



**WOLLONDILLY ANGLICAN COLLEGE**

**YEAR 11  
2023**

**SUBJECT INFORMATION BOOKLET**

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# INFORMATION ABOUT THE HSC

- The Higher School Certificate recognises 13 years of schooling. It is the highest educational award you can gain in New South Wales Schools. In the interests of greater career choices and increased opportunities at University and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses are linked to further education and training.
  - Extension courses (including Undergraduate University Courses) enable students to undertake more in-depth study in areas of special interest.
  - Vocational Education and Training courses count towards the HSC and also lead to qualifications recognised across a range of industries.
- The HSC includes Life Skills courses for students with special education needs.
- The HSC will fairly assess each student's knowledge and skills.
- For each course you will receive easy-to-understand reports which contain significant information. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course.

## Who Administers the HSC?

New South Wales Educational Standards Authority (NESAS) is responsible for:

- developing the Preliminary and HSC courses;
- organising the HSC exams and overseeing assessments;
- calculating HSC marks;
- issuing the Higher School Certificates and Record of Achievement to students;
- advising schools and employers on HSC matters.

## The Challenges

There are many new challenges students will face as they move from Year 10 into Senior Studies, some being:

- the amount of work students are required to complete will increase significantly;
- the standard of work covered will also increase (ie the work becomes harder);
- the assumption is made that you have chosen to stay at the College, and so it is expected that this decision will be reflected in your attitude and motivation towards your studies.



## WHAT TYPES OF COURSES CAN I SELECT?

The HSC is made up of two basic phases - the Preliminary Course and the HSC Course. The Preliminary Course takes place during Term 1 to Term 3 in Year 11, while the HSC Course takes place in Term 4 Year 11 and in Terms 1 to Term 3 in Year 12. While results for the HSC are derived from the assessment and HSC examination in Year 12, students must still fulfil the course outcomes and requirements in the Preliminary course. Students leaving the College prior to completing the HSC Course will receive a Record of School Achievement (RoSA).

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

### Board Developed Courses

These courses are developed by NESA. There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC Course and can count towards the calculation of the Australian Tertiary Admissions Rank (ATAR). For Board Developed Courses available, see page 14 and the Subject Information section of this booklet.

### Board Endorsed Courses

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

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

Some Board Endorsed Courses are one year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of School Achievement (RoSA). Board Endorsed Courses **do not count** in the calculation of the ATAR. For Board Endorsed Courses offered, see page 14 and the Subject Information section of this booklet.



## VOCATIONAL EDUCATION AND TRAINING

### (VET) Courses are either Board Developed or Board Endorsed:

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

Further information about VET courses appears in the section listing the HSC Courses available. See page 14 of the Subject Information Booklet.



# TAFE DELIVERED VET COURSES

## Overview

This Vocational Education program is widely supported by schools throughout NSW. It offers the student the opportunity to obtain two credentials by the end of the HSC. That is, the student obtains:

- A TAFE Credential ie Result Notice, Statement of Attainment or Certificate.
- The NESA HSC credential (including the ATAR in some courses).
- Recognition by industry for some TAFE courses thereby enhancing employment prospects.

## The benefits of TAFE study at College include:

Results for some courses can be included in the ATAR calculations.

- Advanced Standing (credit) in TAFE courses after the completion of the Preliminary or HSC Course.
- Articulation into higher level TAFE courses ie Certificate to Advanced Certificate etc.
- An introduction to an adult learning environment.
- Increased career path options at the end of senior schooling.
- An opportunity to undertake industry-based courses which, if properly selected will complement school delivered courses to maximise credit by the end of the HSC.

Campbelltown TAFE is the closest College for WAC students to access. Some of the courses offered include:

- Accounting
- CAD Skills
- Marketing
- Animal Care
- Retail Operations\*
- Children's Services
- Horticulture
- Primary Industries\*
- Metals & Engineering\*
- Tourism and Hospitality\*
- Visual Arts & Crafts
- Real Estate
- Information Technology\*
- Business Services\*

## Types of Courses:

- 1) a) **Board Developed Courses:** There are two Board Developed TAFE Courses eg Retail Services. These courses run for 4 hours per week for two years. **These courses may be included in the calculation of the ATAR as a Category B subject.**  
b) **Board Developed Framework Courses:** NESA has developed seven Industry Frameworks. Industry Frameworks available at Campbelltown are indicated above with an asterix (\*).

