A Guide to Stage 6
Senior School Courses

2016
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LEADERSHIP TEAM

PRINCIPAL Mr C McDermott
DEPUTY PRINCIPAL Mrs B Santos
ASSISTANT PRINCIPAL - LEARNING & TEACHING Fr John Franzmann MSC
ASSISTANT PRINCIPALS - PASTORAL CARE Mr C Bounds
ASSISTANT PRINCIPAL - FAITH FORMATION, MISSION & RELIGIOUS EDUCATION Mrs F Mulhall
BUSINESS MANAGER Mrs C Majetic

LEADERS OF LEARNING

COLLEGE CHAPLAIN Fr Terry Herbert MSC
CAREERS Mr G Bull
CURRICULUM ADMINISTRATION Mr A Langdon
ENGLISH Mr S Murchie
HISTORY Mrs J Esposito
LANGUAGES Mr B Woods
LEARNING SUPPORT & ENHANCEMENT Mrs F McEvoy
LIBRARIAN Ms K Gillespie
MATHEMATICS Mr M Fitzpatrick
PDHPE / WILDERNESS Mr C Chapman
PERFORMING ARTS Mrs M Waples
RELIGION Mrs J Lowe
SCIENCE Mr J Napthali
SOCIAL SCIENCES Ms K Molloy
TECHNOLOGY & APPLIED STUDIES Ms I Holmes
VISUAL ARTS Mr B Woods
VET Mr B Shepherd

HOUSE COORDINATORS / YEAR ADVISORS

OSBORNE / YEAR 7 Mr S O’Hea and Ms L Phillips
REID / YEAR 8 Mr J McKinnon and Mrs A Phillippe
RIVERSDALE / YEAR 9 Mrs K Delaney and Mr D Fairall
GILES / YEAR 10 Mr C Cowen and Miss L Robertson
CLANCY / YEAR 11 Mr M Bourke and Mr T Williamson
BURFORD / YEAR 12 Mrs K Price and Mr T Small
SENIOR SCHOOL COURSES

Curriculum at Chevalier is characterised by its breadth and depth. There are far more courses available here than in most other comparable schools. Such a breadth of curriculum demands a delicate balance of finances and any changes to subject offerings have to be considered carefully. Chevalier is committed to continuing to provide the best possible choices.

BOARD DEVELOPED COURSES (BDC)

Subjects with a syllabus written by the Board of Studies syllabus committees are known as Board Developed Courses (BDC). These subjects may be used to count towards Australian Tertiary Admissions Rank (ATAR). These courses are defined in terms of:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- a performance scale (except for VET courses).

Each BDC is examined externally at the end of the HSC course.

BOARD ENDORSED COURSES (BEC)

Subject syllabuses which have been written by Chevalier teachers or by other people and then accredited by the Board are known as Board Endorsed Courses. They are known either as Content Endorsed Courses (CEC) or as School Developed Courses (SDC) and may be used to count towards HSC accreditation but not included in ATAR calculations.

VOCATIONAL EDUCATION AND TRAINING COURSES (VET)

VET enables students to gain qualifications for all types of employment and specific skills to help them in the workplace. These are courses which have dual accreditation with the NSW Board of Studies (BOS) and the Australian Skills Quality Authority (ASQA). This means that such courses can be used for accreditation towards the HSC and 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 are designed to meet industry training needs and are written in competency based terms. Students receive special documentation showing the competencies gained. Students must complete a minimum of 70 hours work placement which is mandatory BOS requirement to qualify for the HSC.

PRELIMINARY AND HSC UNITS

Most subjects are divided into two parts – Preliminary and HSC. Those courses designated as Preliminary must be successfully studied before the HSC part of that course may be attempted. All courses offered for the HSC have a unit value. Most courses are 2 unit courses, involving at least 240 hours of study over the preliminary and HSC years. There are extension courses in some subjects. In English and Mathematics there are extension courses available at Preliminary and HSC levels. Extension courses in History and Music are offered and examined at HSC level only.
# COURSES OFFERED AT CHEVALIER COLLEGE

All courses are of 2 unit value unless otherwise stated

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<td>Personal Development, Health &amp; Physical Education</td>
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<td>Physical Education, Bushcraft (Wilderness) (BEC)</td>
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<td>Sports Coaching (VET)</td>
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Preliminary and HSC Courses

Studies of Religion 1 unit
Studies of Religion 2 unit
Textiles and Design
Visual Arts
Work Studies 1 unit

HSC Extensions

Where courses do not achieve a viable number of students nominating to pursue it, that course may not proceed. There are also limits on the size of some courses.

While every effort is made to give students the subject combination they want, timetable constraints can result in clashes and, in such cases, students are given the opportunity to make a second choice.

Some points to take note of:

1. All students must choose one course in Religion: either Studies of Religion I, Studies of Religion II or Catholic Studies.

2. All students must choose one course from either English (Standard), English (Advanced) or English Studies.

3. It is not possible to choose both English (Advanced) and English Standard.

4. Students may not choose Senior Science with any other Science course in the Preliminary year.

COST

Please note that some courses involve costs additional to the College Inclusive Fees.

These are:

- Visual Arts
- Photography and Digital Imaging
- Primary Industries
- Hospitality
- Construction
- Wilderness

For further information, please contact the College.
THE HIGHER SCHOOL CERTIFICATE

REQUIREMENTS FOR THE AWARD OF THE HSC

To be eligible for awarding of the HSC:

• you must have satisfactorily completed courses that meet the pattern of study required by the Board of Studies for the award of the HSC. This includes the completion of the practical, oral, project works and work placement required for specific courses and the assessment requirements for each course.

• you must have sat for and made a serious attempt at the HSC examinations

• you must have studied at least twelve Preliminary units and a minimum of ten HSC units

• the pattern of Preliminary and HSC courses must meet the following criteria:
  • six of the Preliminary and six of the HSC units must be BDCs including at least two units of English
  • three courses must be of two units or greater
  • at least four subjects must be studied.

PATHWAYS TO THE HSC

It is possible to accumulate the HSC over five years from the time the first examination is taken. Such an arrangement requires careful planning. Students wishing to complete their HSC over more than two years must discuss this matter with the Assistant Principal – Learning and Teaching.

CREDIT TRANSFER

Some HSC subjects enable students to gain credit in other courses, especially TAFE courses. Details of credit transfer arrangements are available from the Careers Department.

PRELIMINARY ASSESSMENT

Assessment of satisfactory status in Preliminary courses will commence at the beginning of the year and continue to the end of Term 3. The HSC courses will begin during week three of Term 4. Students will be issued with an Assessment Schedule at the commencement of the Preliminary Course.
SATISFACTORY AT PRELIMINARY

To satisfactorily complete a course at Preliminary level students must:
• follow the course developed, or endorsed by the Board; and
• apply themselves with diligence and sustained effort for the set tasks and experiences provided in the course by the school; and
• achieved some, or all of the outcomes.

The Principal may determine that, as a result of a poor record of attendance, the course criteria have not been met.

In addition, students at Chevalier College must:
• hand in work set (failure to submit work will jeopardise their status)
• behave in a manner which is acceptable according to school standards.
• Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. An N determination will then apply and the student may be unable to enter for the HSC examination in that subject.

HSC ASSESSMENT

Each course has specific assessment requirements which relate to prescribed performance criteria in that course and which are weighted accordingly. An assessment schedule which describes these requirements for HSC courses is issued to each student for each subject at the beginning of the HSC course.

IMPORTANT POINTS IN RELATION TO ASSESSMENT TASKS

If a task is not submitted and there is no satisfactory reason given and supported by some form of certification such as a doctor’s certificate, a mark of zero will be awarded.

• Students must make sure that each task is submitted to the teacher concerned PRIOR to the time for submission.
• If it is obvious that a task will be late or missed, 48 hours notice must be given before an extension will be considered.
• Absences from school prior to the due date of an assessment in order to prepare for the task are not acceptable.
• Arrangements such as holidays should not be made during times where assessment tasks are due.
• Students are required to complete the ‘All My Own work’ course at the beginning of the Preliminary year. Students should also make themselves aware of the meaning of plagiarism and that it may result in zero marks.
• It is the duty of the student to make sure that he/she collects and is aware of assessment tasks.
• Computer/printer failure is not considered a satisfactory reason for non-submission.

An assessment policy document will be issued to all students at the commencement of the Preliminary and HSC courses.
HSC RESULTS

Three marks will appear for each subject on the Higher School Certificate Record of Achievement: the examination mark, the assessment mark and the final HSC mark. The examination mark and the assessment mark each constitute 50% of the HSC mark. The assessment marks sent in by the school are moderated by matching the assessment marks to the school group’s performance in the external exam.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

In order to be eligible for placement at a University, students must have a Australian Tertiary Admissions Rank (ATAR). The ATAR is calculated from the best ten Board Developed Course units, including at least two units of English.

It is important to know that:

- the ATAR is calculated by the universities in NSW and the ACT and is released by the Universities Admissions Centre (UAC)
- the ATAR serves only one purpose - to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR is not useful for any other purpose.

The following apply to ATAR calculations:

- Assessment for ATAR will be based on HSC work only (assessment of Preliminary work will determine whether HSC courses may be attempted).
- ATAR calculations are based 50% on school assessments and 50% on HSC exam mark after moderation and scaling of marks.
- The best two units of English will be counted.
- The best eight units chosen from the remaining units will be counted.
- A maximum of two units from category B subjects may be included (category B subjects include all VET courses).
- Students who wish their VET subject to count towards their ATAR must sit for the HSC exam in that subject.
- If more than ten Board-Developed units are attempted, two units of English and the next best eight units are counted towards ATAR.

REPORTING IN THE HSC

The HSC reports that you receive from the Board of Studies provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

The mark achieved in each 2 unit course will be on a scale of 0 to 100. The mark 50 will represent the minimum standard expected.

There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 to 100 will correspond to the highest level of achievement.

On satisfactory completion of your HSC you will receive a portfolio containing

- the HSC Testamur (official certificate confirming your achievement of the requirements for the award)
- the Record of Achievement (this lists the courses you have studied and reports the marks and bands you have achieved)
- Course Reports (for every HSC BDC you will receive a report showing marks, performance scale and band descriptions together with a graph showing the state-wide distribution of marks in the course).
ADVICE WHEN CHOOSING

- Listen to advice from your teachers
- Realistically estimate your abilities
- Choose subjects which suit your interests and abilities
- Choose a broad enough range of subjects so as not to limit future goals.
- Start with a positive attitude to work at the beginning of the course and maintain this at all times.

Any change of course must be completed by the end of Week 5, Term 1 of the Preliminary year. It is advisable, however, for students to make changes as early in Term 1 as possible, before they miss too much work in the subject they are changing to.

