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Introduction

Students entering the post-compulsory stage of their school education are, for the first time in their education, presented with a range of choices in terms of the selection of subjects available to them. The significance of the selection of subjects for study in Stage 6 - Years 11 and 12 is of great importance as they directly lead to the awarding of the Higher School Certificate and gains for students, seeking this option, a UAI rank.

For students who seek university admission it is important that they select subjects in which they have a proven aptitude, interest, ability and effort level. All Tertiary Institutions have variations in terms of minimum entry requirements, and assumed knowledge for entry into particular courses. While these are important guides to help assist the process of subject selection, **it is essential that the primary guiding principle for subject selection should be the capacity to succeed in a particular subject.**

While certain students will consider subject selection in terms of post-schooling education options, there are a number of students who will seek the attainment of the Higher School Certificate as a Vocational Credential. Whereas in previous years the Higher School Certificate has given greater emphasis to those students pursuing tertiary entrance, reforms to the Higher School Certificate have included courses that provide greater opportunities for those students who will use the Higher School Certificate as a credential for entry into the work force. In 2010 the College will continue its commitment to the range of educational experiences available to students.

With an extensive range of subject choices available all students and their parents should carefully consider the information contained in this booklet to help inform their decision. I would also encourage students to seek the advice from their teachers and the information from their reports to assist them in the process of subject selection. Advice may also be sought from the relevant Heads of Department, the Senior Students' Studies Coordinator or myself, to assist identify the most appropriate options for students.

A serious senior student will be one who earnestly approaches his studies, both at the College and at home. It is significant to note that achievement in senior school is often commensurate to participation in all aspects of life at the College. In this way a committed student has, from the outset, sown the seeds of success through their commitment and involvement. Hence, all senior students at the College should develop organizational skills, good management skills and a desire to achieve according to their own ability.

Finally, I would like to remind all students that it is essential that they be honest with themselves in making decisions about their subject choices for Years 11 and 12. **I would like to emphasise once again that the best result, the highest UAI and the most satisfaction will be found by selecting subjects in which there is the greatest aptitude, interest and ability.**

Ms D. Grigson

Deputy Headmaster (Curriculum)

Information about the HSC

General Information

This is your introduction to the HSC and the many options now available. More information is contained in the following Board of Studies publication accompanying this booklet:

*Studying for the New South Wales Higher School Certificate –
An Information Booklet for Year 10 Students*

An Overview

- ❑ The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- ❑ Courses are intended to be linked to further education and training.
- ❑ Extension courses enable students to undertake more in-depth study in areas of special interest. Vocational Education and Training courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.
- ❑ The new HSC will fairly assess each student's knowledge and skills.
- ❑ If you meet the minimum standard expected in a course you would receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.
- ❑ For each course you will receive easy-to-understand reports that contain a range of information. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course.

Requirements for the Award of the HSC

If you wish to be awarded 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 Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the Assessment requirements for each course.
- ❑ You must have sat for and made a serious attempt at the Higher School Certificate examinations.
- ❑ You must study a **minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course**. Both the Preliminary course and the HSC course must include the following:
 - ✓ At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - ✓ At least three courses of 2 units value or greater
 - ✓ At least four subjects

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

- ❑ The Board of Studies publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.
- ❑ If you wish to receive the Universities Admission Index (UAI), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, *University Entry Requirements 2012 Year 10 Booklet*, published by UAC, will contain important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
- ❑ If you do not wish to receive a UAI, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

Post Compulsory Education - Pathways

For students entering post-compulsory education there is far more flexibility to a senior student in planning and following a course of studies that will lead to the gaining of the Higher School Certificate. The Board of Studies uses the term "Pathways" to categorize these arrangements.

This Booklet has been prepared to indicate which of the many different pathways to the Higher School Certificate will be available at Waverley College for 2011-2012.

The Implications of Pathways

- ❑ Senior School Students are now identified as those engaged in post-compulsory education. This term allows for a clear break from compulsory education (to Year Ten) and identifies students for the purposes of a number of Commonwealth and State Government initiatives designed to promote more skilled and better-trained citizens for the Australia of the 21st Century.
- ❑ In New South Wales most adolescents are now expected to remain in formal education for a minimum of twelve years (13 if kindergarten is in place in a particular State). The changes are designed to cater not only for those who would normally have stayed at school but especially for those for whom traditional school courses do not provide adequately.
- ❑ Year Eleven has been made more important as a result of the two senior years of study (Years 11 and 12) being divided into a Preliminary Year and a Higher School Certificate Year. It is now not possible to commence Higher School Certificate Studies until the Preliminary Year in a course has been satisfactorily concluded as determined by Headmaster.
- ❑ Students are now permitted to accumulate results towards the gaining of the Higher School Certificate (and the UAI). This means that, among other possibilities, they may:
 - Take up to five years to put together a series of results which they eventually present for the purpose of gaining the Higher School Certificate (and UAI);
 - Enrol in courses at a school, or in courses conducted in Technical and Further Education (TAFE) Colleges or Distinction Courses in Universities or even gain credit for other experience in employment and training;
 - Repeat subjects where possible in which they have performed poorly to gain a satisfactory standard of performance whilst (over a 5 year period) maintaining those results with which they are satisfied;
 - The intention of the changes is to open up as many opportunities as possible for post compulsory education to be 'useful' and for studies which are relevant to either employment or further study to be recognised and not repeated;
 - A large number of new subjects have been developed with relevance and transfer to employment and skills related programmes out of school.
- ❑ Students sitting for the Higher School Certificate must make written application for the University Admissions Index. (UAI). This is done during Term 3 of Year 12.

Options (Pathways) available at Waverley College

The Board of Studies published Higher School Certificate Pathways Implementation Guidelines in May 1993. At the same time it published a companion volume Higher School Certificate Pathways, Subject Descriptions that provide the basis for understanding the major adjustments to be made in each subject area. Later in the booklet we have offered brief subject descriptions based on this companion volume for those subjects available through Waverley College in 2010/2011. This will include the Content Endorsed Courses, Photography and Sports, Lifestyle & Recreation. Under the VET framework¹ Construction, Entertainment and Hospitality Operations are also offered.

The following options have been determined as being the basis of the framework within which Waverley College will offer Senior School (Post Compulsory) Studies to the 2010 Year 11 cohort as it proceeds to gain the HSC.

- ❑ Attendance in Year Eleven will be **full-time** with a subject load, in most cases, of 13 Units, or more, taken in preliminary courses.
- ❑ Progress to Year Twelve including permission to take a minimum full time Year 12 load (in most cases 11 Units) will be dependent upon satisfactory performance at the Year Eleven level in at least 12 Units. Satisfactory performance will be certified by the Headmaster and attested by the awarding of a Year 11 Record of Achievement from the Board of Studies.
- ❑ Places will be available to Year 12 students at the rate of one (1) only attempt at each subject.
- ❑ Applications for the opportunity to repeat subjects will be subject to considerations including availability and application to study based on the College assessment of conduct and effort in the preceding years of enrolment.
- ❑ Curriculum offerings will be determined in light of the overall decision that for the majority of students Waverley College is essentially a UAI School. Opportunities to gain the Higher School Certificate will be guaranteed and accommodated with a framework that maximises each student's chance to gain an appropriate University Admission Index.

¹ Accredited staff offers these courses on-site. Other options may be available through TAFE and/or other programs. Travel arrangements are the responsibility of the student. Approval to enrol in these courses is based on a student's demonstrated effort, application, attitude and behaviour in the preceding years of enrolment at Waverley College. Additional administration and course costs are levied for each course by TAFE. Further information can be obtained from Mrs Knowles – the Senior Students' Studies Co-ordinator.

Requirements for the Award of the HSC at Waverley College

If you wish to be awarded the HSC as a student at Waverley College:

You must select a minimum of 13 units in the Preliminary course and a minimum of 11 units in the HSC course to be studied at school. Both the Preliminary course and the HSC course must include the following:

- ❑ At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
- ❑ At least three courses of 2 units value or greater
- ❑ At least four subjects
- ❑ At least 1 Unit in either Studies of Religion (BDC) or Religion Studies (BEC)
- ❑ At most 6 units of courses in Science can contribute to Higher School Certificate eligibility.
- ❑ You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- ❑ You must have sat for and made a serious attempt at the required Higher School Certificate examinations.

Additional information:

- ❑ The Board of Studies publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.
- ❑ If you wish to receive the Universities Admission Index (UAI), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, *University Entry Requirements 2012 Year 10 Booklet*, published by UAC provided with this package, contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
- ❑ If you do not wish to receive a UAI, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

Waverley College Policy

Student subject choices will remain in accordance with the subject lines established by the College, as this is important for the organization of the College and the management of the College Timetable. These lines may vary from year to year dependent upon the composition and demands of a particular cohort group.

Within considering subject selection students and parents should be mindful of the following requirements within the College:

- ❑ All students must choose a minimum of 13 Units of study at school in Year 11.
- ❑ It is compulsory for each student in Year 11 to choose at least 1 Unit in Studies of Religion or Catholic Studies (Content Endorsed Course). Year 12 students will complete Catholic Studies (CEC) if their performance does not meet an acceptable standard in 1 Unit Studies of Religion.
- ❑ If numbers are insufficient to feasibly run a particular course originally offered by the College, then that subject may be withdrawn from the curriculum. In cases such as this students will be required to select another course.

Students are only permitted to change courses only after consultation with the relevant Head of Department and the Senior Students' Studies Co-ordinator. Such changes will only be considered after the student has displayed that he has adequately made an attempt in the course (ordinarily this would be **no sooner than Week 4 of Term One and by Week 6 of Term 1**, however, this is an indicative time and specific times determined by the term calendar for a particular year).

- ❑ Students **will not** be permitted to change course under any circumstances after Term 1, Year 11.
- ❑ Movement from one course to another will be dependent on vacancies in courses.
- ❑ No reduction in the student load is permitted before the end of Term III Year 11.
- ❑ Where the Head of Department considers that a student's Subject Selection is inappropriate, the College may recommend that the student reconsider their selection. In such cases recommendations will be made in consultation with students and parents.

In certain cases (e.g. when classes are oversubscribed) the relevant Head of Department will determine entrance into a particular course on the basis of criteria that may include student performance, aptitude, attitude and application in Years 10 or 11.

Assessment & Reporting

The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject. The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

The standards that are expected are linked to syllabus outcomes identified by the Board of Studies. Both the Assessment tasks conducted at the College and the Higher School Certificate Examination will match your performance to a set of standards expected. In the old Higher School Certificate marks reflected the relative position of candidates to one another (*norm referencing*), however, the current Higher School Certificate focuses on what a student knows and can do (*standards referencing*) and provides a mark accordingly.

