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<td>Photography, Video and Digital Imaging</td>
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<td>French Beginners</td>
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<td>French Continuers</td>
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<td>French Extension</td>
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<td>Germans Continuers</td>
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<td>German Extension</td>
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<td>Japanese Beginners</td>
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<td>Japanese Continuers</td>
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<td></td>
<td>Japanese Extension</td>
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</tbody>
</table>
MATHEMATICS
  General Mathematics
  Mathematics
  Mathematics Extension 1
  Mathematics Extension 2

PDHPE
  Community and Family Studies
  Exploring Early Childhood
  PHDPE
  Sport, Lifestyle and Recreation Studies

SCIENCE
  Biology
  Chemistry
  Earth and Environmental Science
  Physics
  Senior Science

TAS
  Design and Technology
  Food Technology
  Hospitality
  Industrial Technology Multimedia

OTHER
  Philosophy 137
  Life Skills
  TAFE delivered VET Courses
Introduction

This Subject Selection Handbook is to assist Year 10 students in their selection of subjects for Year 11 2016.

It is important for students to take the time to read this Subject Selection Handbook carefully and talk to, and listen to, parents, Heads of Department, class teachers and senior students as they come to a better understanding of the different courses being offered at Mount St Benedict College.

Over the next few weeks students will have many opportunities to talk to their families and other members of the College community in order to make informed decisions about which courses to choose for next year.

The only two courses that are compulsory in the senior years at Mount St Benedict College are:

- English
- Studies of Religion.

Consistent with current educational thinking, the selection of courses should be based on courses that students are:

- interested in,
- good at,
- challenged in and
- relevant to future career choices.

Some useful web links that may help students are:

HSC Syllabus - Board of Studies (BOS)

Choosing HSC Courses: Facts and Myths - Universities Admission Centre (UAC)

About the ATAR - Universities Admission Centre (UAC)

Careers and link to courses
http://www.myfuture.edu.au/

If students or parents have any questions please do not hesitate to ask.

I wish students good luck in their decision making at this important time in their education.

[Signature]
Mr John Muskovits
Assistant Principal Dean of Curriculum
Mount St Benedict College is an independent Catholic girls’ school in the Good Samaritan tradition, offering holistic education based on Benedictine values of Pax, Hospitality and Stewardship.

In offering subject choices for Preliminary (Year 11) and HSC (Year 12) students the College considers first and foremost how this will reflect its underlying philosophy and then how the subjects can be managed using the resources, both human and material, that are available.

- There are six 2-unit lines and the expectation of the College is that students choose 12 units for the Preliminary Year.
- The lines, that form the basis of the senior timetable, are created based on student choices.
- Not all courses offered may run. The College will make a judgement, on which courses will run based on course numbers, available resources and the nature of those courses.
- The anticipated pattern of study at Mount St Benedict College for the Preliminary Year is 12 units. Under exceptional circumstances, 13 units may be considered dependant upon course selection and extension courses.
- Extension courses may be timetabled outside the normal school hours. Dance, Hospitality Operations, TAFE and Extension courses may require flexible timetable arrangements and therefore may not run between the school hours of 8.40am and 3.15pm.
- It is expected that students will stay with their courses until the end of Term Three of the Preliminary Year. If changes can be made they are to be done through the Assistant Principal Dean of Curriculum and in the first half of Term One.
- Course contracts may be required in some courses such as Hospitality Operations and TAFE courses, where there is a specific commitment required until at least the end of the Preliminary Year.
- All TAFE courses will attract a fee. Some funding may be available however this will not be known until November next year. The full cost of the TVET course will be added to your school fees. Costs will be approximate based on previous years. These are available from Mrs Elgood. If funding is made available to the College for TVET courses the College will then be able to reimburse parents the respective proportion of funding received.
- **Requirements for the award of the Higher School Certificate.**

  Students must study a minimum of 12 units in the Preliminary course and a minimum of ten units in the HSC course. Both the Preliminary course and the HSC course must include the following:
  - a minimum six units from Board Developed Courses including at least two units of a Board Developed Course in English
  - a minimum three courses of two units
  - a minimum four subjects
  - a maximum six units of courses in Science can contribute to HSC eligibility.
  - students must complete the practical, oral or project works required for specific courses and the assessment requirements for each course. They must have sat for and made a serious attempt at the required HSC examinations.
- **Students considering an ATAR for University entry requirements should remember that to be eligible for an ATAR they must have:**
  - a minimum ten units of Board Developed courses including a minimum two units of English
  - a minimum three courses of two units (Board Developed Course)
  - a minimum four subjects (eight units) of Category A course must be satisfactorily completed.
Timeline

**Monday 2 February - Term One Week 2**

**AP Dean of Curriculum Meeting with Year 10**

- **Outline:** Discussion of Assessment Procedures
- **Venue:** In PC horizontal assembly
- **Duration:** 30 minutes
- **Presenters:** AP Dean of Curriculum
- **Audience:** Year 10 students

**Monday 24 February - Term One Week 5**

**Year 10 Parent Information Evening**

- **Venue:** College Hall
- **Duration:** 7.00pm - 8.30pm
- **Presenters:** Leadership Team, Studies Coordinator
- **Audience:** Parents and students of Year 10

**Wednesday 20 May - Term Two Week 5**

**2016 Subject Selection Handbook, ATAR, Scaling and Moderation of Marks**

- **Outline:** Distribution of 2016 Subject Selection Handbook, explanation of courses offered, especially from CAPA, TAS and Languages faculty, online booking process
- **Venue:** in PC
- **Duration:** 66 minutes
- **Presenter:** AP Dean of Curriculum, IT Manager, Studies Coordinator, Careers Advisor, Head of CAPA, TAS and Languages
- **Audience:** Year 10 students

**Monday 25 May - Term Two Week 6**

**Year 10 Parent Teacher Evening**

- **Outline:** Feedback to parents and students on effort and achievement, and recommendations on course selection in particular English, Mathematics, Science and Religion.
- **Venue:** College Hall
- **Duration:** 3.40pm - 9.00pm
- **Audience:** Parents and students of Year 10

**Friday 29 May - Term Two Week 6**

Online bookings for faculty presentations open.

**Thursday 11 June - Term Two Week 8**

Online bookings for faculty presentations close at 4.00pm.
**Monday 15 June - Term Two Week 9**

**Year 10 Subject Selection Evening**

Outline: Faculties on display. Parents/students book online for those faculty presentations they are interested in. Maximum of 15 families per rotation. Light dinner supplied.

Venue: College Hall

Duration: 4.00pm - 6.15pm and 7.00pm - 8.05pm

Audience: Parents and students of Year 10

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**Tuesday 14 - Friday 24 July - Term Three Weeks 1 and 2**

**Course Overviews**

Outline: Faculty Heads of Department will provide a course overview to students

MANDATORY COURSES:
- Religion
- English
- Mathematics
- Science
- History
- Geography
- PDHPE

*To be done in Faculties own timetabled time*

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**Tuesday 14 - Friday 24 July - Term Three Weeks 1 and 2**

**Subject Selection Interviews - optional**

Outline:

Venue: Offices

Duration: by appointment

Presenter: Leadership and TLRT Team and Careers Advisor

Audience: Year 10 students who are still not sure of choices

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**Monday 27 July - Term Three Week 3**

Online bookings for Expression of Interest Forms open

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**Monday 3 August - Term Three Week 4**

Online bookings for Expression of Interest Forms close

Students hand in signed hard copy of Expression of Interest Form

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**Monday 24 August - Term Three Week 7**

Lines formed and clashes resolved
Subject Selection

The anticipated pattern of study at Mount St Benedict College for the Preliminary year is 12 units. Under exceptional circumstances, if students do an Extension course, 13 units may be approved in the Preliminary Year. Please note that extension courses may be timetabled outside of normal school hours. Under normal circumstances students cannot choose two one unit content endorsed courses (CEC).

<table>
<thead>
<tr>
<th>ATAR Courses</th>
<th>ATAR Courses</th>
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<tbody>
<tr>
<td>ENGLISH</td>
<td>STUDIES OF RELIGION</td>
</tr>
<tr>
<td>(please tick one)</td>
<td>(please tick one)</td>
</tr>
<tr>
<td><strong>Mandatory Subjects</strong></td>
<td><strong>Mandatory Subjects</strong></td>
</tr>
<tr>
<td>English Advanced</td>
<td>Studies of Religion I</td>
</tr>
<tr>
<td>English Standard</td>
<td>Studies of Religion II</td>
</tr>
</tbody>
</table>

Please choose another 10 (SOR II) or 11 units (SOR I). List in priority 1 = 1st choice, 2 = 2nd choice ... 8 = 8th choice

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<thead>
<tr>
<th>CREATIVE ARTS</th>
<th>MATHEMATICS</th>
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<tr>
<td><strong>Elective Subjects</strong></td>
<td><strong>Elective Subjects</strong></td>
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<tr>
<td>Dance</td>
<td>General Mathematics</td>
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<tr>
<td>Drama</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Entertainment (CAT B 240hrs)</td>
<td>Mathematics Extension</td>
</tr>
<tr>
<td>Music 1</td>
<td>Can only be done in conjunction with MATHEMATICS</td>
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<tr>
<td>Music 2</td>
<td>2</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>2</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>1</td>
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<tr>
<td>English Extension 1</td>
<td>1</td>
</tr>
<tr>
<td>Can only be done in conjunction with ENGLISH ADVANCED</td>
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<tr>
<td>English Fundamentals</td>
<td>1</td>
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<tr>
<td>Can only be done in conjunction with ENGLISH STANDARD</td>
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<th>HISTORY</th>
<th>SCIENCE</th>
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<tr>
<td><strong>Ancient History</strong></td>
<td><strong>Biology</strong></td>
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<td>2</td>
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<td><strong>Modern History</strong></td>
<td><strong>Chemistry</strong></td>
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<td>2</td>
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<tr>
<td><strong>Society and Culture</strong></td>
<td><strong>Earth &amp; Environmental Science</strong></td>
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<td>2</td>
<td>2</td>
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<tr>
<td><strong>Business Studies</strong></td>
<td><strong>Physics</strong></td>
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<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Business Services (CAT B 240hrs)</strong></td>
<td><strong>Senior Science</strong></td>
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<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>Can not be done with any other SCIENCE</td>
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<td>2</td>
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<tr>
<td><strong>Geography</strong></td>
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<td><strong>Legal Studies</strong></td>
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<tr>
<th>LANGUAGES</th>
<th>NON ATAR Courses</th>
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<tr>
<td><strong>French Beginners</strong></td>
<td><strong>Exploring Early Childhood</strong></td>
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<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>French Continuers</strong></td>
<td><strong>Photography, Video &amp; Digital Imaging</strong></td>
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<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>German Continuers</strong></td>
<td><strong>Sport, Lifestyle and Recreation Studies</strong></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Japanese Beginners</strong></td>
<td><strong>Visual Design</strong></td>
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<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Japanese Continuers</strong></td>
<td>Life Skills</td>
</tr>
<tr>
<td>2</td>
<td>per course</td>
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The following EXTENSION subjects are HSC only:

- English Extension 2
- History Extension
- Mathematics Extension 2
- Languages (French, German & Japanese) Extension

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<tr>
<th>NON ATAR Courses</th>
<th>Learning Support</th>
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<tr>
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<td>Life Skills</td>
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<td>1</td>
<td>per course</td>
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<tr>
<td><strong>Photography, Video &amp; Digital Imaging</strong></td>
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<td>1</td>
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<tr>
<td><strong>Sport, Lifestyle and Recreation Studies</strong></td>
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<td>1</td>
<td></td>
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<tr>
<td><strong>Visual Design</strong></td>
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Courses Studied outside the College

- OPEN HIGH SCHOOL
- SATURDAY SCHOOL
- TAFE

Total Units Selected

(please tally units)
# Faculties and Subjects Overview

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<th>FACULTY</th>
<th>HEAD OF DEPARTMENT</th>
<th>SUBJECTS OFFERED</th>
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<tr>
<td>Creative and Performing Arts</td>
<td>Mr Watters</td>
<td>Dance, Drama, Entertainment, Music 1, Music 2</td>
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<tr>
<td></td>
<td></td>
<td>Photography, Video and Digital Imaging, Visual Arts, Visual Design</td>
</tr>
<tr>
<td>English</td>
<td>Mrs Holmes</td>
<td>English Fundamentals, English Standard, English Advanced, English Extension I,</td>
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<tr>
<td></td>
<td></td>
<td>English Extension II</td>
</tr>
<tr>
<td>HSIE</td>
<td>Mrs Forbes</td>
<td>Business Studies, Business Services, Economics, Geography, Legal Studies</td>
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<tr>
<td>History</td>
<td>Ms Selvaggi</td>
<td>Ancient History, Modern History, Society and Culture, History Extension I</td>
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<tr>
<td>Languages</td>
<td>Mrs Jack</td>
<td>French Beginners, French Continuers, French Extension, German Continuers,</td>
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<td>German Extension, Japanese Beginners, Japanese Continuers, Japanese Extension</td>
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<td>Mathematics</td>
<td>Mrs Hillier</td>
<td>General Mathematics, Advanced Mathematics, Mathematics Extension I, Mathematics</td>
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<td>Extension II</td>
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<td>PDHPE</td>
<td>Mr Campbell</td>
<td>Community and Family Studies, Exploring Early Childhood, PDHPE, Sport, Lifestyle</td>
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<td></td>
<td></td>
<td>and Recreation Studies</td>
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<tr>
<td>Religion</td>
<td>Mrs Dempsey</td>
<td>Studies of Religion I, Studies of Religion II</td>
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<tr>
<td>Science</td>
<td>Mrs Easterbrook</td>
<td>Biology, Chemistry, Earth and Environmental Science, Physics, Senior Science</td>
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<tr>
<td>TAS</td>
<td>Mr Jones</td>
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<td>Multimedia</td>
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<td>Gifted and Talented</td>
<td>Mrs Dirckze</td>
<td>Philosophy 137</td>
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<tr>
<td>Learning Support</td>
<td>Mrs Hadfield</td>
<td>Life Skills (by invitation only)</td>
</tr>
<tr>
<td>TAFE - Careers - Vocational Education</td>
<td>Mrs Elgood</td>
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<tr>
<td>Outside Courses</td>
<td>Mr Muskovits</td>
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</table>
FACULTIES AND COURSES

ENGLISH

English Fundamentals
English Standard
English Advanced
English Extension 1
English Extension 2

Mrs Holmes
Head of Department
### Course Outline
This is a skills-based course with opportunities for flexible delivery to meet students’ needs. The needs of students should determine all aspects of the course including areas such as modules studied, and texts and activities chosen. It aims to support students in their study of the English (Standard) course or the English (ESL) course and the English language demands of other subjects at Stage 6.

### Other Relevant Curriculum Information:
All modules involve a minimum of 24 indicative hours of study. Module A is compulsory. Students must complete a minimum of three modules. They may undertake other modules (with a minimum of 24 indicative hours of study) or apply the balance of time to additional work in the modules they have already undertaken.

### Course Content
- Module A: Approaches to Area of Study in English (Compulsory) 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.

1 Unit is calculated for the Preliminary year only even if the course is completed in the HSC year.

### HSC Assessment
NONE

### Special Requirements/Equipment
What I need for this course
None

### Recommendations
Who should do this course
Students who need additional support in skill development across all their courses.

### Exclusions
What you can not do with this course
English Advanced, English Extension

### This course is often chosen with
TAFE and/or practical courses, Standard English, ESL English.

### Career Options
How will this subject help me in the future
Communication is a requirement in society in any field of study. Fundamentals will support students in developing a range of language and literacy skills.

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<table>
<thead>
<tr>
<th>1 unit</th>
<th>Board Developed Course</th>
<th>ATAR</th>
<th>Hours Studied</th>
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<tbody>
<tr>
<td>Preliminary and HSC</td>
<td></td>
<td>NO</td>
<td>60 per year</td>
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</tbody>
</table>
### Course Outline

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

In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

### Other Relevant Curriculum Information:

An excursion may be held to expose students to a broader range of texts or for performances of set texts.

### Course Content

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

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

### HSC Assessment

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>A written examination paper consisting of:</td>
<td></td>
</tr>
<tr>
<td>Paper 1 (two hours)</td>
<td>40%</td>
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<tr>
<td>Area of Study (common course content)</td>
<td></td>
</tr>
<tr>
<td>Paper 2 (two hours)</td>
<td>60%</td>
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<tr>
<td>Module A</td>
<td></td>
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<tr>
<td>Module B</td>
<td></td>
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<tr>
<td>Module C</td>
<td></td>
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</table>

### Special Requirements/Equipment

**What I need for this course**
None

### Recommendations

**Who should do this course**
Students who will achieve an expected ROSA grade of C or less.

### Exclusions

**What you cannot do with this course**
English Advanced, English Fundamentals, ESL

### This course is often chosen with

All students are required to undertake an English course.

### Career Options

**How will this subject help me in the future**
This course prepares students for further study in communication, media and literature related courses at university and other tertiary institutions.

Career options include: Advertising executive, human resources officer, teacher, child care worker, marketing officer, clerk, real estate agent, nurse.

---

<table>
<thead>
<tr>
<th>2 unit Preliminary and HSC</th>
<th>Board Developed Course Category A</th>
<th>ATAR Yes</th>
<th>Hours Studied 120 per year</th>
</tr>
</thead>
</table>

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Course Outline
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 texts reflect different attitudes and values.

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

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

HSC English (Advanced) Course requires the close study of:
• at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts
• a wide range of additional related texts and textual forms.

Course Content
Preliminary
The course has two sections:
Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content.

Electives in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the course content.

HSC
The course has two sections:
The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis.

Modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to study one elective from each of three Modules A, B and C.

HSC Assessment
External Assessment
A written examination paper consisting of:
- Paper 1 (two hours) Area of Study (common course content) 40%
- Paper 2 (two hours) Module A 60%

Career Options
How will this subject help me in the future
This course prepares students for further study in communication, media and literature related courses at university and other tertiary institutions.
Career options include: Lawyer, psychologist, teacher, journalist, advertising executive, speech and hearing specialist, business manager, researcher, counsellor, editor.
Course Outline
In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.
In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of evaluation arise.

Other Relevant Curriculum Information:
An excursion may be held to develop students’ awareness of set or related texts.

Course Content
Preliminary
The course has one mandatory section: Module: Texts, Culture and Value.

HSC
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

HSC Assessment
External Assessment
A two hour written examination
Weighting
50%

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who are doing Advanced English and have a deep interest in literature or media.

Exclusions
What you cannot do with this course
English Standard, ESL

This course is often chosen with
Ancient History, Modern History, History Extension, Legal Studies

Career Options
How will this subject help me in the future
This course prepares students for further study in communication, media and literature related courses at university and other tertiary institutions.
Career options include: Lawyer, journalist, film and television producer, politician, advertising executive, writer, editor, diplomat, foreign affairs officer, teacher, psychologist.
ENGLISH EXTENSION 2

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

Other Relevant Curriculum Information:
This course requires students to complete a Major Work, specialising in one of the following areas:
- Short story
- Poetry
- Critical response
- Script-radio, film, television and drama
- Speech
- Radio drama
- Performance poetry
- Video
- Multimedia

Course Content

HSC
see above

HSC Assessment
External Assessment
Submission of Major Work
Including a reflection statement

Weighting
50%

Special Requirements/Equipment
None

Recommendations
Who should do this course
Students who are studying Extension 1 and wish to complete a major work in a particular area of interest.

Exclusions
What you can not do with this course
English Standard, ESL

This course is often chosen with
Ancient History, Modern History, History Extension, Legal Studies

Career Options
How will this subject help me in the future
This course prepares students for further study in communication, media and literature related courses at university and other tertiary institutions.
Career options include: Lawyer, journalist, film and television producer, politician, advertising executive, writer, editor, diplomat, foreign affairs officer, teacher, psychologist.
RELIGION

Studies of Religion I
Studies of Religion II

Mrs Dempsey
Head of Department
Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

**Other Relevant Curriculum Information:**
An excursion is held in Year 12 to either the Jewish Board of Deputy Speakers or Auburn Mosque.

### Course Outline
Nature of Religion and Beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

Two Religious Traditions Studies from Buddhism, Christianity, Hinduism, Islam, Judaism
- Origins; Principal beliefs; Sacred texts and writings; Core ethical teachings; Personal devotion/expression of faith/observance.

**HSC**
Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Two Religious Tradition Depth Studies from Buddhism, Christianity, Hinduism, Islam, Judaism
- Significant people and ideas; Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics; Significant practices in the life of adherents

### HSC Assessment

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90 minute written examination</td>
<td></td>
</tr>
<tr>
<td>Section I: Religion and Belief Systems in Australia post 1945</td>
<td>30%</td>
</tr>
<tr>
<td>Section II: Religious Tradition Depth Studies</td>
<td>30%</td>
</tr>
<tr>
<td>Section III: Religious Tradition Depth Studies (extended response)</td>
<td>40%</td>
</tr>
</tbody>
</table>

### Career Options
This course prepares students for further study in arts/humanities and social science courses at university and other tertiary institutions.

Career options include: Religious leader, community welfare worker, social worker, international aid worker, sociologist, teacher, and journalist.
STUDIES OF RELIGION II

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

Other Relevant Curriculum Information:
An excursion is held in Year 12 to either the Jewish Board of Deputy Speakers or Auburn Mosque.

Course Content

Preliminary
Nature of Religion and Beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

Three Religious Traditions Studies from Buddhism, Christianity, Hinduism, Islam, Judaism
Origins; Principal beliefs; Sacred texts and writings; Core ethical teachings and Personal devotion/expression of faith/observance.