It is important to realise that University is not appropriate for many students and that to gain a placement at University straight from the HSC is difficult. Mature entry or entry through TAFE is the better path to follow for some. Details of credit transfer to Universities is available from the careers advisor.
AGRICULTURE (BDC)

Preliminary then HSC | 2 Unit | Category A | HSC and ATAR Credit

**Prerequisite:** None

**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 examines the complexity and scientific principles of the components of agricultural production, with an emphasis on the place of the farm in the wider economic, environmental and social environment. The form of a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from a national and international perspective. This is achieved through the farm product study.

**Main Topics Covered**

**Preliminary Course**

- Overview of Australian Agriculture (15%)
- Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

**HSC Course**

- Core Topics (80%)
  - Farm product study (30%)
  - Plant and Animal production (50%)
- Elective (20% each) ONE of the following:
  - Agrifood, Fibre and Fuel Technologies
  - Climate Challenge
  - Farming for the 21st Century

**Particular Course Requirements**

Approximately 30% of the course involves practical work, including plant and livestock husbandry, research projects using the school farm and a farm case study of a local property.

**Contact:** Ms I Holmes
**Ancient History (BDC)**

**Prerequisite**
A reasonable standard in English.

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

The Preliminary course is structured for students to investigate: people, groups, events, institutions, societies and historical sites from archaeological and written sources by applying the methods used by historians and archaeologists.

This course develops knowledge and skills essential to an understanding of the HSC course.

In the HSC course, students use archaeological and written sources to investigate a personality from the ancient world, a historical period, an ancient society and a core unit, the Cities of Vesuvius.

**Main Topics Covered**

**Preliminary Course**
- Part 1: Introduction (40%)
  - (a) Investigating the Past - History, Archaeology and Science
  - (b) Case Studies - at least one case study will be undertaken
- Part 2: Studies of Ancient Societies (40%) - at least one ancient society will be studied
- Part 3: Historical Investigation (20%) - investigate a topic of your own choosing not undertaken in Parts 1 or 2 or an HSC topic.

**HSC Course**
- Part 1: Core Study: Cities of Vesuvius - Pompeii and Herculaneum (25%)
- Part 2: Ancient Society - one society to be studied from the Ancient Societies options offered in the syllabus (25%)
- Part 3: Personality - one personality to be studied from the Personality options offered in the syllabus (25%)
- Part 4: Historical Period - one Historical Period to be studied from the relevant options offered in the syllabus (25%)

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

**Future Studies**
History (Modern and Ancient) does not lead into a specific job but does prepare students for many. Employers recognise the value of historical study in teaching students to think clearly and critically, find information from all sorts of sources, including the latest information technology, work individually and with others on problem solving and write clear, well-argued reports. History provides a valuable basis for careers such as law, journalism, teaching, architecture, advertising, tourism, building restoration, town planning, research, public service, librarianship, politics, public relations and many others. From a personal perspective, the study of history is essential in the formation of well-informed, tolerant and well-balanced citizens.

**Contact:** Mrs J Esposito
Prerequisite

Students wishing to study Biology should have a good understanding of Stage 5 Science. Biology may not be studied in conjunction with Senior Science in the Preliminary Year.

Course Description

Biology is a suitable course for students who are interested in animals and plants and how they operate and interact. It is an immensely diverse science, ranging from the study of individual organisms and how they work, to attempts to understand complex communities and their relationship to the environment. The biological sciences are now at the forefront of science as advances in biotechnology have now placed powerful tools at the disposal of biologists.

Biology in Stage 6 provides a contemporary understanding of the concepts explaining the functioning and evolution of living things. Students studying Biology develop a positive attitude towards the study of living things and the environment. Biology involves students working in practical and field activities.

Main Topics Covered

Preliminary Course

- A Local Ecosystem: Ecology
- Patterns in Nature: Cells and the functioning of animals and plants
- Life on Earth: How life began and evolved
- Evolution of Australian Biota: How Australian animals and plants evolved

HSC Course

- Maintaining a Balance: How temperature, water, oxygen and carbon dioxide are balanced in plants and animals
- Blueprint of Life: Evolution and Genetics
- The Search for Better Health: How our immune system protects us from diseases
- One option from: Communication: How the eye and ear operate
- Genetics: An in-depth look at genetics and the use of biotechnology

Particular Course Requirements

Practical requirements should occupy a minimum of 80 indicative hours across the Preliminary and HSC courses. Students should keep an accurate record of the practical work in an appropriate form. An open-ended investigation is mandatory for both courses.

Future Studies

The study of Biology provides students with a valuable foundation at university and other tertiary institutions. Tertiary courses include molecular biology, environmental biology, marine science, biotechnology, biochemistry, medical and sports science. In addition, Biology assists students to prepare for employment and provides opportunities to gain recognition in vocational education and training.

Contact: Mr J Napthali
**Prerequisite**
None

**Course Description**
Business Studies investigates the role, operation and management of small 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:** Role of business, types of businesses, influences in the business environment, business growth and decline
- **Business Management:** Nature of management, management approaches, management process, management and change
- **Business Planning:** Small to medium enterprises, influences in establishing a small to medium business, the business planning process, critical issues in business success and failure

**HSC Course**

- **Operations:** Role of operations management, influences, operations processes, operations strategies
- **Marketing:** Role of marketing, influences on marketing, marketing processes, marketing strategies
- **Finance:** Role of financial management, influence on financial management, financial management strategies
- **Human Resources:** Role of human resource management, key influences, processes of human resources management, strategies in human resources management, effectiveness of human resources management

**Particular Course Requirements**
Each topic is studied in the context of case studies where what is being considered in the course is applied in practical situations.

**Future Studies**
Business studies, economics, financial management, small business, law, human resources, industrial relations.

**Contact:** Ms K Molloy
**Prerequisite**
Students wishing to study Chemistry should have an in-depth understanding of Stage 5 Science. Students should also be competent in Mathematics. Chemistry may not be studied in conjunction with Senior Science in the Preliminary Year.

**Course Description**
Chemistry is the study of many different things around us, of how one substance changes into another and the relationship between the nature and structure of molecules. Chemistry is often referred to as the central science, since some knowledge of it is required for the study of other science disciplines.

Chemistry, through theoretical studies, individual and group practical activities and interactive media experiences provides the student with an understanding of the physical and chemical nature of substances at the atomic and macro molecular level.

During the two-year course you will investigate properties and reactions of both naturally occurring and man-made substances, linking this knowledge to the impact of Chemistry on society and the environment. Some aspects of the history and philosophy of Chemistry will be studied and skills will be developed to allow you to communicate and discuss the contribution of Chemistry to the analysis and solution of local, national and international problems.

**Main Topics Covered**
Chemistry is concerned with the characterisation of substances and the reactions they undergo. By learning about systematisation of chemical facts, students become able to predict the outcome of reactions.

**Preliminary Course**
- **The Chemical Earth:** *The properties of the elements and compounds that make up the Earth, separating mixtures, structure of substances and bonding*
- **Metals:** *The properties, uses and reactions involving metals*
- **Water:** *The properties and uses of water, energy changes during the reactions and solutions*
- **Energy:** *Organic chemistry and the release of energy by combustion*

**HSC Course**
- **Identification and Production of Materials:** *How materials are used and the chemical reactions involved in their use, including fermentation, electrochemistry and nuclear chemistry*
- **Acidic Environment:** *Chemical reactions involving acids and bases, the production of esters*
- **Chemical Monitoring and Management:** *How chemistry is used in today’s world and the effect on the Environment of chemical processes*
- **Option: Industrial Chemistry:** *The industrial uses of chemistry*
**Particular Course Requirements**

Practical requirements should occupy a minimum of 80 indicative hours across the Preliminary and HSC course. Students should keep an accurate record of the practical work in an appropriate form. An open-ended investigation is mandatory for both courses.

**Future Studies**

The study of Chemistry provides students with a valuable foundation for university and other tertiary institutions. Tertiary courses include engineering, chemistry, agricultural chemistry, nanoscience, nutrition, biochemistry, nursing and medical science. Chemistry is assumed knowledge for many science courses and it is wise to check careers information and university expectations.

**Contact:** Mr J Napthali
COMMUNITY AND FAMILY STUDIES (BDC)

Preliminary Then HSC 2 Unit Category A HSC and ATAR Credit

Prerequisite
None

Course Description
Our society today is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society required a comprehensive knowledge of its complex nature. Consequently, Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students’ general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Main Topics Covered
Preliminary Course

- Resource Management (20%): Basic concepts of resource management.
- Individuals and Groups (40%): The individual’s role, relationships and tasks within and between groups.
- Families and communities (40%): Family structures and functions, and the interaction between family and community.

HSC Course

Core Topics

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

Option Modules (25%) – students select one option from:

- Family and Societal Interactions: Government and community structures that support and protect family members throughout the 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 family and work environments.

Contact: Mr C Chapman
**DANCE (BDC)**

**Prerequisite**

It is recommended, but not essential, that the student has studied Dance in Years 9 and 10 and/or is involved in additional dance lessons and performances either within or outside the school. It is compulsory for students to attend all dance-related excursions.

**Course Description**

In the Preliminary and HSC Dance course, students study dance as an art form with core studies in the interrelated components of Performance, Composition and Appreciation. The knowledge and skills that students gain in Year 11 provide the fundamentals of dance as an art form and are implicit in the content for Year 12.

**Main Topics Covered**

**Preliminary Course**

The Preliminary course comprises three components:

- **Performance:** Students study dance technique and performance quality
- **Composition:** Students study choreography through a series of problem solving exercises and compose their own dance
- **Appreciation:** Students study and analyse Australian and international dance works and artists

**HSC Course**

The HSC course comprises four components.

- **Core Performance (20%):** Students learn and perform a dance, further developing skills learnt in Preliminary Dance. Students will respond to questions in an interview situation to demonstrate their knowledge of dance theory.
- **Core Composition (20%):** Students compose movement in response to an intent for another dancer using and building on skills learnt in Preliminary Dance. Students must respond to questions in an interview situation to demonstrate their knowledge of composition processes.
- **Core Appreciation (20%):** Students study specific choreographers and prescribed works. They analyse the use of components of dance, structure and the use of motif and phrase to interpret and evaluate professional dance works from international dance artists.
- **Major Study (40%):** Students choose ONE of the following five options listed below:
  - **Major Study Performance:** Students repeat a similar process to Core Performance, only with a greater focus on the ability to interpret and communicate an intent. They must perform a solo dance work for the HSC.
  - **Major Study Composition:** Students repeat a similar process to Core Composition, only with choreography for 2-3 dancers, who perform the choreography for the HSC Dance Examination.
  - **Major Study Appreciation:** Students study a set of seminal work, as well as two prescribed eras and prescribed artists for study. Students analyse and critically write about the studied dance works and eras.
• Major Study Dance and Technology
  Option 1: Virtual Body:
  Students explore the use of computer technology for choreographing movement in the use of 3D animation software. They investigate the application of computer-based technologies in the works of professional choreographers.