The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year's School Certificate for the tests in English-literacy, Mathematics and Science. Waverley College will provide students with a brief description of Assessment Tasks for the Preliminary Course and the Higher School Certificate outlining the outcomes to be assessed and the components being assessed for each task. Information regarding Assessment will be published in the College's Assessment Policy booklets published early in the new year. Within these booklets there will also be an outline of procedures and the requirements of students.

Also each student will receive an Assessment Schedule that should be used as a guide for the planning of Assessments. This schedule outlines the timing of each task sat. **Due to the dynamic nature of schools this schedule will be a guide only, and may be subject to change.**

School-based assessment tasks will contribute to 50% of your HSC mark. Your school Assessment Mark will be based on your performance in Assessment tasks you have undertaken during the course. For those students applying for the UAI your Moderated Assessment Marks will contribute to 50% of the UAI.

The other 50% will come from the HSC examination for each course.

Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

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

- ✓ The HSC Testamur

(The official certificate confirming your achievement of all requirements for the award.)

- ✓ The Record of Achievement

(This document lists the courses you have studied and reports the marks and bands you have achieved.)

- ✓ Course Reports

The Universities Admission Index

The Universities Admission Index (UAI) is a separate item to the Higher School Certificate. In short it is a point score system, based on student achievement in the Higher School Certificate, which provides entrance to Universities and other Tertiary Institutions. For this reason students may opt for the calculation of the UAI based on their Higher School Certificate results, or conversely may choose not to have it included.

To be eligible for a UAI students must complete:

- ✓ At least ten (10) units from Board Developed Courses, with at least two (2) units of English included in these ten units.
- ✓ At least three (3) courses of two unit value or greater, and at least four (4) subjects

The UAI will be calculated:

- ❑ Based on an aggregate of marks in ten units of Board Developed Courses, comprising the best two (2) units of English (Please Note; Fundamentals of English is a Preliminary Course and therefore not included in the calculation of the UAI), and the best eight (8) units remaining
- ❑ Using **NO MORE** than two (2) units of Category B Board Developed Courses.

In developing the UAI the Universities Admissions Centre distinguish between Category A courses and Category B courses. The effect of this is that only one VET course may be included in the calculation of the UAI. Hence, students must have at least eight (8) Category A Courses in their Higher School Certificate to have their best ten units counted towards their UAI.

The booklet, *University Entry Requirements 2012 Year 10 Booklet*, published by UAC and presented with this package this evening is an invaluable guide to assist in subject selection for those students seeking Tertiary Admission at the completion of the Higher School Certificate.

This booklet also provides a fuller explanation of the UAI than is possible here. Please note that the requirements established by the UAC may vary from year to year, so it is important to refer to the most up to date information provided in the accompanying booklet.

Also students and parents should be mindful that there are a number of UAI “predictor” programs currently available externally to the College. These programs are not able to account for the changing requirements of Tertiary Admission from a year-to-year basis, nor are they approved by the UAC. For this reason the accuracy or credibility of either the College or the UAC cannot guarantee the data received from such programs.

The University Admissions Centre Website is very useful in explaining the UAI in more detail:

<http://www.uac.edu.au/>

Progression to Year Eleven

Distribution of this Booklet marks the start of a very important series of decisions. What is different in the senior years of schooling can be itemised under a number of headings.

- ❑ The decision to continue past the legal school leaving age is a voluntary one and implies a different kind of relationship with the school. This is the essence of post-compulsory education.
- ❑ Choice of subjects becomes a most important consideration and involves the assessment of an individual's aspirations by both student and College.
- ❑ The emphasis in the direction and commitment to learning shifts from the class to the individual. This makes new and different demands for skills in time management, the establishment of priorities and self-motivation.
- ❑ For a young person two years is a very long time. Support, understanding and an appreciation of the advantages of a consistent and steady approach with adequate allowance being made for the other aspects of personal maturation that occur at this time is essential.
- ❑ Coming to Year Eleven at Waverley College is a definite choice. The school is very clear that its identity is Catholic. Its expectations and objectives are to achieve the very best possible outcome for the individual student personally, academically, spiritually, socially and physically ~ it means "buying the whole package". The philosophy of the College stresses a 'holistic' and not a cafeteria approach to post-compulsory education.
- ❑ The time to finalise this decision is Year Ten with the opportunity for some review early in Year 11. The 'Preliminary Year' concept restricts this opportunity somewhat.
- ❑ As prospective Year Eleven students prepare to launch themselves into what is an exciting, challenging and very rewarding part of their lives, it is worthwhile setting some personal goals such as: -
 - ✓ **Performing** To the very best of one's ability
 - ✓ **Valuing** Those with whom one comes in contact
 - ✓ **Striving** To achieve ambitions that benefit oneself and others
 - ✓ **Accepting** Responsibility for oneself and others
 - ✓ **Assisting** Others less fortunate than oneself
 - ✓ **Committing** Oneself to make one's "world" better for all

Waverley College undertakes to allow the Year Eleven entrant to do two things. Firstly, the College will assist, direct, promote, encourage and prompt a person to develop individual talents and strengths as far as possible. Secondly, the College will help, advise, correct, show and enable a person to do whatever is necessary to overcome those areas in which one is deficient, lacks confidence or doubts one's potential.

Above all everyone at Waverley College looks forward to the privilege of being part of post compulsory education with you in 2010 and beyond.

Stages in Enrolment and Selection

Continuing Enrolment

The College anticipates that boys who complete Year Ten at Waverley College are eligible for enrolment in Year Eleven.

The completion of Year Ten involves three aspects at Waverley College.

- ✓ The eligibility for the Award of the School Certificate
- ✓ A satisfactory record of Grades recorded on College Reports
- ✓ A satisfactory record of behaviour, application and involvement in broader College life.

Success in Post Compulsory Education studies depends significantly upon the student having a mature self-motivated attitude to both class time and individual study time. The College judges this in respect of continuing students through the Report Grades (A – U) for work habits and application and through their positive co-operation and contribution to the College. Parents are notified throughout Year Ten if there is any doubt in the mind of the College about a student's eligibility to proceed to Year Eleven.

Selection of subjects

The selection of subjects occurs through a number of steps. These are: -

- ❑ Information about Post Compulsory studies.
- ❑ Information Evenings.
- ❑ Preliminary Course Application (form included with this booklet).
- ❑ Consideration by College (including student advisement).
- ❑ Confirmations by College of course profile.

Processing of Preliminary Subject Indications

The College reserves the right of placement of students in courses in cases where: -

- ✓ **Demand** does not justify the running of a course. In some cases composite classes may be created.
- ✓ There is **excess demand** for a course for which the College has no capacity to provide extra classes.
- ✓ The **degree of difficulty** of the course is deemed beyond the demonstrated ability of the candidate that is evidenced by Year 10 results.

Consequently all application forms received by the College are considered '**preliminary indicators**', until such time as all the information regarding individual students and total course demand is available.

Having collected all the relevant data, Heads of Department, the Senior Students' Studies Co-ordinator and Year Master will review proposed course candidature. In cases where all pre-requisites have been met and the College can accommodate student demand, enrolment will be confirmed in the course. However, where some doubts exist, Heads of Department will request interviews with students to discuss specific needs.

In situations in which students are advised to amend their course combinations interviews with Heads of Department, the Senior Students' Studies Co-ordinator and Year Master will be conducted to review the most appropriate options. These interviews will take place during the time period of late August to early September.



*Applications to change courses will only be considered within the parameters established within the timetable

Considerations in Course Selection for Senior School Studies

The course of study that you select in Year 11 has considerable bearing on the career opportunities that will be available to you. Therefore, it is important that you foresee the consequences of your choice, and that you do not hesitate to ask guidance from Parents, Teachers and the College Careers Adviser, Mrs Knowles. The University Admission Booklet, published each year, is also a useful reference document.

The timetable and number of classes are established based upon the information provided in this process. Course selection needs to be carefully considered, as late applications to change may not be able to be accommodated.

In making your choice of a course of study, you should consider the following:

- ✓ **Your Own Capabilities And Talents** There is little point in choosing a course or a subject unless you have a chance of handling it with some degree of success. The standard of your performance in Year 10 provides a reasonable guide in this regard.

To this end, the individual's performance up to the end of Term 3 in Year 10 will be taken into account and will serve as the basis for teachers' recommendations regarding the suitability of student's choice of subjects.

- ✓ **The Inherent Value of A Given Subject** A broad education is a great asset to any person. It is important that we do not focus exclusively on the more career-oriented subjects but that we also note the value of studies such as music and history.
- ✓ **Your Future Aims And Career Interests** This is particularly important if you have in mind the study of a particular course at a University or other Tertiary Institutions, as entry to many courses identifies areas of assumed knowledge gained in Higher School Certificate Courses.

It is wise to make a selection of subjects that will keep as many "doors" open as possible as it is unrealistic to think that all students can enter or cope with all careers.

Factors that should be ignored include:

- × Attempting/not attempting a subject because you like/dislike a particular teacher.
- × The course patterns of your friends.
- × It looks easy
- × It scales up
- × I'll drop it after Year 11
- × Couldn't think of anything else

What type of Courses can I select?

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

Board Developed Courses

The Board of Studies develops these courses. There is a syllabus for each course that contains:

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

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

Board Endorsed Courses

Content Endorsed Courses (CEC's) have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.

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

Vocational Education and Training (VET) Courses – Either Board Developed or Board Endorsed:

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a **MANDATORY** workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained.

Further information about VET courses appears in the **Subject Outlines**

TVET enables students to study a TAFE course whilst at school. These courses have clear links to post-school destinations, including industry and further study at TAFE. Students gain an Industry qualification. Most courses are taught at local TAFE Colleges. Courses contribute to the HSC and a small number to the UAI. Most of these courses have a compulsory workplace component. Students attend TAFE one afternoon every week for approximately five hours. This usually results in the student missing three periods per week of class time at school. It is therefore the student's responsibility to catch up on any class work missed whilst attending TAFE. Please note that all TVET course are in addition to the 13or 14 units studied at school.

See Mrs Knowles for a copy of the TVET booklet, application form and details of cost associated with TVET Courses.