Religions of Ancient Origin
The response to the human search for ultimate meaning in two religions of ancient origin from Aztec or Inca or Mayan; Celtic; Nordic; Shinto; Taoism; an Indigenous religion from outside Australia

The arrival, establishment and development of religious traditions in Australia prior to 1945.

HSC
Religion and Belief Systems in Australia post 1945
Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Three Religious Tradition Depth Studies from Buddhism, Christianity, Hinduism, Islam, Judaism
Significant people and ideas; A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics; Significant practices in the life of adherents.

Religion and Peace
The distinctive response of religious traditions to the issue of peace.

Religion and Non-Religion
The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

HSC Assessment
External Assessment
A three hour written examination

Section I: Religion and Belief Systems
Religion and Non-Religion
30%

Section II: Religious Tradition Depth Studies
30%

Section III: Religious Tradition Depth Studies
20%

Section IV: Religion and Peace
(extended response)
20%

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students MUST study either Studies of Religion I or Studies of Religion II

Exclusions
What you cannot do with this course
Studies of Religion I

This course is often chosen with
All students are required to do either Studies of Religion I or Studies of Religion II

Career Options
How will this subject help me in the future
This course prepares students for further study in arts/humanities and social science courses at university and other tertiary institutions.

Career options include:宗教领袖, 社区福利工作者, 社工, 国际援助工作者, 社会学研究者, 老师, 记者.
CREATIVE AND PERFORMING ARTS

Dance
Drama
Entertainment
Music 1
Music 2

Photography, Video and Digital Imaging
Visual Arts
Visual Design

Mr Watters
Head of Department
Course Outline

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

Other Relevant Curriculum Information:
The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.
The published Course Prescriptions, which may change in total or in part every two years, indicate works to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

Projects developed for assessment in this subject are not to be used either in full or in part for assessment in any other subject.

College Dance attire, purchased through the Uniform Shop, is mandatory.

Course Content

Preliminary

Students complete the following course components:
Performance (40%); Composition (20%) and Appreciation (20%). An additional 20% to be allocated by the teacher to suit the specific circumstances/context of the class.

HSC

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology
- Core (60%) - Performance (20%), Composition (20%) and Appreciation (20%)
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

HSC ASSESSMENT

External Assessment
Core Performance 20%
Solo dance and discussion
Core Composition 20%
Solo composition and discussion performed by another student
Core Appreciation 20%
A written examination (one hour)
Major Study 40%
- Major Study Performance
  One solo dance and discussion or
- Major Study Composition
  One dance composition: new solo, group dance and discussion or
- Major Study Appreciation
  Written examination: 1 1/4-hours or
- Major Study - Dance & Technology
  Option 1: Choreographing the Virtual Body. Presentation of a choreographed work using 3D animation software and discussion or
  Option 2: Film and Video. Presentation filmed and edited choreographed work and discussion.

Special Requirements/Equipment

What I need for this course
Dance Uniform.

Recommendations

Who should do this course
Students who are completing the Year 9/10 Dance elective and students with an interest in Dance.

Exclusions

What you can not do with this course
Projects, or part thereof, for assessment are not to be used in any other subject.

This course is often chosen with
Biology, Drama, Music, PDHPE, Entertainment

Career Options

How will this subject help me in the future
This course prepares students for further study in creative and performing arts at university and other tertiary institutions.

Career options include: Dancer, entertainer, choreographer, studio teacher, dance educator, Arts critic, therapeutical professional ie. physiotherapist etc.
Course Outline
Students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation. In the critical study of drama and theatre students can recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production. They develop an understanding of the cultural traditions and social contexts of drama and theatre.

The study of Drama will develop the talents and capacities of all students - physical, emotional, intellectual, social, spiritual, creative and expressive - as well as developing self-confidence and self-esteem.

This syllabus provides opportunities for students to develop a range of skills and the opportunity to concentrate on areas of personal interest.

Other Relevant Curriculum Information:
Students may attend theatre productions of set texts/theatre styles and nominated Band 6 HSC performances at Onstage or Offstage, both in and out of school hours.

College Drama attire can be purchased from the uniform shop and is recommended for use in practical activities and assessment performances.

Projects developed for assessment in this subject are not to be used either in full or in part for assessment in any other subject.

Course Content

Preliminary
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.

HSC
Australian Drama and Theatre - In Australian Drama and Theatre ONE topic only will be chosen from a choice of TWO. The two topics will relate to aspects of drama and theatre in Australian societies and cultures, past and present. While topics may differ in the form, style or historical period they will incorporate a specific perspective on Australian Drama and Theatre. Learning experiences should be both experiential and theoretical, including workshops and presentations, focusing on relevant acting techniques, characterisation, performance styles and spaces, themes, issues and historical and social perspectives relevant to the set topic.

Topics in this section will be published separately and may be changed in part every three years.

Studies in Drama and Theatre - Students will be taught ONE topic from a choice of SEVEN. This topic will focus on drama and theatre in societies and cultures in the world, including Australia. Learning experiences should be both experiential and theoretical including workshops and presentations, focusing on relevant acting techniques, characterisation, performance styles and spaces, themes, issues and historical and social perspectives relevant to the set topic.

HSC Assessment
External Assessment
Group Presentation (Core) Weighting 30%
Individual Project 30%
A 90 minute written examination 40%
comprising two compulsory sections:
  * Australian Drama and Theatre (Core)
  * Studies in Drama and Theatre

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who are completing the Year 9/10 Drama elective and/or with an interest in Creative Arts

Exclusions
What you cannot do with this course
Projects, or part thereof, for assessment are not to be used in any other subject.

This course is often chosen with
Dance, Design and Technology, Entertainment, CFS, Ancient History, Modern History, Visual Arts

Career Options

How will this subject help me in the future
This course prepares students for further study in creative and performing arts, as well as a range of other courses at university and other tertiary institutions.

Career options include: Playwright, set designer, director/producer, entertainer, teacher, actor, public relations officer, artistic director.
**Course Outline**

The Entertainment Industry Curriculum Framework is based on a qualification and units of competency contained in the nationally endorsed CUA Live Performance and Entertainment Training Package. The 240 hour course over two years provides students with the opportunity to gain industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF) as part of their NSW Higher School Certificate (HSC).

Entertainment is a category B Board Developed course which includes an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR).

**Other Relevant Curriculum Information:**
A minimum of 70 hours work placement needs to be undertaken throughout the duration of the course. Non-completion of work placement is grounds for withholding the HSC course.

**Course Content**

The course is based on EIGHT mandatory units of competency with the following focus areas:

- Audio
- Customer service
- Lighting
- Safety
- Staging
- Vision
- Working in the entertainment industry and workplace

70 hours industry work placement is a mandatory HSC requirement within the Entertainment Industry Curriculum Framework. The work placement is to be undertaken in an entertainment industry work environment. Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practise and apply skills acquired in the classroom or workshop
- develop additional skills and knowledge.

It is permissible for up to 50% of this work placement to be undertaken in other entertainment production environments intended for public performance, including school productions.

**Competency-Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

**NOTE:**

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

**Special Requirements/Equipment**

*What I need for this course*

See Competency-Based Assessment Note

**Recommendations**

*Who should do this course*

Students who are completing the Year 9/10 Music/Drama electives and/or with an interest in the Entertainment Industry

**Exclusions**

*What you cannot do with this course*

None

**This course is often chosen with**

Drama, Visual Arts, Visual Design, Photography, Music

**Career Options**

*How will this subject help me in the future*

Entertainment offers training opportunities to students who are interested in performance and events, dance and drama, lighting and sound, staging and set design and dealing with patrons and professionals.

Career options include: Stage hand, stage manager, bookings and front of house, lighting/sound/vision technician, costume assistant, set and props designer.
Course Outline
In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Other Relevant Curriculum Information:
An excursion is held in:
Students attend Sydney Symphony Orchestra’s Meet the Music 1 Concert Series

Course Content
Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.

In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of Performance, Composition or Musicology. These electives must represent each of the three topics studied in this course.

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

HSC Assessment
External Assessment
Core Performance (one piece) 10%
Written examination - Aural Skills (45-60 minutes) 30%
Electives
Three electives from any combination of:
Performance (one piece)
Composition (one submitted composition)
Musicology (one viva voce)
• Elective 1 20%
• Elective 2 20%
• Elective 3 20%

Career Options
How will this subject help me in the future
This course prepares students for further study in music and performing arts courses at university and other tertiary institutions.
Career options include: Composer, conductor, entertainer, musician, musical director, music therapist, music critic.

Special Requirements/Equipment
What I need for this course

Recommendations
Who should do this course
Students who are completing the Year 9/10 Music/Drama electives and/or an interest in Music

Exclusions
What you cannot do with this course
Music 2

This course is often chosen with
Visual Arts, Dance, Drama
## Course Outline
In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

### Other Relevant Curriculum Information:
In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

All students will be required to develop a composition portfolio for the core composition.

An excursion is held in:
Students attend Sydney Symphony Orchestra’s *Meet the Music 2* Concert Series

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

In the Preliminary course, the Mandatory Topic is **Music 1600 - 1900**.

In the HSC course, the Mandatory Topic is **Music of the Last 25 Years (Australian focus)**.

### HSC Assessment

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance</td>
<td>15%</td>
</tr>
<tr>
<td>(one piece reflecting the mandatory topic)</td>
<td></td>
</tr>
<tr>
<td>Sight singing</td>
<td>5%</td>
</tr>
<tr>
<td>Core composition (reflecting the mandatory topic)</td>
<td>15%</td>
</tr>
<tr>
<td>Written examination (1 1/2 hour) - Musicology and aural skills</td>
<td>35%</td>
</tr>
<tr>
<td>One Elective representing the additional topic:</td>
<td>30%</td>
</tr>
<tr>
<td>Performance (two pieces) OR Composition (one submitted composition) OR Essay (one submitted essay)</td>
<td></td>
</tr>
</tbody>
</table>

### Special Requirements/Equipment
**What I need for this course**
None

### Recommendations
**Who should do this course**
Students who are completing the Year 9/10 Music elective and/or have an interest in Music

### Exclusions
**What you can not do with this course**
Music 1

### This course is often chosen with
Visual Arts, Dance, Drama

### Career Options
**How will this subject help me in the future**
This course prepares students for further study in music and performing arts courses at university and other tertiary institutions.

**Career options include:** Composer, conductor, entertainer, musician, musical director, music therapist, music critic.
Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students’ experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students’ understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Projects developed for assessment in this subject are not to be used either in full or in part for assessment in any other subject.

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

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Projects developed for assessment in this subject are not to be used either in full or in part for assessment in any other subject.

Course Content
Modules may be selected in any of the three broad fields of:

- Video
- Digital Imaging.