The 240 hour Framework Courses allow students the opportunity of an optional examination, the results of which are eligible for inclusion in the ATAR as a Category B subject. Work placement is a mandatory component of all Industry Curriculum Framework Courses.

- 2) **Board Endorsed Courses:** There are many Board Endorsed TAFE Courses. These courses will run from 2 to 4 hours per week for three terms. They are made up from combinations of subjects from full time TAFE courses. They lead to a TAFE result notice and can be included on either the Year 11 Record of School Achievement or the HSC (Year 12). **Board Endorsed TAFE Courses cannot be included in the calculation of the ATAR.** These courses are often designed to complement one another so that a student can build credit in one industry area over two years.



## Important points to note:

### Cost:

**All courses are subject to additional charges** which are borne by the student/parent. The full cost of these courses may range from \$2000 - \$7000 with student subsidies being used to offset these costs. TAFE operates on a fee for service basis. They provide a service leading to a credential and the students pay a fee for the opportunity to obtain that credential.

Course costs are set by the TAFE and are based on class size, type of activity, materials required etc. Every year the College negotiates with the Federal Government through the Association of Independent Schools (AIS) for subsidies. Although it is unlikely that a family will incur the full course cost, **in recent years the subsidy has only been approximately \$500-\$600.**

### Note:

- More details of course costs, course availability and application forms will become available later in the year when TAFE publishes this material.
- Students should select a full course of study at Wollondilly Anglican College until TAFE acceptance is confirmed.

### Attendance and Application:

TAFE courses typically run for two to four hours one afternoon per week. Virtual (online) courses are also available. Regular attendance is imperative. One day at TAFE equals one week at College. TAFE operates on a pass/fail system. Attendance and performance must be satisfactory to pass the course. Assessment is often competency based and has tight attendance and progress requirements. Students in these courses are entering an adult learning environment and will be expected to accept responsibility for their action or inaction in the course of their choice. Students failing to meet subject requirements are able to repeat the subject again later in TAFE but are still liable for costs incurred in the failed attempt.

### Transport:

Parents will need to make their own arrangements for their son or daughter to travel to TAFE. **Transport to TAFE and home from TAFE will be the parent's responsibility.** Many TAFE courses will not finish until 6.00pm or 6:30pm.

### Study Exclusions:

Care must be taken in selecting TAFE courses as some of these cannot be taken in conjunction with other College based courses. Check the TAFE booklet for subject exclusions.

### College Subject Patterns and TAFE:

Students undertaking a TAFE course will drop a subject on their College timetable which will be replaced by a study period, as a TAFE course replaces a timetabled subject back at the College.

### Work Placement:

Please remember that a period of Work Placement is compulsory for some TAFE subjects.



## Application Procedures:

- Expression of interest (application forms) are submitted in Term 3. Dr Bearlin (Careers Adviser) and Mr Burns (Deputy Headmaster) will meet with the students interested in applying.
- **Students applying for TAFE must also select a full pattern of College subjects** as TAFE does not guarantee that a course will run until they have received all student applications.
- TAFE courses are popular and entry is competitive. Placing an application does not guarantee entry into a course. Successful applicants will be advised as soon as possible but not until late in Term 4.

## HSC/TAFE Credit Transfer:

There are now a wide range of College delivered ATAR and HSC subjects which can give credit (advanced standing) towards TAFE qualifications. If you select carefully it is possible to accumulate a large portion of credit in the TAFE sector of your choice. This would be an obvious advantage for employment purposes. However, the transfer process is not automatic; you will need to speak to the TAFE enrolment officer about credit transfer when enrolling in a post College TAFE course.





## WHAT ARE UNITS?

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

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

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

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

### 2 Unit Course

This is the basic structure for all courses. It has a value of 100 marks.

### Extension Course

Extension study is available in some subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, Science, History, Music, some Languages and VET. Undergraduate University Courses will be available in some subjects.