Preliminary and HSC Courses Offered at Waverley College 2010/2011

(See course notes on the following page for explanation of Notes 1-4)

Subject	Preliminary & HSC Courses	Preliminary Extension Courses	HSC Extension Courses
Ancient History	Ancient History		HSC History Extension I ¹
Biology	Biology ²		
Business Studies	Business Studies		
Chemistry	Chemistry ²		
Design and Technology	Design and Technology		
Drama	Drama		
Economics	Economics		
Engineering Studies	Engineering Studies		
English	English Fundamentals ((Preliminary Only) English as a Second Language English Standard English Advanced	Preliminary English Extension I	HSC English Extension I HSC English Extension II
Geography	Geography		
German	German Continuers ⁴		HSC German Extension
Industrial Technology (B)	Industrial Technology (Wood) Industrial Technology (Metal)		
Information Processes and Technology	Information Processes and Technology		
Legal Studies	Legal Studies		
Mathematics	General Mathematics Mathematics 2 Unit HSC Mathematics 2 Unit ⁵	Preliminary Mathematics Extension	HSC Mathematics Extension 1 HSC Mathematics Extension 2
Modern History	Modern History		HSC History Extension I ¹
Music	Music 1 ³ Music 2		HSC Music Extension
PD/Health/PE	PD/Health/PE		
Photography 2 Unit	Photography, Video & Digital Imaging (CEC)		
Physics	Physics ²		
Senior Science	Senior Science ²		
Software Design and Development	Software Design and Development		
Studies of Religion	Studies of Religion I (1 Unit) Studies of Religion II (2 Unit) Catholic Studies I		
Sport, Lifestyle & Recreation	Sport, Lifestyle & Recreation		
Visual Arts	Visual Arts		

HSC Course Notes

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

- ❑ English Fundamentals is a Year 11 course and can only be studied in conjunction with English Standard. It will be offered at Waverley College as a 1 Unit course studied in Year 11. Fundamentals of English **DOES NOT** contribute to the HSC or Preliminary Record of Achievement.
- ❑ A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology, Industrial Technology (Wood), Agriculture and Software Design and Development. Projects developed for Assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Notes:

1. There is only **one History Extension Course**.
It can be studied with either the Ancient History Course or the Modern History Course but not both.
2. You may **not include any more than 6 units of the following** Science courses: Biology, Chemistry, Physics and Senior Science in meeting the 12 Preliminary or 10 HSC units.

The course **Senior Science may not be taken as a Preliminary course** with any of the other Science courses listed above.

3. You **must study Music Course 2** if you wish to study HSC Extension Music.
4. Where the number of students applying for a course falls below the minimum, the course may be made available through correspondence, e.g. Open High School, Saturday School, Distance Education. etc. Due to the removal of Government funding for these courses a **fee of \$1000 per annum must be paid upon application** to any of these course providers.
5. Students are invited into this course based on performance in Mathematics in Years 9 and 10.

Additional information about courses and the HSC is available on the Board of Studies Website:

www.boardofstudies.nsw.edu.au

Vocational Education and Training (VET)

VET Curriculum Frameworks

The Board has developed curriculum frameworks for seven industries. Within each framework there are a number of courses. It is expected that at least one designated 240-hour course in each framework will contribute towards the UAI. You must undertake a **mandatory** work placement to complete these courses successfully.

The frameworks offered at Waverley are:

- Construction
- Entertainment
- Hospitality

The courses below marked * will include a written examination in the Higher School Certificate in addition to the other requirements of the course. **For the purposes of the UAI they are Category B subjects.**

Only two units of Category B subjects can contribute to the UAI.

VET Curriculum Frameworks	Course
Construction	Construction (240 hours)*
Entertainment	Entertainment (240 hours)*
Hospitality	Hospitality Operations (240 hours)*

CONTENT ENDORSED COURSES

The College will offer the following Content Endorsed Course in 2009/2010. These courses do not contribute to the UAI.

COURSE	Unit
Sports, Lifestyle & Recreation	2 Unit
Photography, Video & Digital Imaging ¹	2 Unit
Catholic Studies	1 Unit

1. Exclusions applying to these Content Endorsed Courses are listed in the Course Description section.

What are Units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 Unit or 2 Units. Most courses are 2 Unit.

Each Unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each Unit has a value of 50 marks. Hence a 2 Unit course has a value of 100 marks.

2 units = 4 hours per week (120 hours per year) = 100 marks

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

- 2 UNIT COURSE** This is the basic structure for all courses.
It has a value of 100 marks.
- EXTENSION COURSE** Extension study is available in a number of subjects.
Extension courses build on the content of the 2 Unit course and carry an additional value of 1 Unit. Requiring students to work beyond the standard of the 2 Unit course, extension courses are available in English, Mathematics, Languages, History and Music.
- English and Mathematics Extension Courses are available at Preliminary and HSC Levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 Course requires students to work beyond the standard of the Extension 1 course. HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.
- 1 UNIT COURSE** 1 Unit equals approximately 2 hours of class time each week or 60 hours per year.
- Studies of Religion must be undertaken as at least a 1 Unit Course.

Heads of Department

Please do not hesitate to contact any of the teaching staff listed below if you require additional information regarding any aspect of Higher School Certificate study.

Headmaster
Br P A Leary cfc

Deputy Headmaster (Curriculum)
Ms D. Grigson

Assistant Deputy Headmaster (Curriculum)
Mr C. J. Soden

HEADS OF DEPARTMENT

Deputy Headmaster (Religious Programs)
Mr P Davis

English: Mrs S. Bourke

Computing: Mr D. Reidy (Coordinator)

Creative & Performing Arts:

Drama: Mr P. O'Shea

Music: Mr C. Blenkinsopp

Visual Arts: Ms E. Palmer

Languages (LOTE): Mrs C Evans

Vocational Education and Training
Contact: Mrs K. Knowles

Senior Studies & Careers Co-ordinator:
Mrs K. Knowles

Mathematics Mrs E. Watson

Personal Development, Health & Physical Education: Mr P. Brennan

Human Society & its Environment:

Commercial Studies: Mr B. Dominish
(Business Studies, Economics & Legal Studies)

Social Studies: Mr R. Cooke
(History & Geography)

Science: Mr G. Kennedy

Technology & Applied Studies:
Mr T. Sutherland

Information is also available from the Board of Studies
Board of Studies Website: www.boardofstudies.nsw.edu.au

S U B J E C T O U T L I N E S

R E L I G I O N

Studies of Religion 1

Overview	<p>One Unit for each of the Preliminary and HSC Year Board Developed Course.</p> <p>Studies of Religion I promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society, with an emphasis on the Australian context.</p>
Content	<p>Preliminary Course</p> <ul style="list-style-type: none">• Nature of Religion and Beliefs.• Two Religious Tradition Studies: Christianity and one other selected from Buddhism, Hinduism, Islam, Judaism. Each Tradition Study covers: Origins, Principal Beliefs, Sacred Texts and Writings, Core Ethical Teachings, Personal Devotion. <p>HSC Course</p> <ul style="list-style-type: none">• Religion and Belief Systems in Australia post-1945.• Two Religious Tradition Depth Studies: Christianity and one other selected from Buddhism, Hinduism, Islam, and Judaism. Each Depth Study covers: Significant People and Ideas, Ethics, Significant Practices in the Lives of Adherents.
Special Requirements	<p>Excluded from completing Studies of Religion II</p>
Assessment / Homework Information	<p><i>A one and a half hour written examination</i></p> <p>Completion of Assessment Tasks throughout the course.</p>

Studies of Religion II

Overview	Two units for each of the Preliminary and HSC Year Board Developed Course. Studies of Religion II promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society, with an emphasis on the Australian context.
Content	Preliminary Course <ul style="list-style-type: none">• Nature of Religion and Beliefs.• Three Religious Tradition Studies: Christianity and two others selected from Buddhism, Hinduism, Islam, Judaism. Each Tradition Study covers: Origins, Principal Beliefs, Sacred Texts and Writings, Core Ethical teachings, Personal Devotion.• Religions of Ancient Origin.• Religion in Australia pre-1945. HSC Course <ul style="list-style-type: none">• Religion and Belief Systems in Australia post-1945.• Three Religious Tradition Depth Studies: Christianity and two others selected from Buddhism, Hinduism, Islam, and Judaism. Each Depth Study covers: Significant People and Ideas, Ethics, Significant Practices in the Lives of Adherents.• Religion and Peace.• Religion and Non-Religion.
Special Requirements	Excluded from completing Studies of Religion I.
Assessment / Homework Information	<i>A three hour written examination</i> Completion of Assessment Tasks throughout the course.

Religion: Catholic Studies

Overview	<p>One unit for each of the Preliminary and HSC Year Boarded Endorsed Course (BEC).</p> <p>There is evidence that some form of spiritual or religious awareness has always been an important part of cultures. Religion has influenced and has been influenced by human experiences and continues to be a source of meaning and moral values for many people.</p>
Content	<p>The Religion: Catholic Studies Course covers the following topic areas:</p> <ul style="list-style-type: none">• Scripture and Jesus; Church and Community; God, Religion and Life; Prayer, Liturgy and Sacraments;• Morality and Justice. These topics are taught primarily from a Catholic perspective. <p>Through this course in Religion; Catholic Studies students will gain:</p> <ul style="list-style-type: none">• An awareness of religion as a way of thinking and experience.• An access to and understanding of the traditions of the Catholic community, its story, its experience and its teachings• An appreciation of the part that religions have played and continue to play in human experience, at both the personal and social level• Critical skills for evaluating the validity of religious claims and assessing the effects of religion on society and individuals.
Special Requirements	<p>Excluded from completing Studies of Religion I and Studies of Religion II.</p> <p>Special Notes:</p> <ul style="list-style-type: none">• Students with poor performance in Preliminary Studies of Religion I or II may be moved to this course for the HSC• Religion: Catholic Studies does not contribute to the UAI Calculation.• Religion: Catholic Studies does contribute to the award of the Higher School Certificate.
Assessment / Homework Information	<p>Assessment for this Course is as follows:</p> <ul style="list-style-type: none">• Assessment Tasks: 20• Written Examinations : 30 <p>Total: 50</p>

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English Standard

Overview	<p>Two units for each of the Preliminary and HSC Year Board Developed Course.</p> <p>In the Preliminary English (Standard) course, students explore the ways events, experiences, ideas and processes are represented in and through texts.</p> <p>In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.</p>
Content	<p>Main Topics Covered:</p> <p>In the Preliminary English (Standard) course students are required to:</p> <ul style="list-style-type: none">• study Australian and other texts;• explore a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts• undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts• integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate• engage in the integrated study of language and text <p>HSC Course</p> <p>The course has two sections:</p> <ul style="list-style-type: none">• The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis• Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of the Modules.
Special Requirements	<p>Students will receive books at cost price; the cost being charged to their school account. Students will be placed in this course if their School Certificate mark is less than 75.</p>
Assessment / Homework Information	<p>Students will be assessed on a range of skills including speaking, prepared and unseen writing tasks, the collation of research materials, as well as examination tasks.</p>