Modules include:

- Elements of Design
- Autobiography in Film

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

Special Requirements/Equipment
What I need for this course
Students are required to keep a diary.

Recommendations
Who should do this course
Students who are completing the Year 9/10 Visual Arts elective course and/or have an interest in Visual Art.

Exclusions
What you cannot do with this course
Projects, or part thereof, for assessment are not to be used in any other subject.

This course is often chosen with

Career Options
How will this subject help me in the future
This course prepares students for further study in design and creative arts courses.
Career options include: Photographer, artist, film and television editor, graphic designer, teacher, visual merchandiser, publicity officer.
Course Outline
Visual Arts involves students in art-making, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Other Relevant Curriculum Information:
Preliminary Course:
- Artworks in at least two expressive forms and use of a Visual Arts process diary
- A broad investigation of ideas in art making, art criticism and art history.

HSC Course:
- Development of a body of work and use of a Visual Arts process diary
- A minimum of five Case Studies (4-10 hours each)
- Deeper and more complex investigations in art making, art criticism and art history.

An excursion is held in Year 12 to the current Sydney Biennale.

Projects developed for assessment in this subject are not to be used either in full or in part for assessment in any other subject.

Course Content
Preliminary
Learning opportunities focus on:
- the nature of practice in art-making, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the art-world
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

HSC
Learning opportunities focus on:
- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations
- how students may further develop meaning and focus in their work.

HSC Assessment
External Assessment
- A 90 minute written examination paper 50%
- Submission of a body of work 50%

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who are completing the Year 9/10 Visual Arts elective course and/or have an interest in Visual Art.

Exclusions
What you can not do with this course
Projects, or part thereof, for assessment are not to be used in any other subject.

Career Options
How will this subject help me in the future
This course prepares students for further study in design and creative arts courses at university and other tertiary institutions.

Career options include: Teaching, curator of gallery or museum, art critic, interior designer, industrial designer, artist, graphic designer, architect, photographer, visual merchandiser, jeweller, illustrator and fashion designer.
Course Outline
This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, advertising, illustrations product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, illustration design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

Course Content
Modules may be selected in any of the four broad fields of:
- graphic design
- illustration
- product design
- Interior/exterior design.

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

Special Requirements/Equipment
What I need for this course
Students are required to keep a diary.

Recommendations
Who should do this course
Students who are completing the Year 9/10 Visual Arts elective course and/or have an interest in Visual Art.

Exclusions
What you cannot do with this course
None

This course is often chosen with
Visual Art, Design and Technology, Photography, Industrial Technology

Career Options
How will this subject help me in the future
This course prepares students for further study in design and creative arts courses.

Career options include: Teacher, fashion designer, art critic, interior designer, industrial designer, artist, graphic designer, architect, photographer, visual merchandiser, jeweller, illustrator, product designer.
HISTORY

Ancient History
Modern History
Society and Culture
History Extension

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

The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.

Other Relevant Curriculum Information:
The HSC course requires study from at least two of the following areas:
- Egypt
- Near East
- Rome

Course Content
Preliminary
Part I: Introduction
  Investigating the past: History, Archaeology and Science
  Case Studies (at least ONE)
Part II: Studies of Ancient Societies, Sites and Sources (at least ONE study to be chosen)
Part III: Historical Investigation
  The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.

HSC
Part I: Core Study: Cities of Vesuvius - Pompeii and Herculaneum (25%)
Part II: ONE Ancient Society (25%)
Part III: ONE Personality in their Times (25%)
Part IV: ONE Historical Period (25%)

HSC ASSESSMENT
External Assessment
A three-hour written examination consisting of:
  Section I: Core Source based short-answer and objective response questions 25%
  Section II: Ancient Societies A question in 4 or 5 parts 25%
  Section III: Personalities in their Times  A question in 2 or 3 parts 25%
  Section IV: Historical Periods Extended response 25%

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who are completing the Year 9/10 History Mandatory or History Elective course and/or have an interest in History.

Exclusions
What you can not do with this course
None

This course is often chosen with
English Advanced, Studies of Religion, Modern History, Society and Culture

Career Options
How will this subject help me in the future
This course prepares students for further study in a range of arts/humanities and social science courses at university and other tertiary institutions.
Career options include: Archaeologist, anthropologist, lawyer, journalist, museum curator, politician, researcher, and teacher.
Course Outline
The Preliminary course is structured to provide students with opportunities to investigate the role of key features, individuals, groups, events, concepts, and historiographical issues in a range of historical contexts as background for their HSC studies.

The HSC course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the C20th, ONE personality and ONE international study in peace and conflict.

Other Relevant Curriculum Information:
In the Preliminary course:
ONE Case Study must be from Europe, North America or Australia. ONE Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

Course Content

<table>
<thead>
<tr>
<th>Preliminary</th>
<th>HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I: Case Studies (at least TWO to be undertaken) (50%)</td>
<td>Part I: Core Study: World War I: 1914-1919: A source-based study (25%)</td>
</tr>
<tr>
<td>Part II: Historical Investigation (20%)</td>
<td>Part II: ONE National Study (25%)</td>
</tr>
<tr>
<td>The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.</td>
<td>Part III: ONE Personality in the C20th (25%)</td>
</tr>
<tr>
<td>Part III: Core Study: The World at the Beginning of the C20th.</td>
<td>Part IV: ONE International Study in Peace and Conflict (25%)</td>
</tr>
<tr>
<td>A source-based approach is to be used.</td>
<td></td>
</tr>
</tbody>
</table>

HSC ASSESSMENT
External Assessment
A three-hour written examination consisting of:

| Section I: Core | 25% |
| Source based short-answer and objective response questions |
| Section II: National Studies | 25% |
| Extended response |
| Section III: Personalities in the C20th | 25% |
| A question in 2 parts |
| Section IV: International Studies in Peace and Conflict | 25% |
| Extended response |

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who are completing the Year 9/10 History Mandatory or History Elective course and/or have an interest in History.

Exclusions
What you cannot do with this course
None

This course is often chosen with
Ancient History, Society and Culture, Visual Arts

Career Options
How will this subject help me in the future
This course prepares students for further study in a range of arts/humanities and social science courses at university and other tertiary institutions.

Career options include: Journalist, lawyer, teacher, politician, author, criminologist, researcher, editor.
Course Outline
Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

Other Relevant Curriculum Information:
An overnight excursion is held in Wollongong at the Nan Tien Temple.

Course Content

Preliminary
- The Social and Cultural World (30%) - the interaction between aspects of society and cultures.
- Personal and Social Identity (40%) - socialisation and the coming of age in a variety of social and cultural settings.
- Intercultural Communication (30%) - how people in different cultures interact with each other and their world.

HSC Core
- Social and Cultural Continuity and Change (30%) - a focus on continuity and change in a selected country via social and cultural research methodologies.
- The Personal Interest Project (30%) - an individual research project.

Depth Studies (40%)
Two to be chosen from:
- Popular Culture - the interconnection between individuals and popular culture.
- Belief Systems and Idealogies - role of belief systems in societies, cultures, environments and personal life.
- Social Inclusion and Exclusion - the nature of inclusive and difference in societies and cultures.
- Social Conformity and Non-conformity - formation and influences on groups and responses to conformity and non-conformity

HSC Assessment

External Assessment
- A two-hour written examination 60%
- Short answer and extended response questions
- Personal Interest Project 40%

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who are completing the Year 9/10 History Mandatory or History Elective course and/or have an interest in History, sociology, psychology or cultural studies

Exclusions
What you can not do with this course
None

This course is often chosen with
Ancient History, Modern History, Studies of Religion II

Career Options
How will this subject help me in the future
This course prepares students for further study in a range of arts/humanities and social science courses at university and other tertiary institutions.

Career options include: Community welfare worker, social worker, international aid worker, sociologist, teacher, researcher, journalist, anthropologist, and sociologist.
Course Outline

HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part 1 of the course, students investigate the question ‘What is history?’ through readings and a study of historians. Further, they investigate historiography compiled in a source book and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.

Part I: What is History? (60% of course time)
Key questions:
• Who are the historians?
• What are the aims and purposes of history?
• How has history been constructed and recorded over time?
• Why have the approaches to history changed over time?

Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options.

Part II: History Project (40% of course time)
An original piece of historical investigation by the student which includes a Proposal, Synopsis, Essay, Bibliography and Process Log.

HSC ASSESSMENT
External Assessment
A two-hour written examination comprised of TWO questions, both compulsory.
Question 1: 25%
One compulsory essay question based on an unseen passage as stimulus.
Question 2: 25%
One compulsory essay question which requires students to analyse a historiographical issue with specific reference to their case study.

Special Requirements/Equipment
What I need for this course
Ancient or Modern History is mandatory

Who should do this course
Those students who have achieved a high standard in Ancient or Modern History in Year 11

What you cannot do with this course
None

This course is often chosen with
Ancient History, Modern History, English Extension

Career Options
How will this subject help me in the future
This course prepares students for further study in a range of arts/humanities and social science courses at university and other tertiary institutions.

Career options include: Archaeologist, anthropologist, lawyer, journalist, museum curator, politician, cultural heritage officer, researcher or teacher.
HSIE

Business Services
Business Studies
Economics
Geography
Legal Studies

Mrs Forbes
Head of Department
Course Outline
This course is intended for students who wish to work in clerical and administrative occupations.

It is based on units of competency developed by the business services industry to describe the competencies, skills and knowledge needed by clerical-administrative workers.

Other Relevant Curriculum Information:
Students must complete a minimum of 70 hours work placement.

Course Content
Students concentrate on developing a range of skills required to work effectively and safely in a modern office environment.

These include oral and written communication skills, information handling and record keeping, working effectively with people, participating in Work Health and Safety processes and using business technology.

HSC Assessment
This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by 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 an office environment. 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 competency record book.

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

External Assessment
External Assessment (optional HSC examination)
The Higher School Certificate examination for Business Services (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items.

The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus.

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who wish to pursue a more practical orientation in their studies

Exclusions
What you cannot do with this course
NONE

This course is often chosen with
Senior Science, CAFS, Hospitality

Career Options
How will this subject help me in the future
The business services industry provides clerical and administrative support to commerce, industry, government and the professions.
Skills gained in this industry transfer to a wide range of other occupations.

Career options include: Payroll clerk/ officer, personal assistant, personnel clerk, project manager, sales clerk, secretary, and receptionist.
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.

Other Relevant Curriculum Information:
Students undertake a site study of a business.

Course Content

**Preliminary**
- Nature of Business (20%) - the role and nature of business in a changing business environment.
- Business Management (40%) - the nature and responsibilities of management in the business environment.
- Business Planning (40%) - the processes of establishing and planning a small to medium enterprise. Includes preparing a Small Business Plan.

**HSC**
- Operations (25%) - the strategies for effective operations management in large businesses.
- Marketing (25%) - the main elements involved in the development and implementation of successful marketing strategies.
- Finance (25%) - the role of interpreting financial information in the planning and management of a business.
- Human resources (25%) - the contribution of human resource management to business performance.