• Major Study Dance and Technology
  Option 2: Film and Video:
  Students choreograph a work, specifically with the camera viewpoint in mind, after researching types, functions and examples of dance film/video. Students develop an intent and choreograph movement using 2-3 dances to create a unified dance film that communicates an intent to an audience.

Contact: Mrs M Waples
**DESIGN AND TECHNOLOGY (BDC)**

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**Prerequisite**

None

**Course Description**

Students study design processes, design theory and factors in relation to designing, producing and evaluating design projects that meet both needs and opportunities.

**Main Topics Covered**

**Preliminary Course**

In the Preliminary course student’s study designing and producing, which includes the completion of at least two design projects. They must also participate in hands-on practical activities.

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

**HSC Course**

In the HSC course, the comprehensive study of designing and producing that were studied in the Preliminary course are synthesised and applied. The 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.

The project folio includes a project proposal and management, project development and realisation, and project evaluation.

This culminates in the development and realisation of a Major Design Project and the presentation of a case study focusing upon innovation in design. The Major Design project is of the student’s own choice and is as broad as the student’s own imagination allows. The student may design items such as furniture, computer software, or hardware, clothing, safety devices, games, environmental solutions, water-saving devices, structures, BBQs, training routines, information packages, music programmes, advertising, videos, magazines etc.

**Contact:** Ms I Holmes
**DRAMA (BDC)**

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**Prerequisite**

It is highly recommended, but not essential, that the student has studied Drama in Years 9 and 10. It is expected that students will involve themselves in at least one co-curricular production either within or outside the school. It is compulsory for students to attend all drama-related excursions.

**Course Description**

The Preliminary and HSC course is designed for students to experience, understand, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture through making, performing and critically studying drama and theatre. In addition, students are required to keep a logbook which records and evaluates class work and the development of performance tasks.

**Main Topics Covered**

**Preliminary Course**

The Preliminary course comprises three components:

- Improvisation, Play-building and Acting
- Elements of Production in Performance
- Theatrical Tradition and Performance Styles

**HSC Course**

The HSC course comprises four components:

- Australian Drama and Theatre
- Group Performance
- Studies in Drama and Theatre
- Individual Project

Students are required to study **two core components and two elective components** as outlined below.

**Core Topics**

- Australian Drama and Theatre
- Group Performance

**Elective**

Studies in Drama and Theatre (one topic from a choice of seven topics)

**Individual Project**

(one project to be chosen)

- Critical Analysis: choose one of the following:
  - Director’s Folio
  - Portfolio of Theatre Criticism
  - Applied Research
- Design: choose one of the following:
  - Set or Costume
  - Lighting
  - Promotion and Program
- Performance
- Script-writing
- Video Drama

**Contact:** Mrs M Waples
Prerequisite

Students wishing to study Earth and Environmental Science should have an in-depth understanding of Stage 5 Science. Students should also be competent in Mathematics. Earth and Environmental Science may not be studied in conjunction with Senior Science in the Preliminary year.

Course Description

Earth and Environmental Science is the study of the Earth and its processes. The course aims to provide an understanding of systems and processes in both aquatic and terrestrial environments. It seeks to explore changes that have occurred during Earth’s history, including changes in the lithosphere, atmosphere, hydrosphere, cryosphere and biosphere, and the evolution of organisms since the origin of life on Earth.

The study of planet Earth and its environments recognises that while humans are part of nature, they continue to have a greater influence on the environment than any other species. Earth and Environmental Science is built on the premise that the natural environment is the host to all local environments and that, therefore, an understanding of the natural environment is fundamental to any analysis of more specific local environments.

The Preliminary modules consist of core content that would be covered in 120 indicative hours.

The HSC course consists of core and options organised into a number of modules. The core content and one students are required to cover one of the options.

Main Topics Covered

Preliminary Course

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

HSC Course

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

One option may comprise any of the following:

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

Future Studies

The study of Earth and Environmental Science provides students with a valuable foundation at university and other tertiary institutions Tertiary courses include engineering, mining, mine construction and Environmental rehabilitation.

Contact: Mr J Napthali
Prerequisite

None. Students do not need to have done Commerce in Years 9 and 10 since this course covers completely different material. The course assumes no previous knowledge of Economics. Some basic application of mathematics involving graphical analysis and simple algebra is involved.

Course Description

Economics provides an understanding for students about the many issues relating to the economy and its operation that dominate our news media and public debate. The operation of Government and politics is inextricably linked to Economics. Any student interested in Government, Politics and current affairs will enjoy Economics. To be an informed voter, people need an understanding of Economics. Elections are essentially about economics and the impact of economic issues on society. Economics investigates issues such as unemployment, foreign debt, trade problems, inflation, economic growth, taxation, the distribution of income and wealth, privatisation, deregulation, economic reform, and the impact of these issues on society. Economics develops knowledge and understanding of the operation of the Australian Economy and the Global Economy as well as the issues associated with globalisation. There is thus a strong emphasis on problems and issues in the contemporary Australian context and the policy option that Government has to manage these. Economics also assists students to develop their skills in analysis, problem solving and communication.

Main Topics Covered

Preliminary Course

- **Introduction to Economics:** Role/function of an economy; Types of Economies; Structure of Economies; Economic issues
- **Consumers and Business:** Consumer income, spending, choices; Firms and Production; Business Behaviour, Issues
- **Markets:** Demand. Supply, Price Determination Market structures, Alternatives to market solutions
- **Labour Markets:** Labour Market; Demand/Supply at work, wage outcomes; Labour Market institutions, Trends
- **Financial Markets:** Borrowing; Lending; Types of financial markets; Money Supply; Demand for Money; Interest rates; Share Market, Regulation/Government Policy
- **Government in the Economy:** Government Intervention; Role of Government; Constraints; Influences on Policy

HSC Course

- **The Global Economy:** Globalisation; Trade; Protection; Economic Growth and Development; Impact of globalisation
- **Australia’s Place in the Global Economy:** Nature of trade; Trade Issues; Trade agreements; Exchange Rates; Protection
- **Economic Issues:** Unemployment, inflation, External problems; Environment; Wealth and Income Distribution
- **Economic Policies and Management:** Fiscal Policy, Monetary Policy, Micro-economic Policy, Trade Policy; Incomes Policy; Labour Market Policy

Future Studies

Economics, commerce, business studies, arts, science, politics, government, labour studies, studies in society, sociology, industrial relations, international studies.

Contact: Ms K Molloy
Prerequisite

None.

Course Description

This course is directed towards the application and advancement of skills associated with mathematics, science and technology and is integrated with business and management. It will provide students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team.

In the Engineering profession an Engineering report contributes to the effective management, communication, decision-making and team work by providing a synthesis of the various elements that are relevant to a given project.

In the Preliminary course students will learn to understand the significance of an Engineering Report and then develop an Engineering Report.

In the HSC course students must produce one Engineering Report from either of the two Engineering application modules of Civil Structures or Personal and Public Transport, and one from either of the two engineering focus modules of Aeronautical Engineering or Telecommunications Engineering.

Main Topics Covered

Preliminary Course

There are four compulsory modules.

The core units are:

- Engineering Applications Module 1, 2 and 3
  - Engineering Applications Module 1: Engineering Fundamentals
  - Engineering Applications Module 2: Engineered Products
  - Engineering Applications Module 3: Braking Systems
  - Engineering Focus 1: Bio-Engineering

HSC Course

There are four compulsory modules

- Engineering Applications Module 1 and 2
  1. Civil Structures
  2. Personal and Public Transport

- Engineering Focus Modules 1 and 2
  1. Aeronautical Engineering
  2. Telecommunications Engineering

Each module is 30 hours indicative time.

Future Studies

Economics, commerce, business studies, arts, science, politics, government, labour studies, studies in society, sociology, industrial relations, international studies.

Contact: Ms I Holmes
ENGLISH ADVANCED (BDC)

Preliminary then HSC  2 Unit  Category A  HSC and ATAR Credit

Prerequisite
This course cannot be taken with English Fundamentals, English Standard, ESL English or English Studies. Students considering this course should have excellent literacy skills, a genuine love of literature, including Shakespeare, and a capacity to think analytically. It is an academically demanding course that should be considered by those who have demonstrated higher achievement in their English studies.

Course Description
In the Preliminary English Advanced 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 English (Advanced) course students analyse and evaluate texts and the way they are valued in their context. They must study a Shakespearean text.

Main Topics Covered

Preliminary Course
This course has two sections:

1. Area of Study in which content common to the Standard and Advanced courses is undertaken. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content.

2. Electives in which students explore, examine and analyse texts. Aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values are also studied. The Electives comprise 60% of the content.

In this course students are required to study Australian and other texts; explore a range of types of texts drawn from prose fiction, drama, poetry, non-fiction, film, media, and/or multimedia texts; undertake wide reading. They must study a Shakespearean text.

HSC Course
The course has two sections:

1. Area of Study in which students analyse and explore texts and apply skills in synthesis.

2. Modules which emphasise particular aspects of meaning and representation, questions of textual integrity, and ways in which texts are valued. Students study one elective chosen from each of the three modules. These modules are specified by the BOSTES.

In this course students are required to closely study at least five types of prescribed text, one drawn from each of the following categories:

- Shakespearean drama
- prose fiction
- drama or film
- poetry
- non-fiction
- media or multimedia texts

Students also study a wide range of additional related texts and textual forms
Future Studies

A sound qualification in English provides access to an array of careers. Some careers which presuppose a considerable competence in English include: teaching, the law, media, executive positions, selling, public relations, advertising and the public service. This competency can usually be demonstrated by achievement in Standard English but a few Tertiary courses may require previous study of HSC Advanced English. The study of English inspires some people to become novelists, poets or playwrights. English literature opens a door to immense intellectual enjoyment and pleasure and provides insight into humanity as a whole as well as an increased understanding of ourselves.

Contact: Mr S Murchie
ENGLISH EXTENSION 1 (BDC)

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**Prerequisite**

This course is an extension of the English (Advanced) course taken in the Preliminary and HSC years. The Preliminary course is a prerequisite for the HSC Extension Course 1 and also for HSC Extension Course 2. English Extension 1 cannot be taken with English (Standard) Course nor with Fundamentals of English nor with English ESL. Students undertaking this course require a very high standard of literacy and a capacity to think analytically.

**Course Description**

In the Preliminary English Extension 1 course students explore how and why texts are valued in a range of historical contexts. They consider why some texts may be perceived as culturally significant.