English Advanced

Overview	<p>Two units for each of the Preliminary and HSC Year Board Developed Course.</p> <p>In the Preliminary English (Advanced) course, students explore the ways that events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.</p> <p>In the HSC English (Advanced) course, students analyse and evaluate texts and the ways that they are valued in their contexts.</p>
Content	<p>Preliminary English (Advanced) course requires:</p> <ul style="list-style-type: none">• Study of Australian and other texts• Exploration of a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts• Wide reading programs involving texts and textual forms composed in and for a wide variety of contexts• Integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate• Engagement in the integrated study of language and text <p>HSC English (Advanced) course requires:</p> <ul style="list-style-type: none">• The close study of at least five types of prescribed text, one drawn from each of the following categories: Shakespearian drama; prose fiction; drama or film; poetry; non-fiction or media or multimedia texts• A wide range of additional related texts and textual forms
Special Requirements	<p>Students will receive books at cost price; the cost being charged to their school account. Students will be placed into Advanced classes if their School Certificate results are 76 or above and their class work in Year 10 has demonstrated persistence, application and achievement.</p>
Assessment / Homework Information	<p>Students will be assessed on a range of skills including speaking, prepared and unseen writing tasks, the collation of research materials, as well as examination tasks.</p>

English Extension

Overview	<p>One Unit of study for each of the Preliminary and HSC Year Board Developed Courses.</p> <p>In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.</p> <p>In the HSC English (Extension) Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.</p> <p>In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.</p>
Content	<p>Preliminary Extension Course</p> <p>The course has one mandatory section: Module: Texts, Culture and Value</p> <p>The 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.</p> <p>HSC Extension Course 1</p> <p>The course has one section. Students must complete one elective chosen from one of the three modules offered for study: Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values.</p> <p>This course requires the study of prescribed texts (as outlined in the support document, HSC English 2009- 2012, Electives and Prescribed Texts) as well as texts related to the chosen Module.</p> <p>HSC Extension Course 2</p> <p>This course requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.</p>
Special Requirements	<p>Prerequisites: English (Advanced) course</p> <p>I) Preliminary English Extension Course is prerequisite for HSC Extension Course 1</p> <p>II) HSC Extension Course 1 is prerequisite for HSC Extension Course 2</p> <p>Exclusions:</p> <p>English (Standard); Fundamentals of English; English (ESL).</p> <p>Students may apply to enrol in this course and will be placed in an Extension class if their School Certificate mark exceeds 80.</p> <p>Students will receive books at cost price; the cost being charged to their school account.</p>
Assessment / Homework Information	<p>Students undertake extensive reading assignments in Year 11 and demonstrate an ability to respond to sophisticated texts in an insightful and mature manner. These responses are both written and spoken.</p> <p>Assessment tasks include creative writing, essay work, seminar presentations and examination tasks.</p>

English as a Second language

Overview	<p>Two units for each of the Preliminary and HSC Year Board Developed Course.</p> <p>The English (ESL) Course may be accessed by any student who has been educated overseas or in an Australian educational institution using English as the language of instruction for five years or less prior to the beginning of the Preliminary year. Students from indigenous communities where standard English is not the common language may also apply. Students must provide evidence of prior schooling with their application.</p>
Content	<p>Preliminary Course The course has two sections:</p> <ul style="list-style-type: none">• Content common to the Standard and Advanced courses is undertaken through units of work called Areas of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study• Electives in which students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the content. <p>Preliminary Course requires:</p> <ul style="list-style-type: none">• Study of Australian and other texts• Exploration of a range of types of text drawn from the categories: prose fiction; drama; poetry; non-fiction, film, media and/or multimedia texts• Wide reading programs involving texts and textual forms composed in and for a wide variety of contexts• Integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate• Engagement in the integrated study of language and text <p>HSC Course has two sections:</p> <ul style="list-style-type: none">• The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis• Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of the Modules.• The study of at least three types of text drawn from the categories of: prose fiction; drama; poetry; non-fiction; film OR media OR multimedia texts• A wide range of additional related texts and textual forms.
Special Requirements	<p>Students will receive books at cost price; the cost being charged to their school account. This course will only run if there are sufficient student numbers to constitute a class.</p>
Assessment / Homework Information	<p>Students are expected to read widely in order to develop their language skills. They will undertake in class essays, take-home research tasks, oral presentations and examination tasks as part of the assessment schedule.</p>

Fundamentals of English

Overview	<p>2 units for the Preliminary Year Board Developed Course.</p> <p>This course is delivered in Year 11 only as a two unit subject. The course is designed for those students who need additional time and assistance to meet the outcomes of English in Stage 6. Students must also undertake 2 other units of English and may choose from Standard or ESL. Students who follow the Advanced and Extension courses are excluded from this course.</p>
Content	<p>Students undertake:</p> <ul style="list-style-type: none">• Module A – Approaches to Area of Study in English and up to four additional Modules chosen from:• Module B: Oral Communication Skills• Module C: Writing for Study• Module D: Investigative Skills• Module E: Workplace Communication.
Special Requirements	<p>Preliminary Year only.</p> <p>Students must also undertake two other units of English: Standard English or English as a Second Language.</p>
Assessment / Homework Information	<p>Students will have a range of written and spoken tasks as well as examination questions.</p>

COMPUTING

Information Processes and Technology

Overview	<p>Two units for each of the Preliminary and HSC Year Board Developed Course.</p> <p>Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.</p>
Content	<p>Information Processes and Technology covers computer based methods of storing, processing and retrieving information. In particular it looks at the interaction of people with information and the design of systems to make that information useful. A focus of the content is on database and communication systems and the use of new technologies to help interaction.</p> <p>Two option topics selected from Transaction processing, Decision support, Multimedia and Automated manufacturing will be studied.</p>
Special Requirements	<p>An interest in computing and basic computer skills is essential. Access to a home computer is highly desirable as a considerable amount of research outside of class time is needed to complete the project work.</p>
Assessment / Homework Information	<p>A number of different methods of assessment are used in Information Processes and Technology: formal examinations, individual and group project work and in class assessment tasks.</p> <p>In addition to normal homework and project work students are required to keep abreast of developments in the field by reading newspaper and other technological magazine reports and watching selected television programs.</p>

Software Design and Development

Overview	<p>Two units for each of the Preliminary and HSC Year Board Developed Course.</p> <p>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.</p> <p>The HSC course builds on the Preliminary course and asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems.</p>
Content	<p>The two main content areas of the Software Design and Development course are the theoretical aspects of software design and algorithm description, and the practical skills involved in developing computer software using the C# programming language. Additionally the HSC option topic 'Programmer's view of Hardware' is studied giving an insight into the hardware behind modern computing.</p>
Special Requirements	<p>An interest in computers and skill at solving logical problems creatively are both of benefit in Software Design and Technology. Because of the programming component of the course, a home computer is essential.</p>
Assessment / Homework Information	<p>Assessment is varied with in class programming tasks, and formal examinations. In the preliminary course a series of small programming exercises (completed as homework) are used both for assessment and to develop skills. In the HSC course a major programming assignment (largely completed outside of class time) is a significant part of the assessment.</p>

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Drama

Overview	<p>Two units for each of the Preliminary and HSC Year Board Developed Course.</p> <p>Drama will develop the talents and capacities of students – physical, emotional, intellectual, social, spiritual, creative and expressive – as well as developing self-confidence and self-esteem. It will provide opportunities for students to develop a range of skills and the opportunity to concentrate on areas of personal interest. It is designed for students who have completed the School Certificate Drama course and for those who are studying Drama for the first time. The skills and knowledge acquired through this course may be further developed in a variety of professions including, but not confined to, theatre, media, communications and community cultural development. Drama provides continuity with many tertiary and industry courses.</p>
Content	<p>Preliminary Course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p>HSC Course content involves the practical exploration of Australian Drama and Theatre as well as Studies in Drama and Theatre. Themes, issues, styles, acting techniques, performance styles and spaces are also explored.</p> <p>Preliminary Course</p> <ul style="list-style-type: none">• Improvisation, Playbuilding and Acting• Elements of Production in Performance• Theatrical Traditions and Performance Styles <p>HSC Course</p> <ul style="list-style-type: none">• Australian Drama and Theatre (core content)• Studies in Drama and Theatre• Group Performance (core content)• Development of Individual Project
Special Requirements	<p>Students attend a minimum of three plays at the Belvoir St Theatre, the OnStage presentation of works of excellence from the previous HSC cohort and workshops on acting, devising and presenting performance. The yearly cost is usually \$98.</p>
Assessment / Homework Information	<p>Students learn how to develop their logbook in Year 11 and it is submitted with their group and individual projects in Year 12. Daily work on the record and reflect component plus solid independent research skills and the development of appropriate drama essay writing techniques are all critical in students maximising their mark potential in this course. Students will perform/present their group and individual performances/projects to audiences late in Term 2 and early in Term 3 of their HSC year. Year 11 students will perform self- devised pieces in Term 2 and a scripted play in Term 3 as a part of their preparation for external assessment.</p> <p>Students in the HSC course will complete:</p> <ul style="list-style-type: none">• An 8-12 minute group performance with 3-6 students• A 6-8 minute individual performance or design project• A one and a half hour written examination comprising Australian Drama and Theatre and Studies in Drama and Theatre, as well as the College’s internal assessment program for Drama.