**HSC Assessment**
External Assessment
Weighting
A three-hour written examination, including multiple-choice, short answer and extended response questions
100%

Career Options
*How will this subject help me in the future*
This course prepares students for further study in a range of business courses at university and other tertiary institutions.

Career options include: Advertising account executive, marketing officer, accountant, business manager, human resources officer, public relations officer, owning/operating your own business.
ECONOMICS

Course Outline
Economics provides 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 economies. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in the contemporary Australian economy and the policies used to address these issues.

Other Relevant Curriculum Information:

Course Content

Preliminary
- Introduction to Economics (10%) - the nature of economics and the operation of an economy
- Consumers and Business (10%) - the role of consumers and business in the economy
- Markets (20%) - the role of markets, demand, supply and competition
- Labour Markets (20%) - the workforce and role of labour in the economy
- Financial Markets (20%) - the financial market in Australia including the share market
- Government in the Economy (20%) - the role of government in the Australian economy.

HSC
- The Global Economy (25%) - Features of the global economy and globalisation
- Australia’s Place in the Global Economy (25%) - Australia’s trade and finance
- Economic Issues (25%) - issues including economic growth, unemployment, inflation, wealth and the environment.
- Economic Policies and Management (25%) - the range of policies used to manage the economy.

HSC Assessment
External Assessment
A three-hour written examination, including multiple-choice, short answer and extended response questions
Weighting
100%

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who are completing Year 9/10 Commerce and/or have an interest in how Economies function

Exclusions
What you can not do with this course
None

This course is often chosen with
Business Studies, Languages, Mathematics and Legal Studies

Career Options
How will this subject help me in the future
This course prepares students for further study in business, commerce and economics courses at university and other tertiary institutions.

Career options include: Stockbroker, accountant, investment analyst, actuary, foreign affairs and trade officer, financial planner, business analyst.
Course Outline

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.

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, to demonstrate the relevance of geographical study.

Other Relevant Curriculum Information:
Students complete a Senior Geography Project (SGP) in the Preliminary course and must undertake ten hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

Fieldwork to be conducted in various environments around Sydney.

Course Content

Preliminary

- Biophysical Interactions (45%) - how biophysical processes contribute to sustainable management.
- Global Challenges (45%) - geographical study of issues at a global scale.
- Senior Geography Project (10%) - a geographical study of student’s own choosing

HSC

- Ecosystems at Risk (33%) - the functioning of ecosystems, their management and protection.
- Urban Places (33%) - study of cities and urban dynamics.
- People and Economic Activity (33%) - geographic study of economic activity in a local and global context.

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

HSC Assessment

External Assessment

A three-hour written examination including:
- Multiple-choice
- Short answers and Extended response questions

Weighting

100%

Special Requirements/Equipment

What I need for this course

None

Recommendations

Who should do this course

Students who are completing Year 9/10 Elective Geography or have an interest in Geography

Exclusions

What you cannot do with this course

None

This course is often chosen with

Earth and Environmental Science, Biology

Career Options

How will this subject help me in the future

This course prepares students for further study in arts, environment, social science and tourism courses at university and other tertiary institutions.

Career options include: Town planner, environmental scientist, property manager, zoologist, park ranger, travel consultant, landscape architect, geophysicist.
Course Outline
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.

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

Other Relevant Curriculum Information:
An excursion to the Downing Centre

Course Content
Preliminary

- The Legal System (40%) - the nature and functions of law through the examination of law-making processes and institutions
- The Individual and the Law (30%) - the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports.
- The Law in practice (30%) - students investigate contemporary issues that illustrate how the law operates in practice.

HSC

- Part I Core: Crime (30%) - the use of a range of contemporary examples to investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.
- Part II Core: Human rights (20%) - the use of a range of contemporary examples, to investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice.
- Part III Options - Students must study TWO of the following Options (25% each): Consumers, Global environmental protection, Family, Indigenous peoples, Shelter, Workplace, World order.

Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.

HSC ASSESSMENT
External Assessment Weighting
A three-hour written examination: 100%
multiple choice, short answer and extended response questions

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who are completing Year 9/10 Commerce and/or have an interest in law

Exclusions
What you can not do with this course
None

This course is often chosen with
Economics, Business Studies, Ancient History, English Advanced

Career Options
How will this subject help me in the future
This course prepares students for further study in legal and business courses at university and other tertiary institutions.

Career options include: Lawyer, barrister, criminologist, police officer, law clerk, business manager.
LANGUAGES

French
- Beginners
- Continuers
- Extension

German
- Continuers
- Extension

Japanese
- Beginners
- Continuers
- Extension

Mrs Jack
Head of Department
Course Outline
In the Preliminary course, students will begin to develop their knowledge and understanding of French. During this course, students must acquire some knowledge of the French language as a system through topics such as the Personal World and French-speaking communities, and through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of French through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the HSC. Topics previously studied during the Preliminary course will be studied in greater depth for the HSC course.

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

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who have an interest in languages

Exclusions
What you can not do with this course
French Continuers

This course is often chosen with
Humanities based courses such as Ancient History or Modern History.

Career Options
How will this subject help me in the future
This course prepares students for further study in language and international studies courses at university and other tertiary institutions.
Career options include: Interpreter, translator foreign affairs and trade officer, International business executive, journalist, teacher, linguist, lawyer, speech pathologist, hospitality, travel and tourism industries.

HSC ASSESSMENT

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>An oral examination: Speaking skills</td>
<td>20%</td>
</tr>
<tr>
<td>A two and a half hour written examination: Listening Skills</td>
<td>30%</td>
</tr>
<tr>
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<td>30%</td>
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<td></td>
<td>20%</td>
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</tbody>
</table>
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of French 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 French-speaking communities through the study of a range of texts.

Themes:

- the individual
- the French-speaking communities
- the changing world.

Students’ language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying French culture through texts.

HSC Assessment

External Assessment Weighting
A ten-minute oral examination: 20% Conversation
A three-hour written examination:
  Listening and responding 25%
  Reading and responding
    • Part A 25%
    • Part B 15%
  Writing in French 15%

Career Options

How will this subject help me in the future

This course prepares students for further study in language and international studies at university and other tertiary institutions.

Career options include: Interpreter, translator foreign affairs and trade officer, international business executive, journalist, teacher, linguist, lawyer, speech pathologist, hospitality, travel and tourism industries.
### Course Outline

The Extension course has a prescribed theme and related issues as its organisational focus. Students’ knowledge and understanding of French language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate French as a medium for communication and creative thought and expression.

### Theme:
- the individual and contemporary society.

### Prescribed Issues:
- the impact of social class
- issues of tolerance
- relationships

Students’ knowledge and understanding of the issues are developed through tasks such as:

- discussing issues in prescribed and related texts
- presenting points of view on issues
- analysing aural and written texts

### HSC ASSESSMENT

<table>
<thead>
<tr>
<th>External Assessment</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Oral examination: Monologue</td>
<td>10%</td>
</tr>
</tbody>
</table>

A two-hour written examination:
- Response to prescribed text
  - Part A: 15%
  - Part B: 10%
- Writing in French: 15%

### Career Options

This course prepares students for further study in language and international studies courses at university and other tertiary institutions.

Career options include: Interpreter, translator, foreign affairs and trade officer, international business executive, journalist, teacher, linguist, lawyer, speech pathologist, hospitality, travel and tourism industries.
Course Outline
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.

Themes:
- the individual
- the German-speaking communities
- the changing world.

Students’ language skills are developed through tasks such as:
- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying German culture through texts.

HSC ASSESSMENT
External Assessment
A ten-minute oral examination: 20%
  Conversation

A three-hour written examination:
  Listening and responding 25%
  Reading and responding
    • Part A 25%
    • Part B 15%
  Writing in German 15%

Career Options
How will this subject help me in the future
This course prepares students for further study in language and international studies courses at university and other tertiary institutions.
Career options include: interpreter, translator, foreign affairs and trade officer, international business executive, journalist, teacher, linguist, lawyer, speech pathologist, hospitality, travel and tourism industries.
**Course Outline**

The Extension course has a prescribed theme and related issues as its organisational focus. Students’ knowledge and understanding of German language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate German as a medium for communication and creative thought and expression.

**Theme:**
- the individual and contemporary society.

**Prescribed Issues:**
- how we communicate with others
- impact of the past on the present
- relationships

Students’ knowledge and understanding of the issues are developed through tasks such as:
- discussing issues in prescribed and related texts
- presenting points of view on issues
- analysing aural and written texts.

**HSC Assessment**

<table>
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<td>10%</td>
</tr>
</tbody>
</table>

A two-hour written examination:
- Response to prescribed text
  - Part A: 15%
  - Part B: 10%
- Writing in German: 15%

**Recommendations**

Who should do this course
- Those students who have achieved a high standard in the Preliminary German Continuers course

**Exclusions**

What you can not do with this course
- German Beginners

**Career Options**

How will this subject help me in the future
- This course prepares students for further study in language and international studies courses at university and other tertiary institutions.
- Career options include: Interpreter, translator foreign affairs and trade officer, international business executive, journalist, teacher, linguist, lawyer, speech pathologist, hospitality, travel and tourism industries.
Course Outline
In the Preliminary course, students will begin to develop their knowledge and understanding of Japanese. During this course, students must acquire some knowledge of the Japanese language as a system through topics such as the Personal World and Japanese-speaking communities, and through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Japanese through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the HSC. Topics previously studied during the Preliminary course will be studied in greater depth for the HSC course.

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

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who have an interest in languages

Exclusions
What you cannot do with this course
Japanese Continuers

Career Options
How will this subject help me in the future
This course prepares students for further study in language and international studies courses at university and other tertiary institutions.

Career options include: Interpreter, translator, foreign affairs and trade officer, international business executive, journalist, teacher, linguist, lawyer, speech pathologist, hospitality, travel and tourism industries.

<table>
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<td>20%</td>
</tr>
<tr>
<td>Writing skills</td>
<td>20%</td>
</tr>
</tbody>
</table>
**JAPANESE CONTINUERS**

<table>
<thead>
<tr>
<th>2 unit Preliminary and HSC</th>
<th>Board Developed Course</th>
<th>ATAR</th>
<th>Hours Studied</th>
<th>120 per year</th>
</tr>
</thead>
</table>

**Course Outline**

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of Japanese 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 Japanese-speaking communities through the study of a range of texts.

**Themes:**

- the individual
- the Japanese-speaking communities
- the changing world.

Students’ language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying Japanese culture through texts.

**HSC Assessment**

**External Assessment**

- A ten-minute oral examination: 20%
  - Conversation

- A three-hour written examination:
  - Listening and responding 25%
  - Reading and responding:
    - Part A 25%
    - Part B 15%
  - Writing in Japanese 15%

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**Course Content**

**Themes:**

- the individual
- the Japanese-speaking communities
- the changing world.

