 35228

2 Unit for each of the Preliminary and HSC Courses
Board Endorsed Course

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

Course Description

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students’ experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students’ understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Main Topics Covered

Modules may be selected in any of the three broad fields of:
- Wet Photography
- Video
- Digital Imaging

Specific Modules include:
- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Particular Course Requirements

Students are required to keep a diary throughout the course.

Students are encouraged to develop a portfolio of their work over the course. The portfolio could contain works which are accomplished, conceptually strong and well resolved that demonstrate students’ learning in the selected modules.

Internal Assessment

A balanced assessment of:
- Production of photographic, video and digital image works.

Critical or Historical Study

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<tr>
<td>Course: Sports Coaching (240 hour VET)</td>
<td>BOS Course Number: 58051</td>
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<tr>
<td>VET Board Endorsed Course</td>
<td>Exclusions: Students studying Board Developed PDHPE must not study BEC modules which duplicate PDHPE modules</td>
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<td>2 Units for each Preliminary and HSC</td>
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**Course Description**

This is a **NON ATAR** Vocational Board Endorsed Course designed to enable students to acquire a range of skills and competencies that are recognised in the sport and recreation industry. Students will attain a VET qualification at the completion of the course.

Students will have the opportunity to complete a Certificate II in Sport Coaching, subject to achievement of appropriate competencies.

**Main Topics Covered**

- Sport Coaching in a wide range of sports including touch, rugby league, athletics and soccer
- Coaching styles and practices
- Practical movement skills in such sports as touch, rugby league, athletics, soccer, golf and volleyball
- Careers in sport, including refereeing and officiating
- Sports administration
- Communication in the workplace
- Occupational Health and Safety
- First Aid
- Public speaking and dealing with the media

In addition to the core units there are electives units which will be determined in consultation with the teacher.

**Course Structure**

This course consists of 9 mandatory units of competencies. A selection of elective units to a minimum value of 110 indicative hours and 70 hours of mandatory work placement (2 x one week blocks).

**Assessment is Competency Based**

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

Students will be progressively assessed as “competent” or “not yet competent” in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log Book.

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

**Qualifications**

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Sport Coaching (240 hours) will be eligible for the Statement of Attainment towards the AQF Certificate II in Sport Coaching.

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in the Sport Coaching (120 hours) will be eligible for the AQF Certificate I in Sport Coaching.

- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.
Course: Sport, Leisure & Recreation Studies  

VET Board Endorsed Course  
2 Units for each Preliminary and HSC  

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

Course Description

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

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential. The course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

Through the course students will develop:

- Develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation;
- Promote an understanding of the requirements for healthy living;
- Develop a deeper understanding of the interaction between society, sport, recreation and fitness;
- Identify how sport influences and affects various groups and sections of our society;
- Provide students with a greater understanding of their physical and sporting potential;
- Develop an understanding of coaching in sport

Main Topics Covered

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics;
- Athletics;
- First Aid;
- Fitness;
- Specific Sports;
- Gymnastics;
- Outdoor Recreation;
- Sports Administration;
- Coaching;
- Social Perspectives of Sport;
- Healthy Lifestyle.

Particular Course Requirements

Nil

Tweed River HS Course Fee: $15 per annum

Internal Assessment

A balanced assessment of:

- Knowledge and Understanding outcomes and course content

Skills outcomes and content

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## Course Description

Designed images and objects can communicate ideas about ourselves and our world. This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

The course enables students to:

- understand the nature of visual design and the ways in which designed images are created, categorised, interpreted, valued and used in our society;
- develop understandings and skills required to design and make works which fulfil a range of functions and express and communicate their own ideas and feelings;
- understand and value the contribution which designers make to our society;
- know the practices used by designers and the career options available in these fields.

## Main Topics Covered

The course is divided into a series of modules. These include:

- Graphic Design;
- Wearable Design;
- Product Design;
- Interior/Exterior Design;
- General (Individual/Collaborative Design Project);
- Mandatory (Occupational, Health and Safety).

## Particular Course Requirements

Students are required to keep a Visual design Diary throughout the course recording their processes.

**Tweed River HS Course Fee:** $45 per annum

## Internal Assessment

A balanced assessment of:

- Designing and Making Design Works
- Critical and Historical Studies

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Course Description

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.