Music I

Overview	<p>Two units for each of the Preliminary and HSC Year Board Developed Course.</p> <p>In Music I students study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of music styles, periods and genres.</p>
Content	<p>Students study three topics in each year of the course. These are chosen from a list of 21 that cover a range of styles, periods and genres. Students elect performance, composition or musicology as a major focus for each topic. For each topic there is a listening component. Students can tailor the course to suit their own skills in Music by selecting to specialise in composition, performance or musicology.</p>
Special Requirements	<p>All students doing this course must be capable of playing an instrument or singing, although specific levels are not prescribed. Some students may need to take private tuition to attain these skills.</p>
Assessment / Homework Information	<p>The core components of Aural, Musicology, Composition and Performance are given equal weighting in the Assessment. Assessment tasks include responding in a written form to aural stimuli, improvisation and other composition activities, live performance as a soloist and in ensembles performance and musicology viva presentations. Homework activities will involve researching a topic, creating/improvising a composition, and all students are expected to practice their instrument/singing on a daily basis.</p>

Music II

Overview	<p>Two units for each of the Preliminary and HSC Year Board Developed Course.</p>
Content	<p>In Music II students study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of music styles, periods and genres.</p>
Special Requirements	<p>Two areas of study are mandatory, namely for the Preliminary Course, Music 1600 – 1900 and for the HSC course Music of the past 25 years (an Australian focus). An additional topic is studied each year selected by each student from a list of twelve. Students can to a large extent tailor the course to suit their own skills by selecting to specialise in composition, performance or musicology.</p>
Assessment / Homework Information	<p>All students doing this course must be capable of playing an instrument or singing to a relatively high standard. Students must be fluent in reading and interpreting musical notation Students will generally need to take private tuition on voice or an instrument and in addition participate in school ensembles,</p>
	<p>The core components, namely, Aural, Composition, Musicology and Performance are weighted equally for assessment. Assessment tasks include score reading and aural analysis, live performance, sight singing and submitted composition activities. Homework activities involve researching a topic, composing, and all students are expected to practice their instrument on a daily basis.</p>

Photography, Digital Media and Video

Overview	<p>Two units for each of the Preliminary and HSC Year Content Endorsed Course (CEC).</p>
Content	<p>Photography, Video and Digital Imaging is run as a 2 unit Content Endorsed Course for students with an interest in Photography, Digital Media and Video. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Photography, Video and Digital Imaging acknowledges that traditionally accepted boundaries of photography are changing as a consequence of the widespread use of digital technologies.</p> <p>The course structure allows for modules to be selected in a way that acknowledges and builds on students' knowledge, understanding and skills and provides for further and more in-depth study in one or more of these fields.</p> <p>Optional Modules in Wet Photography, Digital Photography or Video include</p> <ul style="list-style-type: none">• Introduction to Photography• Developing a Point of View• Traditions, Conventions , Styles and Genres• Manipulated Forms• The Arranged Image• Temporal Accounts <p>This course in Photography, Digital Imaging and Video is designed to enable students to:</p> <ul style="list-style-type: none">• Gain an increasing accomplishment and independence in their representation of ideas• to understand and value how these fields of practice invite different interpretations and explanations. <p>Students will develop:</p> <ul style="list-style-type: none">• Knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, which lead to and demonstrate conceptual and technical accomplishment.
Special Requirements	<p>Exclusions: Photographic, video and digitally imaged works developed in full or part for Photography, Digital Media and Video cannot be used for assessment in Visual Arts.</p> <p>Special Notes: This course does not contribute to the UAI Calculation.</p>
Assessment / Homework Information	<p>Cost - A fee of \$120.00 was charged in 2009. 2010 Fees yet to be finalised. Excursions -There is one excursion to the MCA. A further charge will apply. Equipment – Students will need an A4 Folder with plastic sleeves to act as their portfolio, and a portable storage device to store digital photos and video clips 4GB minimum is recommended. Camera equipment is optional.</p> <p>Assessment - 70% Practical and 30% Theory</p> <p>Students will complete a range of assessment tasks in this course including practical assessments and research activities.</p>

Visual Arts

Overview	<p>Two units for each of the Preliminary and HSC Year Board Developed Course.</p> <p>Visual Arts is offered as a course for students with a wide range of needs, abilities and interests. The course caters for the full range of students through learning opportunities based on a flexible content structure consisting of practice (artmaking, art criticism and art history), the conceptual framework (artist, artwork, world, audience) and the frames (subjective, cultural, structural and post modern). In the Visual Arts syllabus, the frames relate to the method of critical analysis used.</p> <p>Students learn about practice in artmaking and learn how to make art in a variety of forms, culminating in the development of a ‘body of work’ in the HSC course. Students critically and historically investigate the practice of artists, critics and historians. They learn about artworks and significant ideas in the Visual Arts from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course provides students with a broadly based experience, enabling students to develop an understanding in and about the Visual Arts, while the HSC course provides opportunities for students to build on their understandings through deeper and increasingly more independent investigations.</p> <p>While the course builds on Visual Arts, Photography and Digital Media and Ceramics courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>
Content	<p>Preliminary Course learning opportunities focus on:</p> <ul style="list-style-type: none">• The nature of practice in artmaking, art criticism and art history through different investigations• The role and function of artists, artworks, the world and audiences in the artworld• The different ways the visual arts may be interpreted and how students might develop their own points of view• How students may develop meaning and focus and interest in their work• Building understandings over time through various investigations and working in different forms. <p>HSC Course learning opportunities focus on:</p> <ul style="list-style-type: none">• How students may develop their own practice of artmaking, art criticism, and art history, applied to areas of interest• How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations• How students may learn about the relationships between artists, artworks, the world and audiences within the artworld• How students may further develop meaning and focus in their work.
Special Requirements	<p>Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:</p> <p>Works developed for assessment in any of the Content Endorsed Courses in</p> <p><i>The Higher School Certificate: Preliminary Courses 2010 HSC Courses 2011</i></p>

**Assessment /
Homework
Information**

Ceramics; Photography, Video and Digital Imaging; and Visual Design are not to be used either in full or in part for assessment in the Visual Arts.

Students who study this course will need to have good essay writing skills.

Cost - A fee of \$130.00 was charged in 2009. 2010 Fees yet to be finalised.

Excursions - There excursions to the AGNSW and the MCA. Further charges will apply.

Equipment – Students will need an A3 Visual Arts diary, 2Bdrawing pencil, sharpener, eraser, ruler and a portable storage device to store digital photos.

Course - 50% Practical, 50% Theory

Students will need to be prepared to write essays and undertake research activities in Visual Arts.

Students will complete a range of assessment tasks in this course including practical assessments, research activities, oral presentations and examination.

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Ancient History

Overview	Two units for each of the Preliminary and HSC Year Board Developed Course.
Content	<p>Ancient History has a unique role in the school curriculum because it allows students to study and analyse past societies with a detachment conferred by the perspectives of at least two millennia. It draws on a variety of disciplines and sources, both written and archaeological, such as literary works, coins, inscriptions, art, architecture, artefacts and human remains, enabling students to piece together an informed and coherent view of the past</p> <p>Preliminary Course</p> <ul style="list-style-type: none">• Part I: Introduction (40%) Investigating the Past: History, Archaeology and Science: (20%) Case Studies – at least one as prescribed by the syllabus: (20%) • Part II: Ancient Societies (40%) at least one as prescribed by the syllabus. • Part III: Historical Investigation (20%) case study that has not been covered in Part I or II <p>HSC Course</p> <ul style="list-style-type: none">• Part I: Core Topic: Cities of Vesuvius – Pompeii and Herculaneum (25%)• Part II: Ancient Society (25%)• Part III: Personality (25%)• Part IV: Historical Period (25%)
Special Requirements	Students who study this course will need to have good essay writing skills. Additionally students will need to have the ability to analyse sources at a high level.
Assessment / Homework Information	Students will undertake a range of assessments such as Examinations/Tests, Research, Source analysis and Oral and written communication

Business Studies

Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

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

Content

Preliminary Course

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

HSC Course

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

Special Requirements

In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business. Students will need to develop an understanding of writing business reports using the language of the course.

Assessment / Homework Information

Assessment consists of:-

Tests and internal exams, Research and analysis of case studies, Stimulus based skills.

Homework is dominated by revision and thoroughly learning the terminology of the course.

Economics

Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

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

Content

Preliminary Course

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

HSC Course

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

Special Requirements

An ability to write high order extended responses would be advantageous.

Assessment / Homework Information

Assessment consists of:-

Tests/exams, Research, investigation and communication. Stimulus based skills.

Homework is dominated by revision and thoroughly learning the terminology of the course.

Geography

Overview	<p>Two units for each of the Preliminary and HSC Year Board Developed Course.</p> <p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrate the relevance of geographical study.</p>
Content	<p>Preliminary Course</p> <ul style="list-style-type: none">• Biophysical Interactions (45% of course time)• Global Challenges (45% of course time)• Senior Geography Project (10% of course time) <p>HSC Course</p> <ul style="list-style-type: none">• Ecosystems at Risk (33% of course time)• Urban Places (33% of course time)• People and Economic Activity (33% of course time)
Special Requirements	<p>During these courses there are mandatory fieldwork components; therefore there will be a number of excursions that will require additional cost.</p>
Assessment / Homework Information	<p>Students complete a senior geography project (SGP) in the Preliminary course.</p> <p>Students complete a range of assessments in the HSC course such as fieldwork, research and examinations.</p>

Legal Studies

Overview	<p>Two units for each of the Preliminary and HSC Year Board Developed Course.</p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies that consider how changes in societies influence law reform</p>
Content	<p>Preliminary Course</p> <ul style="list-style-type: none">• The Legal System (40% of course time)• The Individual and the State (20% of course time)• The Law in Focus (40% of course time) <p>HSC Course</p> <ul style="list-style-type: none">• Law and Society (25% of course time)• Focus Study: Crime (25% of course time)• Additional Focus Studies (50% of course time) <p>Two focus studies are chosen from:- Consumers, Family, Global Environment, Indigenous People, Shelter, Technological Change, Workplace and World Order.</p>
Special Requirements	<p>An ability to write high order extended responses would be advantageous.</p>
Assessment / Homework Information	<p>Core and focus studies are assessed through tests, investigation and research, oral and written communication</p> <p>Homework is dominated by revision and thoroughly learning the terminology of the course.</p>

Modern History

Overview	<p>Two units for each of the Preliminary and HSC Year Board Developed Course.</p> <p>The study of Modern History has a distinctive role in the school curriculum as it challenges students to consider the great social, technological, economic, political and moral transformations from the late eighteenth century to the present. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgements about them.</p>
Content	<p>Preliminary Course</p> <ul style="list-style-type: none">• Part I: (80%) At least 3 Depth Studies as prescribed in the syllabus • Part II: (20%) Core Study - The World at the Beginning of the 20th Century <p>HSC Course</p> <ul style="list-style-type: none">• Part I: Core Study - World War I, 1914 – 1919. (25%)• Part II: National Study (25%)• Part III: Personality (25%)• Part IV: International Studies in Peace and Conflict (25%)
Special Requirements	<p>Students who study this course will need to have very good essay writing skills. Additionally students will need to have the ability to analyse sources at a high level.</p>
Assessment / Homework Information	<p>Students will undertake a range of assessments such as Examinations/Tests, Research, Source analysis and Oral and written communication</p>

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German Continuers

Overview	<p>Two units for each of the Preliminary and HSC Year Board Developed Course.</p> <p>The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, German will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.</p> <p>Knowledge of, and confidence in, the linguistic patterns and grammatical systems of a foreign language can be of immense benefit to a student's understanding of English, and can assist greatly with a student's overall literacy.</p>
Content	<p>Themes:</p> <ul style="list-style-type: none">• The Individual• The German-speaking Communities• The Changing World. <p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none">• Conversation• Responding to an aural stimulus• Responding to a variety of written materials• Writing for a variety of purposes• Studying German culture through texts.
Special Requirements	<p>The course assumes School Certificate German or equivalent knowledge.</p>
Assessment / Homework Information	<p>The four language skills (Listening, Reading, Writing and Speaking) are assessed through a variety of tasks.</p> <p>A large amount of vocabulary learning will be included in the homework tasks.</p>

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Mathematics Program of Study

Waverley College caters for every student by providing the full range of courses. Three Mathematics Courses are offered in the Preliminary Year. This allows the opportunity for all students to achieve at the appropriate level. The courses are General Mathematics, 2 Unit Mathematics and Mathematics Extension 1.