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

**Main Topics Covered**

The Preliminary Extension 1 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 course has one mandatory section: Value. However, modules may change. One of the main areas an Extension student investigates is appropriation.

The HSC English Extension 1 course requires the study of three prescribed texts (and additional related texts). Students must complete ONE elective from one of the three modules offered for study.

**Contact:** Mr S Murchie
ENGLISH EXTENSION 2 (BDC)

HSC ONLY 1 UNIT CATEGORY A HSC AND ATAR CREDIT

Prerequisite
HSC Extension 1 and HSC Advanced English must be taken if HSC Extension 2 is to be studied. Students must have studied the English Extension 1 course in the Preliminary year.

Course Description
In the HSC English Extension 2 course students develop a sustained composition and document their research and progress during this process. Students must be independent and self-directed learners. There is No exam in the HSC for this course and the final work is submitted to the BOSTES at the end of August.

Main Topics Covered
The HSC English Extension 2 course requires the completion of a Major Work in either a print, sound, visual or multimedia medium. It allows students to select an area of personal interest from their previous study of English and develop their work in this area to a level of distinction. To provide the basis for the Major Work, students undertake ongoing, systematic and rigorous investigation into their chosen area. This investigation process is documented in a Journal. The Major Work and a Reflection Statement (1500 words) are submitted to the HSC examiners. Students have some freedom over the type of medium they work with, for example, students can compose a narrative, critical essay, a speech or drama script but the supervising teachers will negotiate this with the student.

Contact: Mr S Murchie
ENGLISH FUNDAMENTALS (BDC)
PRELIMINARY ONLY 1 UNIT CATEGORY A PRELIMINARY CREDIT

Prerequisite
This course may not be taken with English (Advanced) nor with English Extension. It is usually based on teacher recommendation.

Course Description
This is a skills based course designed for students who need additional intensive assistance to support them to meet the outcomes of English Stage 6. The needs of students will determine all aspects of the course including areas such as modules studied and texts and activities chosen.

Main Topics Covered
In this course students undertake up to four additional modules chosen from:

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

Each module involves approximately 24 hours of study. Module A is compulsory. Students must complete a minimum of three modules.

Contact: Mr S Murchie
Prerequisite
This course cannot be taken with any course in English.

Course Description – This is the English course that will be studied by the majority of students
In the Preliminary English (Standard) course students explore the ways events, experiences, ideas and processes are represented in and through a wide range of multi-modal texts. This year students have studied Fiction and Non-fiction 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
This course has two sections:
1. Area of Study in which 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.
2. Electives in which students explore and examine texts and analyse aspects of meaning. The Electives comprise 60% of the content.

In Preliminary, the Area of Study and the Electives will be designed to suit the needs of the students.

In this course students are required to:
- study Australian and other texts
- explore a range of types of texts drawn from prose fiction, drama, poetry, non-fiction, film, media, and/or multimedia texts
- undertake wide reading 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.

HSC Course
The course has two sections:
1. Area of Study. The HSC common content consists of one Area of Study common to the HSC Standard and Advanced courses where students analyse and explore texts.
2. Modules that provide elective choices which emphasise particular aspects of shaping meaning and demonstrate the effectiveness of texts for different audiences and purposes.

Students study: one elective from each of the three modules. The modules are specified by the Board of Studies.

Four types of text (drawn from the following categories: prose fiction, drama, poetry, non-fiction, film media or multimedia).

Please note: 40 % of the course is common to both Standard and Advanced English. In addition, most tertiary study courses require a competence in English that is demonstrated by achieving in Standard or Advanced English. Standard English will give students access to most University and other Tertiary studies. If in doubt, the College Careers Adviser can give advice.
Future Studies

A sound qualification in English provides access to an array of careers. Careers which presuppose a considerable competence in English include teaching, media, executive positions, selling, public relations and the public service. The study of English inspires some people to become novelists, poets or playwrights. English literature opens a door to immense intellectual enjoyment and pleasure and provides insight into humanity as a whole as well as an increased understanding of ourselves.

Contact: Mr S Murchie
ENGLISH STUDIES (BEC)
PRELIMINARY THEN HSC  2 UNIT  CATEGORY B  HSC CREDIT ONLY

**Prerequisite**
This course cannot be taken with English Advanced or English Standard.

**Course Description – This course should be considered by those students who do not need an ATAR**
In the English Studies course students develop proficiency in English to enhance their personal, social and vocational lives. Students respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources to fulfil a range of purposes.

**Main Topics Covered**

**Preliminary Course**
The course involves study of the Mandatory Module ‘Achieving through English: English and the worlds of education, careers and community.’
In addition to this, a further three to four modules are studied with a focus on:
- Reading, viewing, listening to and composing a wide range of texts, including print texts and multi-modal texts.
- Study of at least one substantial print text and at least one substantial multi-modal text.
- Being involved in planning, researching and presenting activities as part of individual and collaborative projects.
- Engagement with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.
- Development of a portfolio of texts in a number of forms.

**HSC Course**
This course has a similar format and focus, with a Mandatory Module titled *We are Australians;* English in citizenship, community and cultural identity.

**Contact:** Mr S Murchie
FRENCH CONTINUERS (BDC)

Preliminary then HSC  2 Unit  Category A  HSC and ATAR Credit

Prerequisite
A satisfactory standard in the study of French in Stage 5.

Course Description
The study of French opens students to the cultural richness of other peoples and invites an international perspective to their learning. It also helps students learn other languages later in life through the development of language acquisition skills, while providing an opportunity to reflect on their own culture.

In the Preliminary and HSC Courses students will learn about different facets of French language and culture through the study of prescribed themes.

Main Topics Covered
The theme, the individual, enables students to explore aspects of their personal world, for example, sense of self, school life and aspirations for the future, relationships, and leisure activities.

The theme, the French-speaking communities, explores topics from the perspective of everyday life in communities, encouraging students to reflect on their own culture in relation to another.

The theme, the changing world, explores the concept of change as it affects aspects of the world of work, travel and tourism, youth culture, the media and current issues such as the environment and technology.

Contact:  Mr B Woods
Prerequisite
None. However, students who have acquired geographic skills in the 7-10 Geography courses will have an advantage.

Course Description
HSC Geography investigates both the Biophysical environment and Human geography. It combines developing a deeper understanding of the biophysical environment and its processes with an examination of human activity and the impact of human activity. Students have the opportunity to enquire about and investigate the unique characteristics of our world through research, fieldwork, mastery of geographical skills and the study of contemporary geographical issues. Environmental management is an important theme in the course. Students also have the option of studying particular aspects of human geography such as cultural integration, political geography and economic development in major nations. Case studies are integral to developing knowledge and understanding. Specific studies of biophysical and human processes, interactions and trends should make the HSC Geography student a more informed and effective community participant. Studies in Geography also assist students to develop skills in independent learning, analysis, problem solving and communication.

Main Topics Covered
Preliminary Course
- Biophysical Studies: The nature and functioning of the Atmosphere, Hydrosphere, Lithosphere and Biosphere, and associated management issues
- Global Challenges: Population Geography, Cultural Integration, Political Geography, Development Geography, Natural Resource Use
- The Senior Geography Project

HSC Course
- Ecosystems at Risk: Nature of ecosystems and their interaction, vulnerability, management and protection
- Urban Places: world cities, megacities, urban dynamics
- People and Economic Activity: Global economic activity, detailed study of one economic activity in a global context; factors affecting; environmental, social and economic impacts.
- Key concepts incorporated across all topics: Change, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.

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

Future Studies
Geography is useful in the fields of science, engineering, mathematics, computing, commerce, environmental studies, urban and regional planning, design, humanities, agriculture, resource management.

Contact: Ms K Molloy
HISTORY EXTENSION (BDC)

HSC ONLY 1 UNIT CATEGORY A HSC AND ATAR CREDIT

**Prerequisite**

Students must have completed Preliminary Modern History and/or Preliminary Ancient History with a high level of achievement and must be undertaking HSC Modern History and/or HSC Ancient History. A high standard in English is necessary for success in this course.

**Course Description**

Students learn about the nature of History and aspects of the work of historians through a set of readings from ancient to modern times and through a detailed case study of the historiography of an historical issue. Students learn historical inquiry skills and apply the skills by designing and conducting their own historical investigation.

**Main Topics Covered**

Part 1. What is History? (60%)

- Examination of historiographical readings concerned with approaches to the study and writings of history.
- Case Study - examination of the historiographical issues associated with one area of historical debate.

Part 2. History Project (40%)

- Students design and conduct their own research into an area of changing historical interpretation.

**Contact:** Mrs J Esposito
Prerequisite
None.

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

The Focus Areas offered at Chevalier College are Graphics Technologies, Timber Products and Furniture Technologies and Metal Technologies. Students choose to study one focus area. One or both focus areas may run, depending on student demand.

Main Topics Covered
Preliminary Course

In the Preliminary Course, students must design, develop and construct a number of projects and undertake the study of an individual business within the industry. Each project must include a management folio.

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

- **Industry Study (15%)** Structural, technical, environmental and sociological factors, personal issues and WHS
- **Design (10%)** Elements and Principles of design, types of design, quality, influences affecting design
- **Management and Communication (20%)** Manage work through the completion of a management folio link to each project produced
- **Production (40%)**
- **Industry Related Manufacturing Technology (15%)**

HSC Course

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

The following sections are taught in relation to the relevant focus area through the development of a major project and folio and a study of the relevant industry

- **Industry Study (15%)**
- **Major Project (design, management, communication, production) (60%)**
- **Industry Related Manufacturing Technology (25%).**

Contact: Ms I Holmes
INFORMATION PROCESSES AND TECHNOLOGY (BDC)

Prerequisite
None.

Course Description
The Information Processes and Technology course teaches students about information-based systems. It covers the processes of collecting, organizing, analysing, storing and retrieving, processing, transmitting and receiving, and displaying, as well as the technologies that support them. With this background, students will be well placed to adapt to new technologies as they emerge.

Through this course, students will gain a good working knowledge of:

- the key concepts of data
- information and systems
- the interactive nature of effective information-based systems
- available and emerging information technologies
- the social and ethical issues associated with the use of information technology and information systems, such as equity and access, privacy, freedom of information and copyright
- the communication, personal and team skills necessary to ensure that an information systems solution is appropriate for the needs of the users
- related issues such as project management, documentation and user interfaces.

Students will be able to: select the most appropriate technology for a given situation, as well as design and implement an information-based system using a creative and methodical approach.

Main Topics Covered

Preliminary Course
- Introduction to Information Skills and Systems (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%)

HSC Course
- Project management (20%)
- Information Systems and Databases (20%)
- Communication (20%)
- Option strands, the study of two information systems taken from Transaction Processing Systems, Decision Support Systems, Automated Manufacturing Systems and Multimedia Systems (40%)

Contact: Ms I Holmes
Prerequisite
The Italian Continuers Stage 6 course is designed for students who have studied Italian in the Mandatory Year 8 and the Elective Year 9 and 10 courses.