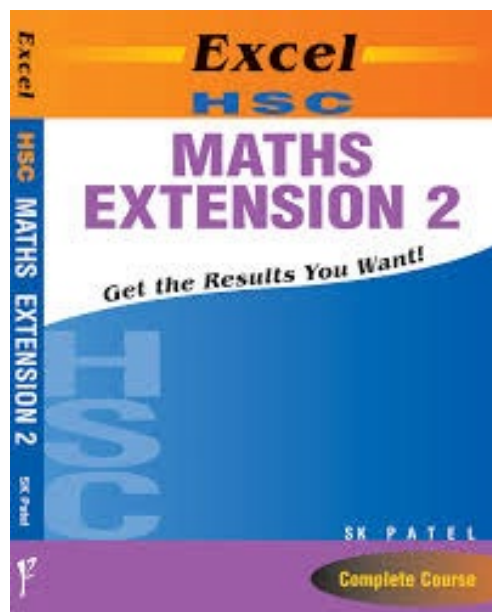
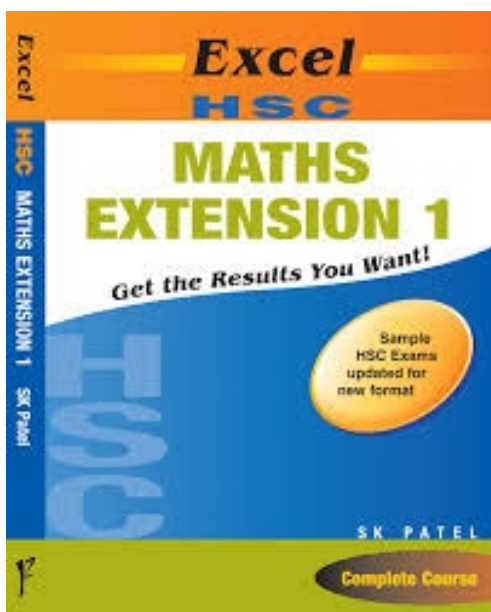
English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only eg History Extension and Extension Science.

### 1 Unit Course

1 unit equals approximately 2 hours of class time each week or 60 hours per year.

Some Board Endorsed Courses are 1 unit.



# HSC PATHWAYS - HOW DO YOU GET AN HSC?

The curriculum is becoming more diverse to cater for the needs of the increasing number of students who are staying at College to complete Years 11 and 12. Students have a lot more flexibility and can choose different pathways to complete their education.

The pathways will allow you to:

## 1. Accumulate the HSC

You may accumulate the HSC over a period of up to five years. The five year period commences in the first year you attempt an HSC Course examination. Students will receive cumulative Records of Student Achievement for all courses attempted. Accumulation allows for people who need to combine work and/or family care with studies. Students who wish to accumulate their HSC must first gain permission from the Headmaster.

## 2. Repeating Courses

You may repeat one or more HSC courses, but must do so within the five year accumulation period. Repeating students should note that in the calculation of the ATAR, the most recent mark in a course will be used.

## 3. Acceleration

Acceleration gives more able students the opportunity to progress through their study requirements at a faster rate than usual by completing the course content in a shorter time and accumulating results. Accelerating students may decide to undertake external or part-time study at TAFE or take additional units for the HSC. Accelerating students may choose to study a Distinction course. Distinction courses are challenging, high level courses of similar standard to first year University Courses. Students may only accelerate with the Headmaster's permission.

## 4. Gain Credit for other types of courses you have taken and for Prior Learning

- a) Advanced Standing (Accreditation) is available in a number of TAFE courses for students who complete certain subjects in their HSC study program. This means that students completing some HSC courses at a satisfactory level may have these courses count towards a TAFE award. Also, some courses studied at TAFE may count towards your HSC or may exempt you from some components of HSC courses. Some of the subjects offered at Wollondilly Anglican College will mean students will be eligible for **HSC/TAFE Credit Transfer** ie credit is given towards some Certificate and Diploma courses in TAFE. It should be noted that although Credit Transfer and Advanced Standing may be achieved, this does not mean that the student will automatically gain entry into a TAFE course. Entry into some courses is very competitive.
- b) Vocational Education courses offered at the College have **Dual Accreditation** - that is they give credit towards the HSC and Industry entry levels.



# REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- You must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the Higher School Certificate examinations.
- You must study a minimum of **12 units in the Preliminary course** and a **minimum of 10 units in the HSC course**. Both the Preliminary course and the HSC Course must include the following:
  - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
  - at least three courses of 2 units value or greater
  - at least four subjects
- You must have met the minimum Literacy and Numeracy standards.

At most 7 units of courses in Science can contribute to Higher School Certificate eligibility.

- NESA publication, *Studying for the New South Wales Higher School Certificate: An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know. This is can be downloaded through your students online account.