The College also offers the four HSC Courses in Year 12, Extension II, Extension I, 2 Unit Mathematics and General Mathematics.

Recommended Year 10 Achievement for Stage 6 (Years 11/12) Mathematics

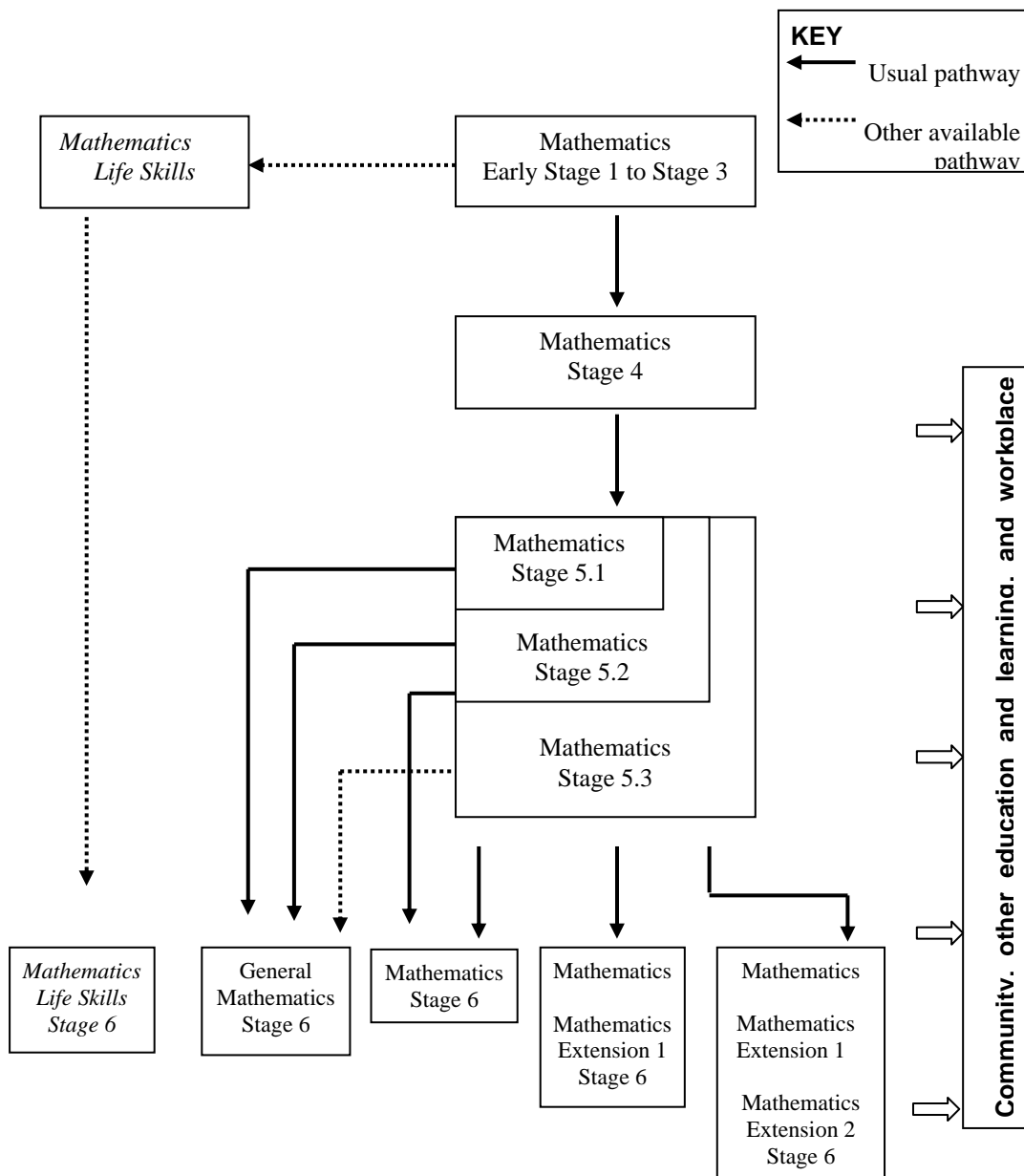
Mathematics Course Stage 5	Mathematics Course Stage 6	Rank
Common 5.3 and 5.2 Mathematics	Mathematics Extension I	Top 20%
Common 5.3 and 5.2 Mathematics	Mathematics (2 Unit)	Next 50 %
Common 5.3 and 5.2 Mathematics	General Mathematics	Next 30%
5.1 Mathematics	General Mathematics or no further study of Mathematics	

Pathways of Learning (Source: Year 7-10 Mathematics Syllabus: BOS NSW)

The following diagram represents available pathways of learning in mathematics from Early Stage 1 to Stage 6. In this diagram, the Stages refer to the level of knowledge of mathematics learning rather than to the stages of schooling. In this way it is acknowledged that a student who is in Year 7, for example, may still be working towards Stage 3 outcomes, just as a student in Year 8, for example, may be working towards Stage 5 outcomes.

The Mathematics Life Skills outcomes and content are designed to provide a relevant and meaningful program of study for a small percentage of students with special education needs, for whom the Mathematics Years 7–10 Syllabus outcomes and content are not appropriate.

In order to cater for the full range of learners, three specific endpoints and pathways (5.1, 5.2 and 5.3) have been identified for Stage 5. The diagram shows the connection between these three levels. Stage 5.3 includes the knowledge and skills from Stage 5.2, and Stage 5.2 includes the knowledge and skills from Stage 5.1.



General Mathematics

Overview	<p>Two units for each of Preliminary and HSC Year Board Developed Courses.</p> <p>General Mathematics focuses on mathematical skills and techniques, which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.</p> <p>The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.</p>
Content	<p>Preliminary Course</p> <ul style="list-style-type: none">• Financial Mathematics• Data Analysis• Measurement• Probability• Algebraic Modelling <p>HSC Course</p> <ul style="list-style-type: none">• Financial Mathematics• Data Analysis• Measurement• Probability• Algebraic Modelling
Special Requirements	<p>School Certificate Examination results will not be used as a sole indicator for the placement of students into Year 11 courses. Placement in courses will be determined by a combination of Assessment and performance throughout Year 10.</p> <p>Prerequisites: The course is constructed on the assumption that students have achieved the stage 5.1 outcomes.</p> <p>Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with General Mathematics.</p>
Assessment / Homework Information	<p>Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for General Mathematics. No more than 30% of the assessment is to be based on the Preliminary course.</p> <p>External Assessment - 100% A single HSC examination of two and one half hours duration.</p> <p>No more than 30% of the examination will be based on the Preliminary course.</p>

Questions based on the Preliminary course can also be asked when they lead in to questions based on the HSC course. Marks from these lead-in questions will not be counted in the 30% Preliminary allowance.

Internal Assessment - 100%

A variety of assessment tasks across all of the content of the course.
Five Assessment Tasks are to be completed.

Homework

Homework will be assigned on a daily basis. 30 - 40 minutes should be spent completing the set homework and consolidating work.

Mathematics

Overview	<p>Two units for each of Preliminary and HSC Board Developed Course</p> <p>The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students, who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or Mathematics Extension 2 course.</p>
Content	<p>Preliminary Course</p> <ul style="list-style-type: none">• Basic arithmetic and algebra• Real functions• Trigonometric ratios• Linear functions• The quadratic polynomial and the parabola• Plane geometry• Tangent to a curve and derivative of a function <p>HSC Course</p> <ul style="list-style-type: none">• Coordinate methods in geometry• Applications of geometrical properties• Geometrical applications of differentiation• Integration• Trigonometric functions• Logarithmic and exponential functions• Applications of calculus to the physical world• Probability• Series and series applications
Special Requirements	<p>Placement into courses will be determined by two Criteria Examinations in conjunction with student performance throughout Year 10.</p> <p>Prerequisites: The course is constructed on the assumption that students have achieved the stage 5.2 outcomes.</p> <p>The Mathematics Department orders The Success One Past Paper booklet. Students are expected to purchase this booklet. The cost is charged to their school account.</p>
Assessment / Homework Information	<p>External Assessment</p> <p>A single written examination paper of three hours duration, consisting of ten questions of equal value.</p> <p>No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor</p>

part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

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

Internal Assessment

Five Assessment Tasks are to be completed.

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

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

Homework

Homework will be assigned on a daily basis. 30 - 60 minutes should be spent completing the set homework and consolidating work.

Mathematics Extension I

Overview	3 units for each of Preliminary and HSC Year Board Developed Course.
Content	<p>The content of this course indicates that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the Mathematics Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.</p> <p>Preliminary Course</p> <ul style="list-style-type: none">• Other inequalities• Further geometry• Further trigonometry• Angles between two lines• Internal and external division of lines into given ratios• Parametric representation• Permutations and combinations• Polynomials• Harder applications of the Preliminary Mathematics course <p>HSC Course</p> <ul style="list-style-type: none">• Methods of integration• Primitive of $\sin^2 x$ and $\cos^2 x$• Equation $\frac{dN}{dt} = k(N - P)$• Velocity and acceleration as a function of x• Projectile motion• Simple harmonic motion• Inverse functions and inverse trigonometric functions• Induction• Binomial theorem• Further probability• Iterative methods for numerical estimation of the roots of a polynomial equation• Harder applications of HSC Mathematics topics
Special Requirements	<p>Placement into courses will be determined by two Criteria Examinations in conjunction with student performance throughout Year 10.</p> <p>Prerequisites: The course is constructed on the assumption that students have achieved the stage 5.3 outcomes.</p>

**Assessment /
Homework
Information**

The Mathematics Department orders The Success One Past Paper Booklet. Students are expected to purchase this booklet. The cost is charged to their school account.

External Assessment

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

No more than the equivalent of two questions will be based on the Preliminary course. Questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

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

Internal Assessment

Five Extension I Mathematics Assessment Tasks are to be completed.
Five Mathematics (2U) Assessment Tasks are to be completed.