Course Description
Preliminary Course (120 indicative hours)
The Preliminary course has themes and associated topics. Students’ studies in Italian will be developed through tasks associated with a range of texts and text types that reflect selected themes and topics. Students will also gain an insight into the culture and the language of Italian-speaking communities through the study of a range of texts.

HSC Course (120 indicative hours)
The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Italian and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students’ knowledge and understanding of the culture and the language of Italian-speaking communities will develop further.

Course Content
Main Topics Covered
There are three prescribed themes:

- The Individual: Enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

- The Italian-speaking Communities Explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

- The Changing World Enables students to explore change as it affects aspects of the world of work and other topics such as communication, tourism and hospitality and Italian influence.

Contact: Mr B Woods
Prerequisite
A satisfactory standard in the study of Japanese in Stage 5.

Course Description
The study of Japanese opens students to the cultural richness of other peoples and invites an international perspective to their learning. It also helps students learn other languages later in life through the development of language acquisition skills, while providing an opportunity to reflect on their own culture.

In the Preliminary and HSC Courses students will learn about different facets of Japanese language and culture through the study of prescribed themes.

Course Content
Main Topics Covered
The theme - The Individual, enables students to explore aspects of their personal world, for example, sense of self, school life and aspirations for the future, relationships, and leisure activities.

The theme - The Japanese-Speaking Communities, explores topics from the perspective of everyday life in communities, encouraging students to reflect on their own culture in relation to another.

The theme - The Changing world, explores the concept of change as it affects aspects of the world of work, travel and tourism, youth culture, the media and current issues such as the environment and technology.

Contact: Mr B Woods
LEGAL STUDIES (BDC)

Prerequisite
None.

Course Description
The Preliminary course develops students’ knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, the specific nature of the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

Main Topics Covered

Preliminary Course
- The Legal System: Basic legal concepts, sources of contemporary Australian law, classification of law, law reform, law reform in action.
- The Individual and the Law: Rights and responsibilities, resolving disputes, contemporary issue: the individual and technology.
- Law in Practice: Designed to deepen understanding of the principles of law studied earlier.

HSC Course
- Core: Crime: Nature of crime, criminal investigation, criminal trial process, sentencing and punishment, young offenders, international crime.
- Options: Two options chosen from the following:
  - Consumers
  - Global Environmental Protection
  - Family
  - Indigenous Peoples
  - Shelter
  - Workplace
  - World Order

Key Themes Incorporated Across All Topics
- Relationship between justice, law and society
- Development and reform of law
- Responsiveness of the legal system
- Effectiveness of legal and non-legal mechanisms in achieving justice

Future Studies
Legal Studies may be useful in careers involving law, commerce, business studies, economics, politics, and sociology.

Contact: Ms K Molloy
Prerequisite
The Mathematics course is suited to students who are able to grasp abstract mathematical concepts. It should only be attempted by those students who have successfully and consistently met the course outcomes of the Stage 5.3 syllabus pathway in Years 9 and 10. Students intending to apply for this course should have also displayed aptitude in meeting the outcomes of the following units: Real Numbers, Algebraic Techniques, Coordinate Geometry, Applied Trigonometry and Deductive Geometry. These units have been recommended topics for students who are following the 5.2 pathway but intend to study the Stage 6 Mathematics course.

Course Description
This course is intended to give students who have demonstrated 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 technology. 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 and commerce. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the extension course.

Main Topics Covered
Preliminary Course
- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- The quadratic polynomial and the parabola
- Linear functions
- Plane geometry
- The tangent to a curve and the derivative of a function.

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

Contact: Mr M Fitzpatrick
**Prerequisite**

The Extension 1 Mathematics course requires a high level of mathematical ability. It should only be attempted by those students who have demonstrated such ability by successfully and consistently meeting the course outcomes of the Stage 5.3 syllabus pathway in Years 9 and 10.

**Course Description**

The content of this course, which includes the entire content of the Mathematics course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills incorporated in the Stage 5.3 syllabus pathway 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 of which are applicable to the real world. It has general educational merit and is also useful to concurrent studies of science and technology. The course is a recommended minimum basis for further studies in mathematics as a major in tertiary studies and for the study of mathematics in support of the physical and engineering sciences.

**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 \( \sin 2x \) and \( \cos 2x \), **Error! Bookmark not defined.**\( \frac{dN}{dt} = K(N - P) \)
- Velocity and acceleration as a function of \( x \)
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of HSC Mathematics topics

**Contact:** Mr M Fitzpatrick
MATHEMATICS EXTENSION 2 (BDC)

Prerequisite
This course is designed for students with a special interest in mathematics. Extension 2 Mathematics begins at the conclusions of the Preliminary course and is available to students who achieve consistently outstanding results in the Extension 1 Mathematics course.

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

Main Topics Covered
The course is studied in conjunction with the Mathematics course, the Mathematics Extension 1 course and also includes:

- Graphs
- Complex numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder extension topics

Contact: Mr M Fitzpatrick
Prerequisite
The Preliminary course is constructed on the assumption that students have successfully and consistently achieved the outcomes of the Stage 5.1 syllabus pathway in Years 9 and 10. For students who intend to study the HSC Mathematics General 2 course, it is recommended that they have experienced the Stage 5.2 syllabus pathway.

Course Description
The Preliminary Mathematics General course, the HSC Mathematics General 2 course and the HSC Mathematics General 1 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity, 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.

At the completion of the Preliminary course, students will have the option of choosing one of two pathways. The HSC Mathematics General 2 course is an ATAR course is designed for students who have displayed a high level of competence in the Preliminary course. This course provides a strong foundation for a broad range of vocational pathways, as well as for a range of university courses in the humanities, nursing and paramedical sciences.

The HSC Mathematics General 1 course is a non-ATAR course and is designed for students who have demonstrated competence in the Preliminary course. This course provides an appropriate foundation for a range of such vocational pathways, either in the workforce or in further training.

Main Topics Covered

Preliminary Course
- Financial Mathematics
  - Earning Money
  - Investing Money
  - Taxation
- Data Analysis
  - Statistics and society, data collection and sampling
  - Displaying and interpreting single data sets
  - Summary Statistics
- Measurement
  - Units of measurement and applications
  - Applications of perimeter, area and volume
  - Similarity of two dimensional figures, right angled triangles
- Probability
  - Relative Frequency and Probability
- Algebraic Modelling
  - Algebraic manipulation
  - Interpreting linear relationships
• Focus Study: Mathematics and Communication
  › Mobile phone plans
  › Digital download and file storage

• Focus Study: Mathematics and Driving
  › Costs of purchase and insurance
  › Running costs and depreciation
  › Safety

HSC Course – 2 (BDC)
• Financial Mathematics
  › Credit and Borrowing
  › Annuities and Loan Repayments
• Data and Statistics
  › Interpreting sets of data
  › The normal distribution
  › Sampling and population
• Measurement
  › Further application of area and volume
  › Applications of trigonometry
  › Spherical geometry
• Probability
  › Multi stage events and applications of probability
• Algebraic Modelling
  › Further algebraic skills and techniques
  › Modelling linear relationships
  › Modelling non-linear relationships
• Focus Study: Mathematics and Health
  › Body measurements
  › Medication
  › Life expectancy
• Focus Study: Mathematics and Resources
  › Water availability and usage
  › Dams, land and catchment areas
  › Energy and sustainability

HSC Course – 1 (CEC)
• Financial Mathematics
  › Credit cards
• Data and Statistics
  › Distributions
  › Interpreting sets of data
  › Working with statistics
• Measurement
  ‣ Further applications of area and volume

• Probability
  ‣ Multistage events and applications of probability

• Algebra and Modelling
  ‣ Further algebraic skills
  ‣ Modelling with functions

• Focus Study : Mathematics and Design
  ‣ Scale drawings and house plans
  ‣ Design

• Focus Study : Mathematics and Household Finance
  ‣ Accommodation costs : buying and renting
  ‣ Costs of running a household, maintenance and repairs

• Focus Study : Mathematics and the Human Body
  ‣ Blood
  ‣ Body measurements
  ‣ Lung capacity

• Focus Study : Mathematics and Personal Resource Usage
  ‣ Water usage and collection
  ‣ Electricity
  ‣ Sustainability and energy-efficient housing

Contact: Mr M Fitzpatrick
MODERN HISTORY (BDC)

Prerequisite
A reasonable standard in English.

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 four major studies.

Main Topics Covered

Preliminary Course
Part 1: Case Studies (50%)
   At least TWO Case Studies will be undertaken – one from Europe, North America or Australia and one from Asia, the Pacific, the Middle East or Central/South America.

Part 2: Historical Investigation (20%) - investigation of a case study of your own choice.

Part 3: Core Study (30%) - The World at the Beginning of the 20th century.

HSC Course
Part 1: Core Study (25%) - World War I, 1914 - 1919
Part 2: National Study (25%) - Russia/Soviet Union, 1917 - 1941
Part 3: Personality in the 20th century (25%)
Part 4: International Study in Peace and Conflict (25%)

Future Studies
History (Modern and Ancient) does not lead into a specific job but does prepare students for many. Employers recognise the value of historical study in teaching students to think clearly and critically, find information from all sorts of sources, including the latest information technology, work individually and with others on problem solving and write clear, well-argued reports. History provides a valuable basis for careers such as law, journalism, teaching, architecture, advertising, tourism, building restoration, town planning, research, public service, librarianship, politics, public relations and many others. From a personal perspective, the study of history is essential in the formation of well-informed, tolerant and well-balanced citizens.

Contact: Mrs J Esposito
MUSIC 1 (BDC)

Pre-requisite
It is highly recommended that students have completed Elective Music in Years 9 and 10 and be currently learning an instrument. It is also desirable that students be part of a school ensemble.

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. Topics are chosen from a list of twenty-one topics which cover a range of styles, period and genres.

The course expects all students to pursue, at a level appropriate to their needs, interests and skills in the areas of performance, aural perception, musicology and composition.

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

Contact: Mrs M Waples
**Prerequisite**

It is highly recommended that students have successfully completed Elective Music in Years 9 and 10. It is desirable that students have completed AMEB or Trinity College music examinations to a minimum Grade 5 in practical and Grade 3 Theory/Musicianship. It is also recommended that students are currently learning an instrument and are part of a school ensemble.

**Course Description**

In the Preliminary and HSC courses, students 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. The student will develop this knowledge and skills to a sophisticated level to enable them to pursue music at a tertiary level if they so choose.