## Australian Tertiary Assessment Rank (ATAR)

The ATAR is a number (not a mark) that indicates a student's position in relation to their Year 7 cohort, including students who did not complete Year 12. An ATAR of 80.00, for example, indicates that students with that ATAR have performed in the HSC better than 80 per cent of their Year 7 cohort, had all these Year 7 students completed Year 12 and been eligible for an ATAR. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05.

The ATAR allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to tertiary courses.

Other criteria such as a portfolio, interview, audition, questionnaire or test may also be taken into account in conjunction with the ATAR for certain courses.

### Eligibility - Rule 1

If you wish to receive an ATAR you must:

- study a minimum ten units of Board Developed Courses in the HSC Course including at least 2 units of English.
- the Board Developed Course must include at least three courses of 2 units or greater, and at least four subjects.



## Calculation of the ATAR - Rule 2

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

- the best 2 units of English
- the best 8 units of the remaining units, subject to the provision that no more than two units of Category B courses be included.

### Note:

- A **subject** is the general name given to an area of study. A **course** is a branch of study within the subject. A subject may have several different courses, for example, with the subject English the courses will include English Standard, English Advanced and HSC Extension 1 etc. Therefore, an extension course does not count as an extra subject.
- Students who are eligible for an ATAR under Rule 1 need to have completed at least eight units of Category A courses for their ATAR to be based on ten units.
- ATAR eligible students who have completed less than eight units of Category A courses will nevertheless have an ATAR calculated. However, it will be based on an aggregate of scaled marks in less than ten units, comprising:
  - the best 2 units of English
  - the remaining units of Category A courses and
  - the best 2 units from Category B courses ie the student's ATAR will be based on an aggregate of scaled marks in eight units only.

**If you do not wish to receive an ATAR**, the rest of your courses may be made from Board Endorsed Courses once you have studied six units from Board Developed Courses.



## SUBJECT CHOICE RESTRICTIONS

1. Extension courses will only be offered to students who have a high standard of achievement.
2. **Some Subject Combinations cannot be studied:**
  - English - some courses have exclusions - see subject outlines.
  - Science - you cannot study Biology, Physics, Chemistry or Earth and Environmental Studies with Investigating Science.
  - Languages - courses offered have some eligibility rules - see course outlines.
3. Another option for studying subjects which are not offered or, if they are offered do not receive enough interest to warrant a class, is to study through the Sydney Distance Education Centre. (However, the NSW Government has introduced an \$810 enrolment fee for students).

### Alternative Pathways to University:

Since University entry directly from school is difficult with an ATAR below 40, students who are low achievers are advised to choose subjects which would be a suitable vocational combination and, if TAFE courses are included, may lead to the completion of an Associate Diploma or Diploma from TAFE after school. This could then lead to university entry.

**The Paramount Consideration** for each student is to choose a course of study which will best cater for their needs, abilities, interest and realistic aspirations. Although the College extends the opportunity to students to select their own combination of subjects, it must be noted that:

**FINAL APPROVAL OF THE SELECTED SUBJECTS OF EVERY STUDENT  
REMAINS AT THE DISCRETION OF THE HEADMASTER**

**In some cases, selected subjects may not be approved** because of restriction on class sizes, or because of an unrealistic selection of these subjects by students who may be unaware of the degree of difficulty of either the individual subject, or the combination of subjects they have chosen. In such cases students will be directed to re-select their combinations of subjects. The staff at the College will help advise your son or daughter in their Course selections to ensure Year 11 and Year 12 will be both a valuable and enjoyable experience.



# SUBJECTS ON OFFER AT WOLLONDILLY ANGLICAN COLLEGE

## Mandatory

English

## Other Courses

Ancient History

Biology

Business Studies

Chemistry

Community and Family Studies

Dance

Design and Technology

Drama

Earth and Environmental Studies

Economics

Engineering Studies

Food Technology

Geography

German – continuers

History Extension

Industrial Technology - *Furnishings*

Industrial Technology – *Multi Media*

Legal Studies

Mathematics

Modern History

Music 1

Music 2

Personal Development Health and Physical Education

Physics

Society & Culture

Studies of Religion (1 unit and 2 unit)

Textiles and Design

Visual Arts

English Extension 1 (*1 unit*)

History Extension (*1 unit*) Year 12 only

Mathematics Extension 1 (*1 unit*)

Music Extension (*1 unit*)

Science Extension 1 (HSC) (*1 unit*)

## Board Endorsed Courses

Sport, Lifestyle & Recreation

## Vocational Education and Training

Hospitality\*

***TOTAL must add up to a minimum of 12 units***



# HSC COURSE NOTES

You may select one course only from each of these subject groups.