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

School assessment for the Mathematics Extension 1 course can be based on the whole of the course (Preliminary and HSC courses). Assessment for this course will not begin until Term 4 of Year 11).

Homework

Homework will be assigned on a daily basis. 40 - 60 minutes should be spent completing the set homework and consolidating work.

Mathematics Extension II

Overview	<p>One unit additional to the Mathematics Extension 1 course, for the HSC.</p> <p>The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.</p>
Content	<p>The course content includes the entire Mathematics course, the entire Mathematics Extension 1 course and, in addition, contains:</p> <ul style="list-style-type: none">• Graphs• Complex Numbers• Conics• Integration• Volumes• Mechanics• Polynomials• Harder Mathematics Extension 1 Topics
Special Requirements	<p>Prerequisites: The course is designed for students with a special interest in mathematics that have shown that they possess special aptitude for the subject.</p> <p>The Mathematics Department orders The MANSW Past Paper Booklet. Students are expected to purchase this booklet. The cost is charged to their school account.</p>
Assessment / Homework Information	<p>External Assessment Two written examination papers. One paper is identical to the paper of two hours duration for the Mathematics Extension 1 course. The other paper is based on the Mathematics Extension 2 course and is of three hours duration.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p> <p>Internal Assessment Five Extension II Mathematics Assessment Tasks are to be completed. Five Extension I Mathematics Assessment Tasks are to be completed.</p> <p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (60%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (40%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment of both components.</p> <p>Homework Homework will be assigned on a daily basis. 40 - 60 minutes should be spent completing the set homework and consolidating work.</p>

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Personal Development, Health and Physical Education

Overview

From the onset, PDHPE is an academic subject suited best for students wishing to achieve a UAI allowing for matriculation into University. The Department strongly recommends that students not wishing to follow this path seriously consider SLR as a subject over the more rigorous PDHPE.

Of all of the HSC Courses, PDHPE is one of only five subjects that can boast numbers which have continued to grow since the subjects inception. PDHPE still stands as one of the most popular subjects in today's senior curriculum.

Some other keys facts why you should consider including PDHPE in your HSC study program include :

You don't have to be good at sport to success in this subject! This is a 100% theory based subject.

On average the College has achieved above the State average in this subject over the past five years

The College has achieved Band 6's in PDHPE in each of the past five years

In 2008 across NSW, more than half of those with a UAI over 90 studied 2 Unit PDHPE. The top UAI student at the College in 2008, took PDHPE as part of his study program.

2 Unit PDHPE is an excellent base for students wishing to undertake tertiary study in the Sciences, Human Movement, Medicine, Physical Education, Sports Management, Physiotherapy and Sports Journalism.

Content

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, student's 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.

Preliminary Course

Core Topics (70%)

Meanings of Health and Physical Activity

Better Health for Individuals

The Body in Motion

	<p>Optional Components (30%) Students to select two options each from: First Aid Composition and Performance Fitness Choices Outdoor Recreation</p> <p>HSC Course Core Topics (60%) Health Priorities in Australia Factors Affecting Performance</p> <p>Optional Component (40%) Students to select two options each from: The Health of Young People Sport and Physical Activity in Australian Society Sports Medicine Improving Performance Equity and Health</p> <p>In addition to core studies, students select two options in each of the Preliminary and HSC courses</p> <p>Students are required to purchase a workbook that covers all areas (core and options) for each year of study. The cost of the workbook is \$65. The students also undertake a series of seminars at The University of Sydney which attracts an annual fee of around \$30.</p> <p>The Assessment schedule and tasks are evaluated annually and are thus subject to change. At the time of printing, the current schedule was as follows:</p> <p>Preliminary Course Research Assignment - Media search (25%) Skill Analysis - Body in motion. (15%) Case Study - First Aid/fitness choices (20%) Written Examination (40%)</p> <p>HSC Course Research assignment (15%) Training Program Analysis (15%) Half Yearly Exam (10%) Performance plan (20%) Trial HSC (40%) Nightly revision of this subject is mandatory should a student wish achieving a result that would allow matriculation.</p>
Special Requirements	
Assessment / Homework Information	

Sport Lifestyle and Recreation

Overview

SLR is an ideal subject for those senior students not wishing to obtain a UAI allowing University entry.

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

This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

Content

The course aims to:

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

As stated in the Board of Studies Document for '**Sport, Lifestyle and Recreation Studies**' enables students to build upon their learning in Years K-10 PDHPE, it focuses on those aspects of learning that relate most closely to participation in sports and physical activity.

It aims at developing the student's knowledge, understanding and skills needed to adopt health-promoting lifestyles.

The 'Sport, Lifestyle and Recreation Studies' program at Waverley College is an important element of the overall school curriculum as it encourages students to explore the role of sport, a healthy lifestyle and recreation in everyday life. Situated near Sydney's city beaches, many Waverley students have access to an environment which encourages an active lifestyle.

The Course involves the study of the following Board-developed modules. The modules studied at Waverley are highlighted accordingly. The Board stipulates that between 6-12 modules have to be studied within this course. As highlighted, the College covers eight (8) modules.

Aquatics (Yr 12)

Athletics

Dance

First Aid and Sports Injuries (Yr 11)

Fitness (Yr 12)

Special Requirements

Games and sports Applications I
Games and sports Applications II
Gymnastics
Healthy Lifestyle
Individual Games and sports Applications (Yr 12)
Outdoor Recreation (Yr 11)
Resistance Training (Yr 11)
Social Perspectives of games and Sports
Sports Administration (Yr 12)
Sports Coaching and Training (Yr 11)

It is a Department policy that students studying PDHPE **must not** study SLR.

Special Notes:

- Sport, Lifestyle and Recreation Studies does not contribute to the UAI Calculation.
- Sport, Lifestyle and Recreation Studies does contribute to the award of the Higher School Certificate.
- Only in special circumstances (timetable clash etc) are students allowed to study both SLR and PDHPE. PDHPE is appropriate for the academic students wanting to gain entry into University whilst SLR is better suited for students not aiming for tertiary study.
- Generally speaking, the course is broken down into one-third theory and two thirds practical.

Students are required to actively participate in all practical classes in correct Waverley College PDHPE attire (see College Diary). Students wearing clothing not related to the College will be recorded as bringing 'no gear' for that period.

- A note and/or medical certificate are required for all circumstances whereby a student misses a practical lesson. Regardless of the reason, a student missing a practical class will be required to complete written work.

Assessment / Homework Information

The Assessment schedule and tasks are evaluated annually and are thus subject to change. At the time of printing, the current schedule was as follows:

Preliminary Course

Resistance Training (25%)
Coaching Seminars (20%)
Outdoor Recreation (25%)
Examination (30%)

HSC Course

Spots administration – event management (25%)
Lifestyle Analysis (25%)
Games and Sport Application (25%)
Examination (25%)

Homework is also given on a regular basis.

SCIENCE

Biology

Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

Biology is the study of life. The Preliminary course incorporates:

The study of the mechanisms and systems that living things use to obtain, transport and use for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent.

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

Content

Preliminary Course

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

HSC Course

Core Topics

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

One Option from the following:

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

Special Requirements

During the course there are mandatory fieldwork components; therefore there will be a number of excursions that will require additional cost.

Assessment / Homework Information

Assessment consists of: Tests/Exams (no more than 50% weighting), Field work, Research, and Practical Investigations.

Chemistry

Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

Chemistry is the study of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

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

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

Content

Preliminary Course

- The Chemical Earth
- Metals
- Water
- Energy

HSC Course

Core Topics

- Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

Option Topic:

- Shipwrecks, Corrosion and Conservation

Special Requirements

Excursion to Australian National Maritime Museum in Year 12.
Cost approximately \$30.

Results in the Year 10 School Certificate course in Science will be used to determine student's eligibility to enrol in Chemistry in Stage 6.

Assessment / Homework Information

Assessment consists of: Tests/Exams (no more than 50% weighting), Research, and Practical Investigations.

Students will be expected to complete the required amount of regular homework as stated in the College Diary.

Physics

Overview	<p>Two units for each of the Preliminary and HSC Year Board Developed Course.</p> <p>Physics is the study of the material world. It focuses on investigating natural phenomena and identifying patterns, applying models, principles and laws to explain their behaviour.</p> <p>The Preliminary course develops knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students' understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles, such as car crashes and the mechanisms that maintain the physical conditions of planet Earth.</p> <p>The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics.</p>
Content	<p>Preliminary Course</p> <ul style="list-style-type: none">• The World Communicates• Electrical Energy in the Home• Moving About• The Cosmic Engine <p>HSC Course</p> <p>Core Topics</p> <ul style="list-style-type: none">• Space• Motors & Generators• From Ideas to Implementation <p>Option Topic:</p> <ul style="list-style-type: none">• Geophysics• Medical Physics• Astrophysics• From Quantum to Quarks• The Age of Silicon
Special Requirements	<p>During the course there are some excursions that will require an additional cost.</p> <p>Results in the Year 10 School Certificate course in Science will be used to determine student's eligibility to enrol in Physics in Stage 6.</p>
Assessment / Homework Information	<p>Assessment consists of: Tests/Exams (no more than 50% weighting), Research, and Practical Investigations.</p> <p>Students will be expected to complete the required amount of regular homework as stated in the College Diary.</p>

Senior Science

Overview	<p>Two units for each of the Preliminary and HSC Year Board Developed Course.</p> <p>The Preliminary course incorporates the collection, storage and conservation of water resources, the structure and function of plants with an emphasis on Australian native plants and the study of some aspects of human anatomy. It discusses issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems.</p> <p>The HSC course examines the range and importance of biological molecules found in humans and other organisms and the physical and chemical properties of chemicals used by people on and in their bodies.</p> <p>The Senior Science course caters for students requiring a broad cover across all disciplines of science, encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science.</p>
Content	<p>Preliminary Course</p> <ul style="list-style-type: none">• Water for Living• Plants• Humans at Work• The Local Environment <p>HSC Course</p> <p>Core Topics</p> <ul style="list-style-type: none">• Lifestyle Chemistry• Medical Technology – Bionics• Information Systems <p>One Option from the following:</p> <ul style="list-style-type: none">• Preservatives and Additives• Polymers• Pharmaceuticals• Space Science• Disasters
Special Requirements	<p>During the course there are some excursions that will require an additional cost.</p> <p>Exclusions: In Year 11, Students may not study any other Stage 6 Science course in conjunction with Senior Science.</p>
Assessment / Homework Information	<p>Assessment consists of: Tests/Exams (no more than 50% weighting), Research and Practical Investigations.</p>

T E C H N O L O G Y

Design and Technology

Overview

Two units for each of the Preliminary and HSC Year Board Developed Course. Students study design processes, design theory and factors in relation to design projects. In the Preliminary course, student's study designing and producing, this includes the completion of at least two design projects.