**Main Topics Covered**

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

In the Preliminary course the mandatory topic is Music 1600 - 1900. In the HSC course the mandatory topic is Music of the last Twenty-Five Years (Australian Focus).

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

**Contact:** Mrs M Waples
MUSIC EXTENSION (BDC)

<table>
<thead>
<tr>
<th>HSC ONLY</th>
<th>1 Unit</th>
<th>Category A</th>
<th>HSC and ATAR Credit</th>
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Prerequisite

Music 2 must be studied in conjunction with this course.

Course Description

The HSC Music extension course builds on Music 2 and assumes a high level of music literacy and aural ability. Students will specialise in performance or composition or musicology and will follow an individual programme of study which will be negotiated between the teacher and the student.

Contact: Mrs M Waples
PDHPE (BDC)

PreLIMINARY then HSC  2 UNIT  CATEGORY A  HSC AND ATAR CREDIT

**Prerequisite**

Students should have a genuine desire to improve their personal levels of health and wellbeing. Students must possess a genuine interest in the study of Human Movement.

**Course Description**

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

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

**Main Topics Covered**

**Preliminary Course**

- Core Topics (60%)
  - Better Health for Individuals (30%)
  - The Body in Motion (30%)

- Option Components (40%) – Students select two options each from:
  - First Aid (20%)
  - Composition and Performance (20%)
  - Fitness Choices (20%)
  - Outdoor Recreation (20%)

**HSC Course**

- Core Topics (60%)
  - Health Priorities in Australia (30%)

- Factors Affecting Performance (30%)

- Option Components (40%) – Students select two options each from:
  - The Health of Young People (20%)
  - Sports and Physical Activity in Australian Society (20%)
  - Sports Medicine (20%)
  - Improving Performance (20%)

- Equity and Health (20%)

**Contact:** Mr C Chapman
PHOTOGRAPHY AND DIGITAL IMAGING (BEC)

Prerequisitie
Possession of a digital camera is required.

Course Description
This course offers students an opportunity to explore contemporary artistic practices that make use of photography and other digital media. It addresses aspects of image such as the use of a digital camera, and the creation of photo-media images. Digital image making is introduced at a beginner’s level. Critical and historical investigations of works, artists and photographers, the audience and aspects of the world are studied.

Main Topics Covered
This is a 1 unit course. The topics cover both practical and theoretical studies in Photography. Students will complete between 3 and 6 modules of work during this time. The modules are:

- Introduction to Digital Imaging
- Developing a point of view in Digital Imaging
- Traditions, conventions, styles and genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts
- Individual Project

Occupational Health and Safety is covered in each module

Students are required to maintain a process diary or work book as well as submit required tasks for assessment.

Progression to the HSC Course in Photography
Two classes are offered in the Preliminary course which allows students to gain a basic understanding of photographic practices. However, only ONE class may be offered in the HSC course. There is a restriction on numbers who will be offered a place in this course. Offers will be determined by a student’s commitment to studies in Photography and Digital Imaging and for a student’s successful fulfilment of HSC requirements.

Contact: Mr B Woods
PHYSICAL EDUCATION BUSHCRAFT (WILDERNESS) (BEC)

Prerequisite
Students should have a genuine desire to improve their knowledge and skills in Outdoor Recreation. It is preferred that students have completed Years 9 and 10 Wilderness or shown committed participation in an equivalent course of study.

Course Description
The Wilderness Course is based on experiential learning through challenge; both in the practical and theoretical components of the course.

Through this, Wilderness aims:
- to promote positive attitudes towards the value of wilderness environments, their use and preservation
- to develop practical skills in navigation and enable students to appraise risk and function safely and responsibly in the outdoors
- to promote self-awareness, reliance and confidence; and group awareness
- to develop students skills in leadership and expedition planning.

Main Topics Covered

Preliminary Course
- Risk and Risk Management in Outdoor Activities
- Remote Area First Aid
- Alpine/Ski touring and Snow Survival
- Bushcraft

HSC Course
- Leadership Theory and Practice
- Bushcraft – Major Hike
- Adventure Racing

Practical Commitment
Fieldwork is an integral and compulsory component of the course. A commitment to all these activities is essential. This commitment includes weekends and school holidays.

Preliminary: 6 days. HSC: 10 days.

Fees
A levy is charged to cover school costs such as transport, specialised equipment and outsourcing of experiences that are in excess of standard learning experiences and expeditions, which require external providers. The fees for this course in 2015 are $715 for a Year 11 student and $740 for a Year 12 student. It must be noted that these levies for 2016 and 2017 may be higher depending on factors beyond our control such as inflation, increased third party costs and other unforeseen costs.

Students will need to provide their own hiking equipment where possible. However, it is advisable not to purchase equipment before receiving advice.

Contact: Mr C Chapman
PHYSICS (BDC)

PREREQUISITE THEN HSC | 2 UNIT | CATEGORY A | HSC AND ATAR CREDIT
---|---|---|---

**Prerequisite**

Students wishing to study Physics should have an in-depth understanding of Stage 5 Science. Students should also be competent in Mathematics. Physics may not be studied in conjunction with Senior Science in the Preliminary year.

**Course Description**

Physics is the branch of science that investigates and measures the properties and interrelationships of matter and energy. Physicists strive to find the laws that describe these relationships so predictions can be made about how the Universe behaves. Physicists investigate a wide variety of natural phenomena including objects as large as galaxies and as small as sub-atomic particles.

In the Preliminary course you will study kinematics and dynamics (the causes and effects of motion); the properties of waves; electrical energy and magnetism; astronomy and the interaction between energy and matter that brought about the formation of the Earth.

The HSC course builds on the Preliminary course examining the effects of gravitational fields; projectile and circular motion in space travel; motors, generators and transformers and the development of ideas that led to new technologies in the twentieth century.

**Main Topics Covered**

**Preliminary Course**
- Moving About: *Forces, energy and mechanics*
- The World Communicates: *How waves are used to transfer energy and communicate*
- Electrical Energy in the Home: *The properties of electricity and how it is used today*
- The Cosmic Engine: *A study of the universe and its components*

**HSC Course**
- Space: *How gravity influences space and time, satellites, rocketry*
- Motors and Generators: *The operation of motors and generators, deeper understanding of electricity*
- From Ideas to Implementation: *The physics behind the operation of modern appliances such as TV, electronics*
- One option from Medical Physics or Astrophysics

**Particular Course Requirements**

Practical requirements should occupy a minimum of 80 indicative hours across the Preliminary and HSC courses. Students should keep an accurate record of the practical work in an appropriate form. An open-ended investigation is mandatory for both courses.

**Future Studies**

The study of Physics provides students with a valuable foundation at university and other tertiary institutions. Tertiary courses include engineering, surveying, technology, aviation, optics, astrophysics and medical science. Physics is assumed knowledge for many science courses and it is wise to check careers information and university expectations.

**Contact:** Mr J Napthali
**Prerequisite**
Successful completion of Year 10 Religious Education.

**Course Description**
This course aims to promote awareness, understanding and appreciation of the nature of religion and the influence of religious traditions, beliefs and practices on societies and on the individual, with an emphasis on Catholicism, World Religion and Religious Diversity, Justice and Compassion, and Moral Conscience and Values.

**Main Topics Covered**

**Preliminary Course – Catholic Studies**
- Praying through Liturgy
- Justice and Compassion
- Moral Issues

**HSC Course – Catholic Studies**
- The nature of World Religions
- Being Catholic
- Mary and Women in the Scriptures

**Contact:** Mrs J Lowe
SENIOR SCIENCE (BDC)

PRELIMINARY THEN HSC 2 UNIT CATEGORY A HSC AND ATAR CREDIT

**Prerequisite**

There are no prerequisites for Senior Science. It is a suitable subject for any student who enjoys Science. The Preliminary course may not be studied in conjunction with Preliminary Biology, Chemistry or Physics. However, in the HSC year it is permissible to take the Senior Science course and one of the other courses.

**Course Description**

The study of Senior Science provides students with a contemporary understanding of the basic principles of Science. The course caters for a wide range of students and encourages students to develop a range of practical skills including information technology.

The Preliminary course covers ways in which water impacts on people, the growth and use of plants, the risks to the human body that occur in the workplace and a study of ecosystems with an emphasis on the local area.

The HSC course covers various categories of chemicals used by people such as drugs and cleaning products, the basic functions of the human body and how medical science uses modern materials to repair the body. Also covered are the ways people communicate over long distances.

**Main Topics Covered**

**Preliminary Course**

- Water for Living: *The properties and uses of water*
- Plants: *The biology and uses of plants*
- Humans at Work: *The reasons for the use of safe working practices*
- Local Environment: *Ecology of the local area*

**HSC Course**

- Lifestyle Chemistry: *Chemistry involved with everyday products such as cleaning agents, cosmetics etc.*
- Medical Technology: Bionics: *Technology of modern medicine*
- Information Systems: *Science behind mobile phones, computers etc.*

One Option from Pharmaceuticals or Disasters

**Particular Course Requirements**

Practical requirements should occupy a minimum of 80 indicative hours across the Preliminary and HSC courses. Students should keep an accurate record of the practical work in an appropriate form. An open-ended investigation is mandatory for both courses.

**Future Studies**

The study of Senior Science provides students with a valuable foundation at university and other tertiary institutions. This includes courses both within and outside the field of science. In addition, Senior Science assists students to prepare for employment and provides opportunities to gain recognition in vocational education and training.

**Contact:** Mr J Napthali
Prerequisite
None

Course Description
The central goal of Society and Culture is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technology – is also central to the course.

During the study of both the Preliminary and the HSC courses, students are required to develop knowledge and understanding of a variety of the methods used to conduct social research. Students also undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Main Topics Covered
Preliminary Course
- The Social and Cultural World: Nature of Society and Culture world, Social and Cultural research, quantitative and qualitative research, focus study.
- Personal and Social Identity: The nature of the development of personal and social identity, focus study.
- Intercultural Communication: Nature of communication, themes relating to intercultural communication, focus study.

HSC Course
- Social and Cultural Continuity and Change: Nature of continuity and change, nature of social and cultural research methods, focus study and near future.
- The Personal Interest Project: (30% of course time): To be chosen from:
  - The nature of popular culture, focus study and the near future
  - Belief Systems: the nature of belief systems and ideologies
  - Social Inclusion and Exclusion
  - Social Conformity and Nonconformity

The Personal Interest Project
The PIP is a significant individually researched topic conducted during the course. The PIP project is worth 40% of the HSC examination mark.

Future Studies
Arts, Sociology, Studies in Society, Psychology, Politics, Government, Cultural Studies, Aboriginal Studies, Economics. This course provides excellent background for any course or occupation dealing with people.