**Special Requirements/Equipment**

What I need for this course

None

**Recommendations**

Who should do this course

Students who are completing Year 9/10 elective Japanese and have an interest in languages

**Exclusions**

What you can not do with this course

Japanese Beginners

**This course is often chosen with**

Humanities based courses such as Ancient History or Modern History.

**Career Options**

How will this subject help me in the future

This course prepares students for further study in language and international studies courses at university and other tertiary institutions.

Career options include: Interpreter, translator foreign affairs and trade officer, international business executive, journalist, teacher, linguist, lawyer, speech pathologist, hospitality, travel and tourism industries.

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[50 | Mount St Benedict College Year 11 2016 Subject Selection Handbook]
**Course Outline**
The Extension course has a prescribed theme and related issues as its organisational focus. Students’ knowledge and understanding of Japanese language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression.

**Theme:**
- the individual and contemporary society.

**Prescribed Issues:**
- coping with change
- the place of traditions in modern society
- connectedness

Students’ knowledge and understanding of the issues are developed through tasks such as:
- discussing issues in prescribed and related texts
- presenting points of view on issues
- analysing aural and written texts.

**HSC Assessment**

<table>
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<tr>
<td>Monologue</td>
<td>15%</td>
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A two-hour written examination:

<table>
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<tr>
<th>Response to prescribed text</th>
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<tbody>
<tr>
<td>Part A</td>
<td>10%</td>
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<tr>
<td>Part B</td>
<td>15%</td>
</tr>
<tr>
<td>Writing in Japanese</td>
<td>10%</td>
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**Career Options**

This course prepares students for further study in language and international studies courses at university and other tertiary institutions.

Career options include: Interpreter, translator foreign affairs and trade officer, international business executive, journalist, teacher, linguist, lawyer, speech pathologist, hospitality, travel and tourism industries.

**Recommendations**

Who should do this course
Those who have achieved a high standard in the Preliminary Japanese Continuers course

**Exclusions**

What you cannot do with this course
Japanese Beginners

**This course is often chosen with**

History Extension, English Extension

**Special Requirements/Equipment**

What I need for this course
None
MATHEMATICS

General Mathematics
Mathematics
Mathematics Extension 1
Mathematics Extension 2

Mrs Hillier
Head of Department
GENERAL MATHEMATICS

Course Outline

General Mathematics focuses on mathematical skills and techniques which have direct application to everyday activity. It provides an appropriate mathematical background for students who wish to enter occupations that require the use of a variety of mathematical, financial and statistical techniques.

The course provides a strong foundation for vocational pathways, either in the workforce or in further training. It also 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.

Other Relevant Curriculum Information:
Maths workshop is available once a week after school to help students with their Maths.

Course Content

Preliminary
- Financial Mathematics - Earning & managing money, investing money and taxation
- Data and Statistics - Statistics and society, data collection
- Measurement - Area, volume, similarity and trigonometry
- Probability - Chance, relative frequency and probability
- Algebra and Modelling - Basic algebraic skills and linear relationships
- Focus Studies: Communication, Driving

HSC
- Financial Mathematics - Credit, loans, annuities and depreciation
- Data and Statistics - Normal distribution and sampling
- Measurement - Further area, volume, applications of trigonometry and spherical geometry
- Probability - Multi-stage events and applications
- Algebra and Modelling - Algebraic skills and linear/non-linear relationships
- Focus Studies: Health, Resources

HSC Assessment
External Assessment  Weighting
A two and a half hour examination, including some multiple choice items  100%

No more than 30% of the examination will be based on the Preliminary course. 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.

Calculators, geometrical instruments and approved geometrical templates that meet Board requirements (as advised through the Official Notices section of the Board Bulletin) may be used.

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who are confidently completing Year 10 5.2.

Exclusions
What you can not do with this course
No other Stage 6 Mathematics course

This course is often chosen with
Senior Science, Business Studies, Drama

Career Options
How will this subject help me in the future
This course prepares students for further study in a range of business courses at university and other tertiary institutions.

Career options include: Primary school teacher, marketing officer, advertising executive, sales representative, retail buyer, clerk, purchasing officer.
Course Outline
The course is intended to give students who have demonstrated competence in the skills of the Stage 5 Mathematics 5.3 course, 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 both the Mathematics Extension 1 and Mathematics Extension 2 courses.

Other Relevant Curriculum Information:
Maths workshop is available once a week after school to help students with their Maths.

Course Content

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

**HSC**
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

HSC Assessment
External Assessment
A single examination paper of three hours duration, including some multiple choice items.

Questions from the Preliminary course will be short and represent a minor 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.

<table>
<thead>
<tr>
<th>Special Requirements/Equipment</th>
<th>What I need for this course</th>
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<tr>
<td></td>
<td>A scientific calculator and basic geometrical instruments</td>
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<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Who should do this course</th>
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<tbody>
<tr>
<td></td>
<td>Students MUST have completed 5.3 or an excellent level of achievement in 5.2 in Year 10 Mathematics.</td>
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<tr>
<th>Exclusions</th>
<th>What you cannot do with this course</th>
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<td></td>
<td>General Mathematics</td>
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| This course is often chosen with | Physics, Chemistry, Economics, Design and Technology |

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<tr>
<th>Career Options</th>
<th>How will this subject help me in the future</th>
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<tbody>
<tr>
<td></td>
<td>This course prepares students for further study in mathematics, business, science and engineering courses at university and other tertiary institutions.</td>
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| Career options include: | Accountant, engineer, surveyor, pilot, stockbroker, computer programmer, architect, teacher, town planner, medical scientist, psychologist. |
**Course Outline**

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of the Stage 5 Mathematics 5.3 course, and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce.

The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

**Other Relevant Curriculum Information:**
Maths workshop is available once a week after school to help students with their Maths.

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**Course Content**

**Preliminary**
- Further inequalities; Further trigonometry;
- Angles between two lines;
- Internal and external division of lines into given ratios;
- Parametric representation; Permutations and combinations;
- Polynomials;
- Harder applications of the Mathematics Preliminary course topics

**HSC**
- Methods of integration
- Primitive of sin2x and cos2x; Equation;
- Velocity and acceleration as a function of x; Projectile motion;
- Simple harmonic motion;
- Inverse functions and inverse trigonometric functions; Induction;
- Binomial theorem; Further probability;
- Iterative methods for numerical estimation of the roots of a polynomial equation; Harder applications of Mathematics HSC course topics;
- Series and series applications

**HSC Assessment**

External Assessment
- Two examination papers:
  - The Mathematics course three-hour examination paper.
  - The Mathematics Extension 1 course two-hour examination paper, including some multiple choice items.
- Questions from the Preliminary course will be short and represent a minor 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 templates may be used.

**Special Requirements/Equipment**

What I need for this course
- A scientific calculator and basic geometrical instruments

**Recommendations**

Who should do this course
- Students who are completing the Year 10 5.3 Mathematics course with a high level of achievement.

**Exclusions**

What you can not do with this course
- General Mathematics

**Career Options**

How will this subject help me in the future
- This course prepares students for further study in mathematics, business, science and engineering courses at university and other tertiary institutions.
- Career options include: Accountant, architect, chemist, computer programmer, engineer, financial adviser, medical practitioner, teacher, pilot, medical scientist, and psychologist.
Course Outline
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.

Other Relevant Curriculum Information:
Maths workshop is available once a week after school to help students with their Maths.

Course Content

HSC
- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 topics

HSC Assessment
External Assessment
Two examination papers:
The Mathematics Extension 1 course two-hour examination paper, including some multiple choice items.
The Mathematics Extension 2 course three-hour examination paper and consists of eight questions of equal value.

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

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who will attain a high level of achievement in Preliminary Mathematics Extension 1

Exclusions
What you cannot do with this course
General Mathematics

This course is often chosen with
Physics, Chemistry, Economics

Career Options
How will this subject help me in the future
This course prepares students for further study in mathematics, business, science and engineering courses at university and other tertiary institutions.
Career options include: Accountant, architect, chemist, computer programmer, engineer, financial adviser, medical practitioner, teacher, pilot, medical scientist, and psychologist.
COMMUNITY AND FAMILY STUDIES (CAFS)  PDHPE

| 2 unit Preliminary and HSC | Board Developed Course Category A | ATAR Yes | Hours Studied 120 per year |

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

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

An excursion is held in Year 11 on Resource Management

Course Content

Preliminary
- Resource Management
  Basic concepts of the resource management process (approximately 20% of course time).
- Individuals and Groups,
  The individual's roles, relationships and tasks within groups (approximately 40% of course time).
- Families and Communities
  Family structures and functions and the interaction between family and community (approximately 40% of course time).

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

HSC ASSESSMENT
External Assessment
A three-hour written examination consisting of:
Section I: 75%
  Part A: Objective response questions
  Part B: short answer
Section II: 25%
  Three questions, one on each of the HSC option modules:
  • Family and Societal Interactions
  • Social Impact of Technology
  • Individuals and Work
  Candidates attempt one question only

Career Options
How will this subject help me in the future
This course prepares students for further study in a range of arts/humanities, social science, health science, sociology and education courses at university and other tertiary institutions.
Career options include: Teacher, social worker, nurse, counsellor, aged care worker, community and welfare worker.

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students with an interest in Sociology and the social sciences.

Exclusions
What you can not do with this course
None

This course is often chosen with
PDHPE, EEC, Biology, Food Technology

PDHPE
**Course Outline**

Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

**Other Relevant Curriculum Information:**
Visits to playground, pre-school, kindergarten, bookshop, Coles (baby food options). Over weekend simulation baby.

**Course Content**

The study of this course will enable students to:
- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children’s services.

**Special Requirements/Equipment**

What I need for this course
None

**Recommendations**

Who should do this course
Students who have an interest in pursuing this type of employment after school and developing life skills they may use in a family setting in the future.

**Exclusions**

What you cannot do with this course
None

**Career Options**

How will this subject help me in the future

This course prepares students for further study in a range of child care courses.

Career options include: Child care worker, teacher, welfare worker, nanny, nurse, midwife.
Course Outline

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

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

Other Relevant Curriculum Information:
In addition to core studies, students select two options in each of the Preliminary and HSC courses. Relevant excursions are held during the course.