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

Content

Preliminary Course

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

HSC Course

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

Special Requirements

In the Preliminary course, students must participate in hands-on practical activities. In the HSC course the comprehensive study of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a major design project and the presentation of a case study.

Course fees:

2009 Preliminary Course \$135. 2010 Fees yet to be finalised.

2009 HSC Course \$75. 2010 Fees yet to be finalised.

A variety of assessment tasks across all of the content of the course is used, including Design Projects, assignments and examinations.

Assessment / Homework Information

30 - 45 minutes should be spent daily completing set homework, including design folios, assignments and revision.

Engineering Studies

Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession.

Students study engineering by investigating a range of applications and fields of engineering.

Content

Preliminary Course

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

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

HSC Course

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

- Three application modules (based on engineered products). At least one product is studied from each of the following categories: Civil structures; Personal and public transport; Lifting devices
- Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Students develop an engineering report for each module studied.

Special Requirements

There are no special requirements for this subject.

Assessment / Homework Information

A variety of assessment tasks across all of the content of the course is used, including reports, assignments and examinations.

30 - 45 minutes should be spent daily completing set homework, engineering reports, assignments and revision.

Food Technology

Overview	Two units for each of the Preliminary and HSC Year Board Developed Course.
Content	<p>Food Technology Stage 6 aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the well being of the individual and to the social and economic future of Australia.</p> <p>Preliminary Course:</p> <p>Food Availability and Selection: Influences on food availability; Factors affecting food selection</p> <p>Food Quality: Safe storage of food Safe preparation and presentation of food; Sensory characteristics of food Functional properties of food</p> <p>Nutrition: Food nutrients Diets for optimum nutrition.</p> <p>HSC Course:</p> <p>The Australian Food Industry: Sectors of the AFI, Aspects of the AFI, Policy and legislation</p> <p>Food Manufacture: Production and processing of food, Preservation, Packaging, storage and distribution, Impact of food manufacturing technologies</p> <p>Food Product Development: Factors which impact on food product development, Reasons for and types of food product development, Steps in food product development, Marketing plans</p> <p>Contemporary food issues: Nutrition - Diet and health in Australia, Influences on nutritional status</p>
Special Requirements	<p>At least one report in each of the preliminary and HSC courses is a must by the result of individual work. It is a mandatory requirement that students undertake practical activities. In order to meet the course requirements, students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.</p> <p>2009 Course fees \$155. 2010 Fees yet to be finalised.</p>
Assessment / Homework Information	<p>A variety of assessment tasks across all of the content of the course is used, including reports, assignments and examinations.</p> <p>30 - 45 minutes should be spent daily completing set homework, assignments and revision.</p>

Industrial Technology

Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.
Category B Subject

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

Content

The Focus Areas offered at Waverley College are:
Metals and Engineering Industries,
Timber Products and Furniture Industries.

Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety
- Design – designing, drawing
- Management and Communication – literacy, calculations, graphics , computer applications, project management
- Production
- Industry Related Manufacturing Technology

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:

- Industry Study
- Design, Management and Communication.
- Production
- Related Manufacturing Technology

Special Requirements

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

Course Fees

2009 Preliminary Course: \$135. 2010 Fees yet to be finalised.

2009 HSC Course: \$135. 2010 Fees yet to be finalised.

Assessment / Homework Information

Assessment covers all content areas using a variety of both practical and theoretical assessment tasks. Students need to continually work on their management folio at home.

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Construction Industry Curriculum Framework

Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.
Category B Subject.

This course is for students who are interested in the construction industry. The course is based on units of competency developed by the construction industry to describe the competencies and skills and knowledge needed by workers in this industry. The course incorporates ten core units plus a range of elective units.

Content

The core units of competency represent the basic skills, knowledge and attitudes required by all workers within the construction industry. Students will need to develop and exhibit these competencies throughout the entire course. These core units of competency focus on developing and refining the skills required to work effectively within the industry. The core units of competency specifically address industry awareness, communicating with others, planning for work, quality principles, working safely and introductory tools and techniques. The electives available in the course complement these competencies by providing a range of practical and technical skills.

Special Requirements

Work placement: Students must complete a minimum of 70 hours work placement in a construction industry workplace organised by the college.

2009 Course Fees \$140. 2010 Fees yet to be finalised.

Assessment / Homework Information

Competency Assessment

This is a competency-based course. This requires students to develop the competencies and skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry to be assessed as competent.

There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

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

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

External Assessment – HSC Examination

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

A new training package will be implemented in 2010. At the conclusion of the 240 hour course students will be eligible for Certificate II in Construction CPC 20108.

Entertainment Industry Curriculum Framework

Overview

Two units for each of the Preliminary and HSC Year Board Developed Course. **Category B Subject.**

This course is for students who wish to work or are interested in the Entertainment Industry. It is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. The purpose of the course is to provide students with the opportunity to develop basic knowledge and skills for live production, theatre and event industries. The course provides the opportunity to gain an Australian Quality Training Framework (AQTF) accreditation within the NSW HSC VET curriculum framework.

Qualifications:

AQF Certificate II in Live Production; Theatre and Events CUE 20103
2 Unit HSC Entertainment

Content

The Preliminary Course at Waverley College includes:

- Follow Health, Safety and Security Procedures
- Provide First Aid
- Handle Physical Elements safely during Bump In and Bump Out
- Work with Others
- Source and Apply Entertainment Industry Knowledge
- Communicate in Workplace
- Apply a General Knowledge of Lighting to Work Activities

Special Requirements

Students are expected to attend: 35 hours of work placement in the Entertainment Industry; excursions to trade fairs such as Entech and backstage theatre tours to theatres in Sydney. Active participation in the performance calendar of the Performing Arts Centre is also required.

Assessment / Homework Information

Competency Assessment

This is a competency-based course. This requires students to develop the competencies, skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor that they can effectively carry out the tasks listed to the standard required in the Entertainment Industry.

There is no mark awarded in competency-based assessment. Students are assessed as either competent or not yet competent.

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

External Assessment – HSC Examination

The HSC examination for Entertainment will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from units of competency and HSC requirements shown in the syllabus.

Hospitality Industry Curriculum Framework

Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.
Category B Subject.

This course is for students who wish to work in the hospitality industry, either as a long-term career or in part-time or temporary hospitality positions. The course is based on units of competency that have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry. This course incorporates six core units plus the elective strand Commercial Cookery.

Content

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

The elective strand of the course builds on these skills. Students will be able to develop further competencies in a variety of functional areas:

Commercial Cookery: Students attempt additional core units and concentrate on developing skills in dealing with the organization and preparation of food and catering.

Qualifications:

Kitchen Operations SIT 20307. Students will be eligible to achieve a statement of attainment towards a Certificate II in Kitchen Operations.

2009 Course Fees: \$210 + uniform costs (\$185 in 2009). 2010 Fees yet to be finalised.

Special Requirements

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

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

Assessment / Homework Information

External Assessment – HSC Examination

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



Published May 2009



Preliminary Year 11 Subject Application Form

University (UAI) Pattern of Study 2009

STUDENT NAME:

STUDENT NAME PRINTED HERE

BARCODE

Indicate clearly your preferred subjects by filling in the corresponding check boxes on the following page using either black or blue pen.

- A max. of six units of Science can contribute to the HSC.
- A max. of two units of Category B can contribute to the UAI.
- Fundamentals of English is studied in addition to 2 units of English.

SUBJECT SELECTIONS (Colour in the corresponding boxes)

RELIGION (Compulsory)

- 1U Studies of Religion I
- 2U Studies of Religion II

ENGLISH (Compulsory)

- 2U English – Advanced
- 1U English – Extension 1 (optional)
- 2U English – Standard
- 2U Fundamentals of English (optional)
- 2U English as a Second Language

COMPUTING

- 2U Information Processes & Technology
- 2U Software Design & Development

CREATIVE ARTS

- 2U Drama
- 2U Music Course 1
- 2U Music Course 2
- 2U Visual Arts
- 2U Photo, Video & Digital Imaging (CEC)

HSIE

- 2U Ancient History
- 2U Business Studies
- 2U Economics
- 2U Geography
- 2U Legal Studies
- 2U Modern History

LANGUAGES

- 2U German – Continuers

MATHEMATICS

- 2U General Mathematics
- 2U Mathematics
- 1U Mathematics – Extension 1 (optional)

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

- 2U PD/H/PE

SCIENCE

- 2U Biology
- 2U Chemistry
- 2U Physics
- 2U Senior Science*

* Cannot be studied with any other Science

TECHNOLOGY

- 2U Design & Technology
- 2U Engineering Studies
- 2U Food Technology
- 2U Industrial Technology – Wood (B) or
- 2U Industrial Technology – Metal (B)

Vocational Education (VET)

- 2U Construction (B)
- 2U Entertainment (B)
- 2U Hospitality Operations (B)

TOTAL UNITS (must be 13 or 14 Units) _____



Preliminary Year 11 Subject Application Form

Non (UAI) Pattern of Study 2009

STUDENT NAME:

STUDENT NAME PRINTED HERE

BARCODE

Indicate clearly your preferred subjects by filling in the corresponding check boxes on the following page using either black or blue pen.

SUBJECT SELECTIONS (Colour in the corresponding boxes)

RELIGION (Compulsory)

- 1U Catholic Studies

ENGLISH (Compulsory)

- 2U English – Standard
- 2U Fundamentals of English (*optional*)
- 2U English as a Second Language

COMPUTING

- 2U Information Processes & Technology

CREATIVE ARTS

- 2U Drama
- 2U Music Course 1
- 2U Visual Arts
- 2U Photo, Video & Digital Imaging (CEC)

HSIE

- 2U Business Studies
- 2U Geography
- 2U Legal Studies
- 2U Modern History

LANGUAGES

- 2U German – Continuers

MATHEMATICS

- 2U General Mathematics

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

- 2U Sport Lifestyle & Recreation (CEC)

SCIENCE

- 2U Biology
- 2U Senior Science*

** Cannot be studied with any other Science*

TECHNOLOGY

- 2U Industrial Technology – Wood (B) or
- 2U Industrial Technology – Metal (B)

Vocational Education (VET)

- 2U Construction (B)
- 2U Entertainment (B)
- 2U Hospitality Operations (B)

Do you intend applying to study a TVET course?

- Yes No

If yes, what is the course? _____

TOTAL UNITS (must be 13 or 14 Units) _____