Contact: Ms K Molloy
SOFTWARE DESIGN AND DEVELOPMENT (BDC)

Assumed Knowledge

Students considering this course will preferably have completed Stage 5 Information and Software Technology. Also the demands of developing algorithms and applying mathematical logic indicate that students should be at a competency level of Mathematics General at Stage 6.

Course Description

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

The HSC course builds on the Preliminary course and asks students to develop and document software using a variety of data structures and language facilities. Through these students will learn to solve a number of interesting and relevant software problems and develop a software solution to their own design through a major project.

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 languages
    OR
  › The software developers view of the hardware

Practical experience will occupy a minimum of 20% of the Preliminary course and approximately 25% of the HSC course.

Contact: Ms I Holmes
Prerequisite
Successful completion of Year 10 Religious Education.

Course Description
Studies of Religion promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

Main Topics Covered

Preliminary Course
- The Nature of Religion and Beliefs
  - The Nature of Religion:
    ‣ Religion as a world view
    ‣ Characteristics of religion
    ‣ Contribution of religion to individuals and society
  - Australian Aboriginal Beliefs and Spirituality – The Dreaming
    ‣ Nature of the Dreaming
    ‣ The inextricable connection of the Dreaming, the land and identity
- Religious Tradition Study 1 & 2: Christianity & Islam
- Topics for both Religious Traditions are:
  ‣ Origins
  ‣ Principle Beliefs
  ‣ Sacred Texts and Writings
  ‣ Core Ethical Teachings
  ‣ Expression of Faith or Personal Devotion

HSC Course
- Religion and Belief systems in Australasia post-1945
  ‣ Contemporary Aboriginal Spirituality
  ‣ Religious Expression in Australia – 1945 to the present
- Religious Tradition Study 1 & 2: Christianity & Islam
- Topics for both Religious Traditions are:
  ‣ Significant People and ideas
  ‣ Ethics
  ‣ Significant practices in the life of adherents

Contact: Mrs J Lowe
Prerequisite
Successful completion of Year 10 Religious Education.

Course Description
Studies of Religion promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

Main Topics Covered

Preliminary Course
- The Nature of Religion and Beliefs
  - Religion as a world view
  - Characteristics of religion
  - Contribution of religion to individuals and society
- Australian Aboriginal Beliefs and Spirituality – The Dreaming
  - Nature of the Dreaming
  - The inextricable connection of the Dreaming, the land and identity
- Religions of Ancient Origin
- Religious Tradition Study 1, 2 and 3: Buddhism, Christianity and Islam
  - Origins
  - Principle Beliefs
  - Sacred Texts and Writings
  - Core Ethical Teachings
  - Expression of Faith or Personal Devotion
- Religion in Australia pre-1945

HSC Course
- Religion and Belief systems in Australasia post-1945
  - Contemporary Aboriginal Spirituality
  - Religious Expression in Australia – 1945 to the present
- Religious Tradition Study 1, 2 and 3: Buddhism, Christianity and Islam
  - Significant People and ideas
  - Ethics
  - Significant practices in the life of adherents
- Religion and peace
- Religion and Non-Religion

Contact: Mrs J Lowe
TEXTILES AND DESIGN (BDC)

Prerequisite
None

Course Description
Textiles and Design Stage 6 is designed to enable students to understand and appreciate the nature and significance of textiles. It also develops confidence and competence in the selection, design, manufacture and application of textile items.

Main Topics Covered

Preliminary Course

• Design 40%
  ‣ Elements and principles of design
  ‣ Types of design
  ‣ Communication techniques
  ‣ Manufacturing methods
  ‣ Preliminary Textile Project 1 focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and the project, and management of time and resources, eg Focus Area – Furnishing: Interior Design.
  ‣ Properties and Performance of Textiles 50%
    ‣ Fabric, yarn and fibre structure
    ‣ Types, classification and identification of fabrics, yarns and fibres
    ‣ Fabric, yarn and fibre properties
    ‣ Preliminary Textile Project 2 focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information, eg Focus Area – Apparel: Corsets
  ‣ Australian Textile, Clothing, Footwear and Allied Industries 10%
    ‣ Industry overview – past, present, future
    ‣ Quality and value of textiles

HSC Course

• Design 20%
  ‣ Historical design development
  ‣ Fabric decoration
  ‣ Influence of culture on design
  ‣ Contemporary designers
• Properties and Performance of Textiles 20%
  ◦ End-use applications
  ◦ Innovations and emerging textile technologies
• Australian Textile, Clothing, Footwear and Allied Industries 10%
  ◦ Appropriate textile technology and environmental sustainability
  ◦ Current issues
  ◦ Marketplace
• Major Textiles Project 50%
Students select one focus area through which they develop a project, which includes supporting documentation and textile item/s:
  ◦ Apparel
  ◦ Furnishings
  ◦ Costume
  ◦ Textile arts
  ◦ Non-apparel
Students will demonstrate the development of manipulative, graphical, communication, research, decision making, management and manufacturing skills.

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

Contact: Ms I Holmes
**VISUAL ARTS (BDC)**

<table>
<thead>
<tr>
<th>PREREQUISITE:then</th>
<th>HSC</th>
<th>2 UNIT</th>
<th>CATEGORY A</th>
<th>HSC AND ATAR CREDIT</th>
</tr>
</thead>
</table>

**Prerequisite**

It would be an advantage if the student had taken Visual Arts as an elective in the Junior School but this is not compulsory.

**Course Description**

Visual Art involves the student 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 the 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.

**Main Topics Covered**

**Preliminary Course** learning opportunities focus on:

- the nature of practice in art making, art criticism and art history through different investigations
- the role and function of artists’ artwork, the world and audiences in the art world
- the frames and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and art making in different forms.

**HSC Course** learning opportunities focus on:

- how students may develop their own informed points of view in increasingly more independent ways using frames
- how students may develop their own practice of art making, art criticism and art history applied to selected areas of interest
- how students may learn about the relationships between artist, artwork, world, audience within the art-world
- how students may further develop meaning and focus in their work.

**Particular Course Requirements**

**Preliminary Course:**

- Making artworks in two, three and four dimensional forms and use of a process diary.
- A broad investigation of ideas in art criticism and art history.

**HSC Course:**

- Development of a body of work and process diary
- Minimum of five Case Studies (4-10 hours each)
- Deeper and more complex investigations of ideas in art criticism and art history

**Costs:**

Where students require materials outside the normal budgeted cost structure, students will be charged for any extra purchases.

**Contact:** Mr B Woods
## Certificate II in Construction Pathways (CPC20211)

**Course Description 2014**

This may change due to Training Package and Board of Studies updates. Notification of variations will be made in due time.

### Course:

- **Construction** (240 indicative hours)
- 4 Preliminary and/or HSC units in total
- Board Developed Course

### Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

The Curriculum Framework course is accredited for the HSC and provides clients with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

<table>
<thead>
<tr>
<th>Compulsory core Training Package Units</th>
<th>Electives: units required for qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</td>
<td>CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground</td>
</tr>
<tr>
<td>CPCCCM1012A Work effectively and sustainably in the construction industry</td>
<td>CPCCCO2013A Carry out concreting to simple form</td>
</tr>
<tr>
<td>CPCCCM1013A Plan and organise work</td>
<td>CPCCCM2006B Apply basic levelling procedures</td>
</tr>
<tr>
<td>CPCCCM1014A Conduct workplace communication</td>
<td>CPCCCA2011A Handle carpentry materials</td>
</tr>
<tr>
<td>CPCCCM1015A Carry out measurements and calculations</td>
<td>CPCCBL2001A Handle and prepare brick laying and block laying materials</td>
</tr>
<tr>
<td>CPCCCM2001A Read and interpret plans and specifications</td>
<td>CPCCBL2002A Use bricklaying and block laying tools and equipment</td>
</tr>
</tbody>
</table>

### Compulsory Board of Studies Units

- CPCCOHS1001A Work safely in the Construction Industry
- CPCCCA2002B Use construction tools and equipment

Successful completion of the unit, CPCCOHS1001A, will lead to the award of a Construction Induction Card from WorkCover NSW, which allows the student access to construction sites across Australia for work purposes.

Clients may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Clients who are assessed as competent in the 6 core and 6 elective units of competency will be eligible for a CPC20211 Certificate II in Construction Pathways. Successful completion of the unit, CPCCOHS1001A, will lead to the award of a Construction Induction Card from WorkCover NSW, which allows the student access to construction sites across Australia for work purposes. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

### Pathways to Industry

Skills gained in this industry transfer to other occupations. Working in the construction industry involves:

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

### Examples of occupations in the construction industry:

- building
- bricklaying
- carpentry
- concreting
- consulting
- contracting
- glazing
- joinery
- structural engineering
- shop fitting
- roofing
- plastering
- sign writing
- steel reinforcing

### Mandatory Board of Studies Course Requirements

Clients must complete a minimum of 70 hours work placement. Clients who do not meet these requirements will be ‘N’ determined as required by the Board of Studies. Clients who achieve competency in CPCOHS1001A – Work Safely in the Construction Industry, will be issued with a WorkCover NSW Construction Induction Card (White Card). This is a requirement before commencing work placement.
Competency-Based Assessment
Clients in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals  Clients may lodge an appeal about assessment decisions through their VET Trainer.

External Assessment (optional HSC examination)
The Higher School Certificate examination for Construction (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on the compulsory units of competency and HSC Requirements and Advice detailed 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 a vocational qualification but may be used in the calculation of the ATAR.

Course Costs:  This subject is part of Chevalier's inclusive fee structure. As such, there are no fees or refunds associated with this course.
Delivery Arrangements:  Integrated in timetable

A school-based traineeship and apprenticeship are available in this course, for more information: http://www.sbatinnsw.info/

Contact: Mr B Shepherd
# Certificate II in Hospitality (SIT20213)

**Course Description 2015**

*This may change due to Training Package and Board of Studies updates. Notification of variations will be made in due time.*

<table>
<thead>
<tr>
<th>Course: Hospitality (240 indicative hours) Food and Beverage</th>
<th>4 Preliminary and/or HSC units in total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Developed Course</td>
<td>Category B status for Australian Tertiary Admission Rank (ATAR)</td>
</tr>
</tbody>
</table>

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

## SIT20213 Certificate II in Hospitality

### Units of Competency

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives to be advised and will come from the following areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B Work effectively with others</td>
<td>SITHCCC101 Use food preparation equipment</td>
</tr>
<tr>
<td>SITHIND201 Source and use information on the hospitality industry</td>
<td>SITHCCC102 Prepare simple dishes</td>
</tr>
<tr>
<td>SITHIND202 Use hospitality skills effectively</td>
<td>SITHFAB203 Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITXCCS202 Interact with customers</td>
<td>SITHFAB204 Prepare and serve espresso coffee</td>
</tr>
<tr>
<td>SITXWHS101 Participate in safe work practices</td>
<td>SITXFS201 Participate in safe food handling practices</td>
</tr>
<tr>
<td>SITXCOM201 Show social and cultural sensitivity</td>
<td>SITHFAB206 Serve food and beverage</td>
</tr>
<tr>
<td></td>
<td>SITHCCC103 Prepare sandwiches</td>
</tr>
<tr>
<td></td>
<td>SITXFS101 Use hygienic practices for food safety</td>
</tr>
</tbody>
</table>

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

### Qualifications

Students who are assessed as competent in the units listed will be eligible for a Statement of Attainment showing partial completion of SIT20213 Certificate II in Hospitality. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au).