Course Content

Preliminary
Core Topic - The Body in Motion (60%)
Optional Component (40%)
Students to select two options each from:
First Aid, Composition and Performance, Fitness Choices and Outdoor Recreation

HSC
Core Topics (60%)
Health Priorities in Australia
Factors Affecting Performance
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 and Equity and Health

HSC ASSESSMENT
External Assessment
A three hour written examination -
Section 1 - Cores
Part A - objective response questions 20%
Part B - short answer questions 40%
Section 2 - Options 40%
Short answer and extended response questions

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who have completed Year 9/10 PASS and/or have an interest in theory and practical PDHPE

Exclusions
What you can not do with this course
None

This course is often chosen with
Biology, CAFS, SLR, Chemistry, EEC, Food Technology

Career Options
How will this subject help me in the future
This course prepares students for further study in health science and human movement courses at university and other tertiary institutions.
Career options include: Ambulance officer, police officer, fitness instructor, health promotion officer, sports psychologist, teacher, exercise and sports scientist, physiotherapist, nurse, medical practitioner, sports journalist.
**Course Outline**

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

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

**Other Relevant Curriculum Information:**

An excursion is held in:
- Recreation facility visits e.g. sporting venues, pool, gymnasium
- Instructors visit the college for sessions on fitness and specific sports skills
- On-site e.g. fitness centre, games on the oval/in hall

**Course Content**

Through the course students will develop:
- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:
- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.

**Special Requirements/Equipment**

*What I need for this course*

Due to the practical focus of this course, course fees will incorporate costing for visits to local community sporting and leisure venues, guest instructors and gaining qualifications.

**Recommendations**

*Who should do this course*

Students who have completed Year 9/10 PASS and/or have an interest in theory and practical Sport Lifestyle and Recreation.

**Exclusions**

*What you cannot do with this course*

Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

**This course is often chosen with**

PDHPE, Senior Science

**Career Options**

*How will this subject help me in the future*

This course prepares students for further study in sport and fitness related courses.

Career options include: Sports coach, fitness instructor, health care worker, professional athlete, sports administrator.
SCIENCE

Biology
Chemistry
Earth and Environmental Science
Physics
Senior Science

Mrs Easterbrook
Head of Department
**Course Outline**

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

The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and draw on materials 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 characteristics are transmitted from generation to generation. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

**Course Content**

**Preliminary**

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

**HSC**

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

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

**HSC Assessment**

- External Assessment
  - Weighting
  - A three-hour written examination consisting of:
    - Core Modules
      - Multiple-choice questions 75%
      - Short-answer questions
    - Options (one only to be attempted) 25%
      - Short-answer part-questions

Questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper.

**Special Requirements/Equipment**

What I need for this course

None

**Recommendations**

Who should do this course

Students who will achieve an expected ROSA grade of C or higher.

**Exclusions**

What you can not do with this course

Senior Science (Preliminary only)

**This course is often chosen with**

PDHPE, Earth and Environmental Science, Chemistry and Physics

**Career Options**

How will this subject help me in the future

This course prepares students for further study in a range of science based courses at university and other tertiary institutions.

Career options include: medical scientist, nurse, occupational therapist, sports scientist, teacher, medical practitioner, nutritionist, and veterinarian.
Course Outline

Chemistry is the study of the physical and chemical properties 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 a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students’ understanding of the earth’s resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on earth and high energy carbon compounds.

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

Course Content

**Preliminary**

Core Modules
- The Chemical Earth
- Metals
- Water
- Energy

**HSC**
- Production of Materials
- The Acidic Environment
- Forensic Chemistry
- Chemical Monitoring and Management

One Option from the following modules:
- Industrial Chemistry
- Shipwrecks, Corrosion & Conservation
- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

**HSC Assessment**

External Assessment

A three-hour written examination consisting of:

- Core Modules
  - Multiple-choice questions 75%
  - Short-answer questions

- Options (one only to be attempted) 25%
  - Short-answer part-questions

Questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper.

Career Options

This course prepares students for further study in a range of science and engineering courses at university and other tertiary institutions.

Career options include: Physiotherapist, medical practitioner, sports scientist, engineer, speech pathologist, nutritionist, dietician, nurse, pharmacist, veterinarian.

Special Requirements/Equipment

What I need for this course
None

Recommendations

Who should do this course
Students who will achieve an expected ROSA grade of B or higher.

Exclusions

What you cannot do with this course
Senior Science (Preliminary only)

This course is often chosen with

Physics, Food Technology, PDHPE, Biology

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Course Outline
Earth and Environmental Science is the study of the planet Earth, its processes and its environment. The Preliminary course develops knowledge of the physical and chemical features of the environment, the available resources and human impact on Australian environments and the interplay between the internal and external forces that constantly shape the Earth. It increases students’ understanding of these concepts by focusing on the unique nature of the Australian continent, its geology and environments and, in particular, the local environment and the effect of human impact on it. The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time, current pressures and their effects on the Australian environment, and the indicators of environmental ill-health. The options cover a variety of interest areas and draw on increased information and understanding provided by improved technology to examine areas of current research.

Other Relevant Curriculum Information:
The Preliminary course includes field experience in the identification of landforms, rocks and soil types, as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC Course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.

Course Content

**Preliminary**
Earth and Environmental Science Skills Module 8.1
Core Modules
- Planet Earth and Environment - A Five Thousand Million Year Journey
- The Local Environment
- Water Issues
- Dynamic Earth

**HSC**
Earth and Environmental Science Skills Module 9.1
Core Modules
- Tectonic Impacts
- Environments Through Time
- Caring for the Country

One Option from the following modules:
- Introduced Species and the Australian Environment
- Organic Geology-A Non-renewable Resource
- Mining and the Australian Environment
- Oceanography

**HSC Assessment**
External Assessment Weighting
A three-hour written examination consisting of:
- Core Modules
  - Multiple-choice questions 75%
  - Short-answer questions
- Options (one only to be attempted) 25%
  - Short-answer part-questions

Questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper.

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who will achieve an expected ROSA grade of C or higher.

Exclusions
What you can not do with this course
Senior Science (Preliminary only)

This course is often chosen with
Geography, Biology

Career Options
How will this subject help me in the future
This course prepares students for further study in a range of science courses at university and other tertiary institutions.
Career options include: Geologist, environmental engineer, environmental manager, tourism officer, agriculturist, environmental scientist.
Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.

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

The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, and by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

**Course Content**

**Preliminary**
- Core Modules
  - The World Communicates
  - Electrical Energy in the Home
  - Moving About
  - The Cosmic Engine

**HSC**
- Core Modules
  - Space
  - Motors and Generators
  - From Ideas to Implementation

One Option from the following modules:
- Geophysics
- Medical Physics
- Astrophysics
- From Quanta to Quarks
- The Age of Silicon

**HSC ASSESSMENT**

External Assessment

A three-hour written examination consisting of:

Core Modules 75%
- Multiple-choice questions
- Short-answer questions

Options (one only to be attempted) 25%
- Short-answer part-questions

Questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper.

**Career Options**

This course prepares students for further study in a range of science and engineering courses at university and other tertiary institutions.

Career options include: Medical practitioner, physiotherapist, engineer, pilot, medical scientist, exercise and sport scientist, radiographer, dentist, pharmacist, veterinarian, psychology, chiropractor

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Course Outline

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

The HSC course investigates the importance of a range of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies, and information systems. The options draw on the increased information and understanding provided by improved technology to examine a variety of interest areas.

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

Course Content

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

HSC
Core Modules
- Lifestyle Chemistry
- Medical Technology – Bionics
- Information Systems
One Option from the following modules:
- Polymers
- Preservatives and Additives
- Pharmaceuticals
- Disasters

HSC ASSESSMENT
External Assessment
A three-hour written examination consisting of:
Core Modules
- Multiple-choice questions
- Short-answer questions
Options (one only to be attempted)
- Short-answer part-questions

Questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper.

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who will achieve an expected ROSA grade of C or higher.

Exclusions
What you can not do with this course
Preliminary Science course

This course is often chosen with
General Maths, CAFS, EEC, Hospitality

Career Options
How will this subject help me in the future
This course prepares students for further study of a range of courses at university and other tertiary institutions.
Career options include: Nurse, midwife, teacher, beauty therapist, fitness instructor, child care worker.
TAS

Design and Technology
Food Technology
Hospitality
Industrial Technology Multimedia

Mr Jones
Head of Department
Course Outline
This is a creative and dynamic course that gives students the opportunity to explore design in a variety of media. As well as carrying out ‘design and make’ activities they will study how design operates in industry and will focus on the work of individual designers.

In the Preliminary course, students study designing and producing, which includes the completion of at least two design projects.

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

Other Relevant Curriculum Information:
In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of 2 design projects. In the HSC course the activities 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 Content

Preliminary
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
Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio addresses 3 key areas: project proposal and management, project development and realisation, and project evaluation.

HSC ASSESSMENT
External Assessment  Weighting
A three hour written examination consisting of:

Section I: written Examination  40%
Part A - Multiple Choice
Part B - ONE compulsory question made up of a number of short structured response parts
Part C - One structured extended response question (approximately 600 words)
Questions based on Innovation & Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.

Section II: Major Design Project  60%
This will include submission of:
(i) a folio documenting the project proposal and project management, project development and realisation and project evaluation.
(ii) a product system or environment.

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who are completing the Year 9/10 Design and Technology, Food Technology or Information and Software Technology electives and/or students with an interest in design

Exclusions
What you can not do with this course
None

This course is often chosen with
Visual Arts, Visual Design, Mathematics

Career Options
How will this subject help me in the future
This course prepares students for further study in a range of design courses at university and other tertiary institutions.

Career options include: Architect, fashion designer, town planner, interior designer, engineer, visual communication, industrial designer.
Course Outline

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

Other Relevant Curriculum Information:
An excursion is held in Year 12 to a food manufacturing company. This excursion focuses on the Australian Food Industry and Food Manufacturing/Product Development.

Course Content

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

HSC
- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

HSC ASSESSMENT
- Knowledge and understanding of Food Technology (20%)
- Skills in researching, analysing and communicating food issues (30%)
- Skills in experimenting with and preparing food by applying theoretical concepts (30%)
- Skills in designing, implementing and evaluating solutions in food situations (20%)

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who are completing Year 9/10 Food Technology and/or have an interest in Nutrition

Exclusions
What you cannot do with this course
None

This course is often chosen with
PDHPE, Biology, Chemistry, Hospitality

Career Options
How will this subject help me in the future
This course prepares students for further study in food and nutrition courses at university and other tertiary institutions.

Career options include: Dietician, food technologist, teacher, social worker, nanny, biochemist, child care worker, food stylist, nutritionist.
Course Outline

This course provides students with the opportunity to gain a range of skills and knowledge suitable for employment in a hospitality environment and to provide pathways for university and other tertiary study. The course is based on units of competency which have been developed by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

Other Relevant Curriculum Information:

Hospitality (240 indicative hours) – a minimum of 70 hours in a workplace

Course Content may include

- Work effectively with others (BSBWOR203B)
- Source and use information on the hospitality industry (SITHIND201)
- Use hygienic practices for food safety (SITXFSA101)
- Participate in safe work practices (SITXWHS101)
- Use food preparation equipment (SITHCCC101)
- Produce dishes using basic methods of cookery (SITHCCC201)
- Clean kitchen premises and equipment (SITHKOP101)
- Participate in safe food handling practices (SITXFSA201)
- Maintain the quality of perishable items (SITXINV202)
- Use cookery skills effectively (SITHCCC207)
- Prepare simple dishes (SITHCCC102)
- Produce appetisers and salads (SITHCCC202)
- Prepare sandwiches (SITHCCC103)
- Provide first aid (HLTAID003)
- Prepare and serve espresso coffee (SITHFAB204)

HSC Assessment

The HSC examination for Hospitality will involve a written examination consisting of multiple-choice items, short answers and extended response items. It may be used in the calculation of an ATAR.