This course in Work Studies will assist students:
- to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities;
- to develop an understanding of the changing nature of work organisation and the implications for individuals and society;
- to undertake an extended work placement to allow for the development of specific job-related skills;
- to acquire general work-related knowledge, skills & attitudes, transferable across occupational areas;
- to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

Main Topics Covered

The course has two core studies, and elective course modules:
Core 1 – Work and change
Core 2 – Experiencing work

Modules

There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours. Schools are able to select from the course modules listed below, or develop their own modules to meet the identified local needs of their student group.

Modules:
- Career Planning;
- Job Seeking and Interviews;
- Workplace Communication and Interpersonal Skills;
- Equity Issues and Work;
- Work and Lifestyle;
- Workplace Issues;
- Self Employment;
- Investigating an Enterprise;
- Social Issues and Work;
- Occupational Health and Safety and First Aid in the Workplace;
- Work Project;
- Work Placement.

Students use class time to learn about the world of work and employment e.g. interviews, CVs, legal aspects of work, banking and wages.

Particular Course Requirements

Students must spend one week at work placement. Students must keep a diary of their experiences. Students also attend excursions to give them first-hand knowledge of many aspects of life beyond school.

Tweed River HS Course Fee: $30 per annum

Internal Assessment

A balanced assessment of:
- Knowledge and Understanding outcomes and course content
- Skills outcomes and content

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VET COURSES

TAFE DELIVERED

IF YOU SIT FOR THE HSC EXAMINATION
FOR SOME THESE COURSES, THEY COUNT
TOWARDS AN ATAR.

A separate TAFE application will be necessary.

See the careers adviser for full list of courses and course details.
VET Category B courses

The North Coast Institute of TAFE at Kingscliff and Murwillumbah campuses will offer TVET courses specifically designed to meet local needs. It is important to note that TAFE may not be able to provide student selections in every instance. The following courses are regularly offered:

- Automotive
  - 2 Unit
  - Murwillumbah TAFE
- Business Services
  - 2 Unit
  - Kingscliff TAFE
- Construction
  - 2 Unit
  - Kingscliff TAFE
- Electro Technology
  - 2 Unit
  - Kingscliff TAFE
- Financial Service
  - 2 Unit
  - TBA
- Hospitality
  - 2 Unit
  - Kingscliff TAFE
- Human Services
  - 2 Unit
  - Kingscliff TAFE
- Retail Services
  - 2 Unit
  - Murwillumbah TAFE
- Tourism & Events
  - 2 Unit
  - Kingscliff TAFE

All the VET Frameworks are Category B courses listed above contribute 2 units towards a HSC. Additionally, students have the option to sit for a HSC examination in all the courses listed above to have them count towards an ATAR.

VET Board Endorsed Courses

The North Coast Institute of TAFE at Kingscliff and Murwillumbah campuses also offer a wide variety of Board Endorsed Courses which count towards your HSC. These may include but are not limited to:

- Animal Care – Introduction
  - 2 Unit
  - Murwillumbah TAFE
- Baking Retail
  - 2 Unit
  - Kingscliff TAFE
- Beauty Therapy – Makeup Services
  - 2 Unit
  - Kingscliff TAFE
- Beauty Therapy – Nail Technology
  - 2 Unit
  - Kingscliff TAFE
- Children's Services – Introduction
  - 2 Unit
  - Kingscliff TAFE
- Creative Industries (Digital Imaging)
  - 2 Unit
  - Kingscliff TAFE
- Sport & Recreation (Fitness)
  - 2 Unit
  - Kingscliff TAFE
- Hairdressing – Salon Skills
  - 2 Unit
  - Kingscliff TAFE
- Creative Industries – Media
  - 2 Unit
  - Kingscliff TAFE
- Design (Surf, Skate, Snow Industry)
  - 2 Unit
  - Kingscliff TAFE
- Health Services Assistance
  - 3 Unit
  - Kingscliff TAFE
- Creative Industries (2D Animation)
  - 2 Unit
  - Kingscliff TAFE
- Plumbing
  - 2 Unit
  - Kingscliff TAFE
- Fashion Design and Industry Practice
  - 2 Unit
  - Kingscliff TAFE
- Jewellery Design
  - 2 Unit
  - Kingscliff TAFE
- Customer Contact
  - 2 Unit
  - Kingscliff TAFE
- Transport and Logistics
  - 2 Unit
  - Kingscliff TAFE
  (Warehousing and Storage)

These courses will NOT count towards an ATAR.

Students need to carefully consider their own circumstances before selecting these courses as students are responsible for getting themselves to the venues on time each week. The majority of courses conclude after school hours and students make their own way home. Due to extended class time, attendance is critical to the successful completion of course requirements.

See your careers adviser or the TVET Guide for a full list of VET courses available.