### Pathways to Industry

Skills gained in this industry transfer to other occupations. Working in the hospitality industry involves:

- supporting and working with colleagues to meet goals and provide a high level of customer service
- prepare menus, managing resources, preparing, cooking and serving a range of dishes

### Examples of occupations in the hospitality industry:

- breakfast cook
- trainee chef
- barista
- café assistant
- short order cook
- fast food cook

### Mandatory Board of Studies Course Requirements

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies.

### Competency – Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

### Appeals

Students may lodge an appeal about assessment decisions through their VET Trainer.

### External Assessment (optional HSC examination)

The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed 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 a vocational qualification.

### Course Costs:

This subject is part of Chevalier’s inclusive fee structure. As such, there are no fees or refunds associated with this course.

### Delivery Arrangements:

Integrated in timetable

A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)

Contact: Mr B Shepherd

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CERTIFICATE II IN KITCHEN OPERATIONS (SIT20312)

This may change due to Training Package and Board of Studies updates. Notification of variations will be made in due time.

| Course: Hospitality (240 indicative hours) Kitchen Operations | Category B status for Australian Tertiary Admission Rank (ATAR) |
| Category B status for Australian Tertiary Admission Rank (ATAR) |

This curriculum framework includes courses which are accredited for the HSC and provides Client with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

SIT20312 Certificate II in Kitchen Operations

Units of Competency

**Compulsory core Training Package Units**
- BSBWOR203B Work effectively with others
- SITHCCC101 Use food preparation equipment
- SITHCCC201 Produce dishes using basic methods of cookery
- SITHCCC207 Use cookery skills effectively
- SITHKOP101 Clean kitchen premises and equipment
- SITXFSA101 Use hygienic practices for food safety
- SITXINV202 Maintain the quality of perishable supplies
- SITXWHS101 Participate in safe work practices

**Mandatory Board of Studies Units:**
- SITHIND201 Source and use information on the hospitality industry

**Electives:**
- SITHCCC102 Prepare simple dishes
- SITHCCC202 Produce appetisers and salads
- SITHCCC204 Produce vegetables, fruit, eggs and farinaceous dishes
- SITXFSA201 Participate in safe food handling practices

Client may apply for Recognition of Prior Learning provided suitable evidence is submitted.

**Qualifications** Client who undertake the Commercial Cookery stream and are assessed as competent in the above units of competency will be eligible for a SIT20312 Certificate II in Kitchen Operations.

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au.

**Pathways to Industry**
Skills gained in this industry transfer to other occupations. Working in the hospitality industry involves:
- supporting and working with colleagues to meet goals and provide a high level of customer service
- prepare menus, managing resources, preparing, cooking and serving a range of dishes

**Examples of occupations in the hospitality industry:**
- breakfast cook
- sandwich hand
- trainee chef
- takeaway cook
- short order cook
- catering assistant

**Mandatory Board of Studies Course Requirements** Client must complete a minimum of 70 hours work placement.
Client who do not meet these requirements will be ‘N’ determined as required by the Board of Studies.

**Competency – Based Assessment**
Client in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out competency. Client 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.

**Appeals** Client may lodge an appeal about assessment decisions through their VET Trainer.

**External Assessment (optional HSC examination)**
The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed 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 a vocational qualification but may be used in the calculation of the ATAR.

**Course Costs:** This subject is part of Chevalier’s inclusive fee structure. As such, there are no fees or refunds associated with this course.

**Delivery Arrangements:** Integrated in timetable

A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)

Contact: Mr B Shepherd
CERTIFICATE II IN AGRICULTURE (AHC20110)

COURSE DESCRIPTION 2015

This may change due to Training Package and Board of Studies updates. Notification of variations will be made in due time.

Course: Primary Industries (240 indicative hours)
Board Developed Course
4 Preliminary and/or HSC units in total
Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses which are accredited for the HSC and provides Clients with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

AHC20110 Certificate II in Agriculture

Units of Competency

Compulsory core Training Package Units
AHCOHS201A Participate in OHS processes
AHCWKR209A Participate in environmentally sustainable work practices

Compulsory Board of Studies Units
AHCCHM201A Apply chemicals under supervision
AHCWKR201A Observe and report on weather
AHCWKR204A Work effectively in the industry
AHCLSK202A Care for health and welfare of livestock

Electives units required for qualification

AHCINF202A Install, maintain and repair fencing
AHCMOM202A Operate tractors
AHCINF201A Carry out basic electric fencing operations
AHCLSK205A Handle livestock using basic techniques
AHCLSK207A Loan and unload livestock
AHCLSK2024A Carry out regular livestock observation
AHCLSK206A Identify and mark livestock
AHCLSK201A Assist with feeding in a production system
AHCLSK316A Prepare livestock for competition
AHCPMG201A Treat weeds
AHCWKR205A Participate in workplace communications

Clients may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Clients who are assessed as competent in the units listed will be eligible for an ACH20110 Certificate II Agriculture.

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au

Pathways to Industry

Working in the primary industries involves:

- dealing with and caring for animals
- breeding and growing livestock (dairy, beef, sheep, goats, pigs, chickens) crops and grains
- maintaining and using equipment such as tractors, harvesters, bailers and ploughs
- overseen and managing farming operations
- developing and producing new products and technologies

Examples of occupations in the Primary Industries:

- animal attending
- dairy farming
- livestock rearing and breeding
- poultry production
- rural conservation and land management
- beef production
- farm management
- nursery management
- horticulture
- crop production
- horse care
- pest and disease control
- sheep and wool production
- shearing

Mandatory Board of Studies Course Requirements

Clients must complete a minimum of 70 hours work placement.

Clients who do not meet these requirements will be `N` determined as required by the Board of Studies.
### Competency-Based Assessment
Clients in this course work to develop the competencies, skills, and knowledge described by each unit of competency listed above. To be assessed as competent, a Client must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Clients will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a Client achieves a unit of competency, it is signed off by the assessor.

**Appeals** Clients may lodge an appeal about assessment decisions through their VET Trainer.

**External Assessment (optional HSC examination)** The Higher School Certificate examination for Primary Industries (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers, and extended response items. The questions will be based on units of competency in the HSC Focus Areas detailed 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 Client to receive a vocational qualification but may be used in the calculation of the ATAR.

<table>
<thead>
<tr>
<th><strong>Course Costs</strong></th>
<th>This subject is part of Chevalier’s inclusive fee structure. As such, there are no fees or refunds associated with this course.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delivery Arrangements</strong></td>
<td>Integrated into timetable</td>
</tr>
</tbody>
</table>

A school-based traineeship is available in this course, for more information: [http://www.sbatinsw.info/](http://www.sbatinsw.info/)

Mr B Shepherd
### Certificate II in Sport Coaching (SIS20512)

**Course Description 2015**

*This may change due to Training Package and Board of Studies updates. Notification of variations will be made in due time.*

<table>
<thead>
<tr>
<th>Course: Sport, Fitness and Recreation (240 indicative hours)</th>
<th>4 Preliminary and/or HSC units in total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Developed Course</td>
<td></td>
</tr>
</tbody>
</table>

This course is accredited for the HSC Clients and provides Clients with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

#### SIS20512 Certificate II in Sport Coaching

**Units of Competency**

**Compulsory core Training Package Units**

- BSBWOR202A Organise and complete daily work activities
- HLTAID003 Provide first aid
- SISSSC0101 Develop and update knowledge of coaching practices
- SISSSC0202 Coach beginner or novice participants to develop fundamental motor skills
- SISSSDE201 Communicate effectively with others in a sport environment
- SISXCAI102A Assist in preparing and conducting sport and recreation sessions
- SISXIND211 Develop and update sport, fitness and recreation industry knowledge
- SISXWHS101 Follow work health and safety policies

**Electives**

- SISSATH201A Teaching the fundamental skills of athletics
- SISSSOF101 Develop and update officiating knowledge
- SISSSOF202 Officiate games or competitions
- SISSSPT201A Implement sports injury prevention
- SISXCAI101A Provide equipment for activities
- SISXFAC208 Maintain sport, fitness and recreation facilities

Clients may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Clients who are assessed as competent in the above units will be eligible for SIS20512 Certificate II in Sport Coaching. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

#### Pathways to Industry

Skills gained in this industry transfer to other occupations. Working in the sport industry involves:

- following occupation and safety policies
- providing first aid
- coaching and administration of sport
- preparation for sports sessions
- application of sports and competition rules
- developing and teaching
- creating client relationships
- dealing with client feedback
- organising and completing daily tasks
- developing a knowledge of the industry
- basic sports skills

#### Examples of occupations in the sport industry:

- Facilities manager
- Sports trainer or coach
- Participant
- Development officer
- Sports Official
- Athletic support worker
- Administration officer

#### Mandatory Board of Studies Course Requirements

Clients must complete a minimum of 70 hours work placement. Clients who do not meet these requirements will be ‘N’ determined as required by the Board of Studies.

#### Competency-Based Assessment

Clients in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a Client must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Clients will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a Client achieves a unit of competency it is signed off by the assessor.

**Appeals** Clients may lodge an appeal about assessment decisions through their VET Trainer.

#### Course Costs

This subject is part of Chevalier's inclusive fee structure. As such, there are no fees or refunds associated with this course.

**Delivery Arrangements**: Integrated in timetable

A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)

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Mr B Shepherd
WORK STUDIES (CEC)

<table>
<thead>
<tr>
<th>Preliminary</th>
<th>1 Unit</th>
<th>Preliminary Credit</th>
</tr>
</thead>
</table>

**Content Endorsed Course**

**Exclusions:** Nil

**Structure of the course**

The Work Studies CEC syllabus is available for study as a 1-unit 60 hour course.

The course has one core study, and elective course modules.

**Core - My Working Life**

Modules - There are 11 elective modules which explore issues about work and work related skills. Modules are studied for 15 to 30 hours.

**Nature of the course**

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, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

The Work Studies course will assist students:

- recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- develop an understanding of the changing nature of work and the implications for individuals and society
- undertake work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

**Contact:** Mr G Bull