The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus.

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

VET Course Statement of Attainment towards the Certificate II in Hospitality (Kitchen Operations)

Special Requirements/Equipment

What I need for this course

Students are required to attend an after school class once a cycle and purchase tool kits and uniforms

Recommendations

Who should do this course

Students who are completing Year 9/10 Food Technology and have an interest in the commercial aspect of food

Exclusions

What you can not do with this course

NONE

This course is often chosen with

Food Technology, Business Services, Business Studies, CAFS, EEC

Career Options

How will this subject help me in the future

Hospitality focuses on providing customer service. Skills learned can be transferred across a wide range of industries. Workplaces for which hospitality competencies are required include cafes, catering organisations and resorts.

Career options include: Chef, events manager, food and beverage manager, front office and reservations clerk, guest services coordinator.
Course Outline
The Preliminary course consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects.

The HSC course consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the focus area of study. The Multimedia Technologies strand will be the focus area.

Both the Preliminary and HSC courses are organised around four sections: Industry Study, Design, Management and Communication, Production and Industry Related Manufacturing Technology.

Course Content
**Preliminary**
- Industry Study 15%
  - Study of the organisation and management of an individual business within the focus area
- Design 10%
  - Design and plan projects through the completion of associated folios
- Management and Communication 20%
  - Manage work through the completion of a management folio linked to each project produced
- Production 40%
  - Developing knowledge and skills through the construction of a number of projects
  - Acquisition of relevant practical skills
- Industry Related Manufacturing Technology 15%
  - Developing knowledge and understanding of a range of materials, processes, tools, equipment and machinery through the construction of a number of projects

**HSC**
- Industry Study 15%
  - Study of the organisation and management of the industry related to the focus
- Major Project 60%
  - Design, Management and Communication
  - Application of design principles in the production of the Major Project
- Industry Related Manufacturing Technology 25%
  - Demonstrates knowledge and understanding of a range of materials, processes, tools, equipment, machinery and technologies related to the focus area industry through practical experiences, including the development of the Major Project

**HSC Assessment**
- **External Assessment**
  - **Written examination**
    - **Section I** 10%
      - Industry Related Manufacturing Technology Objective response questions specific to each industry focus area
    - **Section II** 15%
      - Industry Related Manufacturing Technology Short-answer questions specific to each industry focus area
    - **Section III** 15%
      - Industry Study Candidates answer one structured extended response question
  - **Major Project** 60%

Special Requirements/Equipment
**What I need for this course**
None

Recommendations
**Who should do this course**
Students who are completing Year 9/10 Visual Arts, Design and Technology, Photography or Information and Software Technology and/or students interested in multimedia

Exclusions
**What you cannot do with this course**
None

This course is often chosen with
Visual Arts, Drama

Career Options
**How will this subject help me in the future**
This course prepares students for further study in design and visual communication courses at university and other tertiary institutions.

Career options include: Graphic designer, multimedia developer, animator, desktop publisher.
Other Courses

Philosophy 137
Life Skills
TAFE delivered TVET Courses

Mrs Dirckze
Gifted and Talented

Mrs Hadfield
Learning Support

Mr Muskovits
Outside Courses

Mrs Elgood
TAFE - Careers - VET
**PHILOSOPHY 137**

<table>
<thead>
<tr>
<th>1 unit</th>
<th>Content Endorsed Course</th>
<th>ATAR</th>
<th>Hours Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary only</td>
<td></td>
<td>NO</td>
<td>60 per year</td>
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</table>

**Course Outline**

This one semester course aims to teach the fundamentals of critical thinking and reasoning. Students will learn how to construct, analyse and critically evaluate arguments, how to detect common fallacies in reasoning, and how to think logically and creatively. These skills are taught by looking at arguments from business, law, science, politics and philosophy and articles from newspapers and journals. These sorts of critical thinking skills are an invaluable background, not just for those working in philosophy and the humanities, but for students in any area.

**Other Relevant Curriculum Information:**

The unit is delivered mainly online so it is assumed that students have adequate access to a computer and the internet both at home and at the College. Students will be required to come on campus to Macquarie University for two Saturday workshops. This gives them an opportunity to interact with other students also studying the course by distance education. There will be a maximum of 30 students accepted into the program from all schools.

At this stage we are calling for expressions of interest for this course for next year. This expression of interest does not guarantee a place in the course so the students wishing to participate will need to have an alternative choice of subjects should the application be unsuccessful.

The following website may be useful for you in your decision making:

http://www.schoolpartners.mq.edu.au/gifted.html

**Course Content**

The program will commence in February 2016 and conclude in June 2016. Students participating in this challenging extension course would need to select a maximum of 13 units of study and this additional course being 1 unit Philosophy 137, Critical Thinking.

The cost from Macquarie University for this course is currently $400 per student.

As this course is presented at first year university level the students participating need to be aware that there will be a commitment of time. It is expected that students spend a minimum of four hours per week studying including the face to face hours.

**Special Requirements/Equipment**

<table>
<thead>
<tr>
<th>What I need for this course</th>
<th>Not applicable</th>
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**Recommendations**

<table>
<thead>
<tr>
<th>Who should do this course</th>
<th>A high level of cognitive aptitude and interest in philosophy</th>
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</table>

**Exclusions**

<table>
<thead>
<tr>
<th>What you can not do with this course</th>
<th>None</th>
</tr>
</thead>
</table>

**This course is often chosen with**

| not applicable |

**Career Options**

<table>
<thead>
<tr>
<th>How will this subject help me in the future</th>
<th>Students can receive academic credit for this unit should they choose to enrol at Macquarie University after the HSC year.</th>
</tr>
</thead>
</table>
**Course Outline**

Life Skills Courses in the Stage 6 Curriculum

Stage 6 Life Skills courses were developed for the small percentage of students with special education needs for whom the regular outcomes and content of Board Developed and/or Board Endorsed courses are not appropriate. Each course stresses the application of knowledge and understanding, skills, values and attitudes to a range of environments that will be accessed by the students.

Students with special education needs can meet the requirements of the HSC using all Life Skills courses or a combination of Life Skills Courses, Industry Curriculum Framework courses and regular HSC courses. This flexibility allows students to develop a pattern of study that challenges them and that facilitates a successful transition from school to adult life.

The Board has developed 8 Stage 6 Life Skills syllabuses. They each comprise a 2-unit Preliminary Course and a 2-unit HSC course. The Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's Australian Tertiary Admission Rank (ATAR).

The decision to access one or more Stage 6 Life Skills course is made collaboratively with the student, parent/carers, teachers and the Learning Support Faculty. In general, students enrolling in Stage 6 Life Skills courses will have completed at least four courses based on Life Skills outcomes and content in Stage 5. However, in special circumstances, a student who has not undertaken at least four Life Skills courses in Stage 5 may enrol in Stage 6 Life Skills courses. Such special circumstances may include a student who has attempted regular courses for the School Certificate but has experienced significant difficulty, or a student who has a deteriorating condition.

**Course Content**

The Stage 6 Life Skills syllabuses are as follows:

- **English Life Skills**
- **Creative Arts Life Skills**
  - Dance
  - Drama
  - Music
  - Visual Arts
- **Human Society and Its Environment Life Skills**
  - Aboriginal Studies
  - Business and Economics
  - Citizenship and Legal Studies
  - Geography
  - History
  - Society and Culture
  - Studies of Religion
- **Mathematics Life Skills**
- **Personal Development, Health and Physical Education Life Skills**
- **Science Life Skills**
- **Technology Life Skills**
  - Agriculture
  - Design and Technology
  - Food Technology
  - Industrial Technology
  - Information Processes and Technology
  - Textiles and Design
- **Work and the Community Life Skills**

The above courses are offered subject to availability of staffing and resources.

For more information about the content of the courses, contact the Learning Support Coordinator, Mrs Margot Hadfield.

**Special Requirements/Equipment**

**What I need for this course**

**Recommendations**

**Who should do this course**

Students for whom the regular HSC courses are not appropriate

**Exclusions**

**What you cannot do with this course**

You cannot study two courses in the same subject eg History Life Skills & History

**This course is often chosen with**

A TAFE Access course

**Career Options**

**How will this subject help me in the future**

Life Skills courses provide a flexible structure in which students can pursue their interests, prepare for further education and training and participate in work experience.
TAFE delivered Vocational Education & Training (TVET) courses allow students to undertake units that contribute to their Preliminary and HSC pattern of study in Years 11 and 12 and provide an introduction to learning in a tertiary environment.

Course completion leads to recognition in further studies at TAFE in related courses. In some courses students are able to obtain a TAFE qualification, TAFE Statement of Attainment, Certificate Level I, II, or III.

TVET courses in Industry Curriculum Frameworks are eligible for inclusion in calculation of a student’s Australian Tertiary Admissions Rank (ATAR). These courses are classified as Category B courses.

TAFE colleges offer many support services that TVET students may access. These include Student Association, Counselling, Employment & Career advice. All TAFE Teachers are highly trained and have recent industry experience.

TVET courses will attract a fee. Costs will be added to school accounts. If you are interested in any of these courses or require further information please see Mrs Elgood.

### Possible NSW TVET Course Offerings

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<thead>
<tr>
<th></th>
<th>HORNSBY</th>
<th>MEADOWBANK</th>
<th>RYDE</th>
<th>ATAR</th>
<th>WORK</th>
<th>PLACEMENT</th>
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<tbody>
<tr>
<td>Beauty - Retail Makeup and Skin Care</td>
<td>✔</td>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
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<tr>
<td>Community Services Introduction (Welfare)</td>
<td>✔</td>
<td>✔</td>
<td>No</td>
<td>No</td>
<td></td>
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<tr>
<td>Financial Services</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
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<td>YES</td>
</tr>
<tr>
<td>Floristry</td>
<td></td>
<td>✔</td>
<td>No</td>
<td>No</td>
<td></td>
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<tr>
<td>Hairdressing</td>
<td>✔</td>
<td></td>
<td>No</td>
<td>No</td>
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<tr>
<td>Human Services (Health Services Assistance)</td>
<td>✔</td>
<td></td>
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<tr>
<td>Primary Industries (Horticulture)</td>
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<td></td>
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<tr>
<td>Property Services (Agency)</td>
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<tr>
<td>Retail Services</td>
<td>✔</td>
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<tr>
<td>Tourism and Events (Retail or Events)</td>
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<td>✔</td>
<td>YES</td>
<td>YES</td>
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