A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Design and Technology, and Industrial Technology. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

- 1) There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course but not both. It runs in Year 12 only.
- 2) You may not include any more than 7 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Physics and Senior Science in meeting the 12 Preliminary or 10 HSC units. The course Senior Science may not be taken as a Preliminary course with any of the above Science courses.
- 3) You must study Music Course 2 if you wish to study HSC Extension Music.

**Additional information about courses and the new HSC is available on the NESA Website:**  
<http://www.boardofstudies.nsw.edu.au>

## Vocational Education and Training (VET)

### VET Curriculum Frameworks

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

The seven frameworks are:

- Business Services
- Construction
- Information Technology
- Metals and Engineering
- Primary Industries
- Retail Operations
- Tourism and Hospitality

Some of these options can be accessed via TAFE delivered VET (TVET).

All of these courses include a written examination in the Higher School Certificate for students wishing to receive an ATAR in addition to the other requirements of the course. For other students the examination is optional.

### Other HSC VET Courses

VET courses are also available in other industry areas via TVET.

### NON ATAR Content Endorsed Courses (other than Vocational CEC)

Sport, Lifestyle and Recreation



# ASSESSMENT AND REPORTING

## Assessment

Students are required to complete a number of **Assessment Tasks** during their Preliminary and HSC courses. Assessment Marks for each of the HSC courses studied will be submitted to NESA. These marks will be based only on the tasks undertaken during the HSC course.

For the Preliminary Course, formal and informal Assessment Tasks will be used to measure student achievement, and this will be reported as an A to an E grade. A grade for each subject will be reported on a student's College report and on the Record of Student Achievement (RoSA) for students who finish at the College before completing Year 12.

Assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. These may include tests, written or oral assignments, practical activities, fieldwork and projects. Each College or school develops an assessment policy and ranks its students.

Teachers will inform students (in writing) of the types of Assessment Tasks, the importance of the tasks in comparison with others, the mark value of each task, when the tasks will be given, and their due date.

The HSC reports will provide a description of your achievements. College based assessment tasks will contribute to 50% of your HSC mark. Your College assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

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

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

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

## Completion of the Preliminary Course

Colleges and schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement when they complete College.





## Completing Assessment Tasks

Students must complete assessment tasks worth more than half a course's total assessment marks. If this is not done, students will not have satisfactorily completed the course. This means the course cannot be counted toward the ten units required for the HSC.

The College policy on Assessment is detailed in the Senior Assessment Handbook which is given to students at the beginning of the Preliminary and HSC Courses.



# CAREERS INFORMATION

Please ensure that you, and your parents, read this document very carefully. You will have many serious decisions to make throughout the course of your senior years. Some of you have already started to make some of these decisions; others may be yet to fully consider their options. Listed below are some of the decisions that you will face over the next few years.

## What are you going to do post College? Employment or further study?

- If you decide to try to join the workforce, then you will need to
  - decide on an industry that you would like to work in. You can be more specific and decide on a particular occupation.
  - make sure your Resume and Portfolio are up to date.
  - start looking for a job. This can be done in a variety of ways e.g. newspaper, internet, word of mouth, employment agency, online agencies, etc.
- If you decide to continue your education, then you have even more decisions to make, namely
  - decide on a course/s that you may like to apply for.
  - decide on an institution at which you would like to study, i.e. University, Private Provider or TAFE.
  - consider where you are going to live while you study, i.e. at home, on campus, rental accommodation, etc.
  - are you going to apply for special consideration, early entry, scholarships, etc.?
  - what ATAR/ subjects are required to gain entry into your chosen course/ institution?

All of these decisions require a lot of research. This is often time consuming, so you should start to do some of the legwork now, before your workload increases too much.

## Careers at the College consists of the following-

- A careers profiling tool is undertaken in Year 10.
- A comprehensive Career Tools webpage was previously accessed from the College Webpage, but new information is now posted on Canvas. To access this use the following links: Canvas/Student Resources 7-12/Careers. Students and their parents can consult a range of resources prepared specifically for the WAC community.
- All students interviewed in Year 10 and Year 11.
- Year 12 attend UOW Discovery Day university taster day and the HSC and Careers Expo in Sydney. This event provides students and parents with the opportunity to speak directly with Australia's leading organisations, TAFE, universities and other educational providers. Attendance is imperative for any student who is considering tertiary education.
- Year 12 meetings every fortnight during Friday roll call.
- Guest Speakers visit the College to speak to students about a range of topics.
- Year 12 students receive individualised services based on requests and previous knowledge of their chosen field.
- Notification and training on how to apply to university through UAC and early admission and alternative pathways to higher education.



Try to start making some decisions about your post-College options now. Remember your schooling is over at the end of Term 3 for Year 12, with only external examinations remaining in Term 4. Make sure that you read any information that is handed out or sent to you as it may contain some important information which is relevant to you, e.g. fortnightly Careers Newsletters, emails, etc. The Careers Room, located in the Flynn Library, is open all day. You can go there and use information supplied by Tertiary Institutions about courses offered, enrolment procedures, subjects, requirements for entry, etc. I (Dr B) am here to help you, if and when, you require any help, but it is up to you how often you visit. You can come with a friend, in a group, or you can come individually. Please use the booking sheet located on the door or you can email me.

Regards and Best Wishes for the coming year and the future.

Dr Robert Bearlin  
Careers Adviser

### **Important development from the University Admissions Centre (UAC)**

#### **MATHEMATICS**

A number of institutions have reintroduced prerequisites for Mathematics, NOT Standard Mathematics, with a minimum Band 4 (70%-80%) required for courses in the areas of Commerce, Engineering, Information Technology, Medicine, Science, Pharmacy, Veterinary Science, including combined degrees. This can impact other degree programs, e.g. a combined Science/Law degree. If you do not meet these requirements you cannot be selected for the course even if you have met admission requirements. Other institutions will only consider Standard Mathematics students for entry into some courses with a grade average over 86% and yet will consider completion of the Mathematics course as acceptable. This can be linked directly to the course content of both courses.

#### **STUDENTS WISHING TO STUDY EDUCATION**

A new incentive from the government to raise the quality of teachers has been implemented with a minimum university entry requirement of three Band 5's from the HSC year; one of these must be in English. In light of this, Advanced English would be the preferred option to meet these criteria plus two other subjects. A Band 5 is equivalent to 80% or better.





# *SUBJECT INFORMATION*



## Course: Ancient History

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description:

The Ancient History course at Wollondilly Anglican College will mainly involve the study of Classical Greece and Rome. It will also include a study of societies from the Near East and/or Asia. The Preliminary and HSC courses provide both practical and theoretical components for students using archaeological and written evidence to gain an understanding of the topics covered. The courses focus on military and social history and have a strong emphasis on the impact that the ancient world has had on our world today. It is an exciting course that complements many other areas of the HSC syllabus.

### Course Combinations:

Students contemplating this course should also consider selecting **Modern History, Society & Culture** and **Visual Arts** as they contain common elements of skill and related knowledge. In Year 12, students could also consider selecting **Extension History**. Thus, a combination of these subjects may assist a student in their grasp of the subject matter and potentially improve their level of achievement.

### Potential Career Paths:

The occupations that follow are potential career paths for students of History: Film, Stage and Television director, foreign affairs officer, journalist, Librarian, Museum Curator, Photographer, Playwright, Publisher, Teacher, Tour guide, Criminologist, Barrister, Archaeologist, Anthropologist, Administrative officer, Archivist, Travel consultant, Book seller, Clerk, Industrial relations officer.

### Main Topics Covered:

#### Preliminary Course (120 hours) comprises a study of:

Part 1: Investigating Ancient History	50%
- <i>The Nature of Ancient History</i>	
- <i>Case Studies (Two or more, eg Nineveh or Masada)</i>	
Part 2: Features of Ancient Societies	33%
- <i>At least two ancient societies, focusing on the 'how' and 'why' of the society (eg Greece power and image, Rome weapons/warfare)</i>	
Part 3: Historical investigation	17%
- <i>Designed to develop investigative, research and presentation skills</i>	

#### HSC Course (120 hours) comprises a study of:

Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum	25%
Part II: Ancient Societies. eg Athenian society in the time of Pericles	25%
Part III: Personalities in their Times. eg Rome – Julius Caesar	25%
Part IV: Historical Periods. eg The fall of the Roman Republic 78–31 BC	25%

### Assessment: HSC course only

External Assessment	Internal Assessment
A 3 hour written paper. Four sections based on HSC course structure (25 min each). Questions may include sources and/or interpretations. Mix of short and extended response. Questions may examine content from the Survey and Focus of study.	The course is assessed through a maximum of four tasks including one formal examination and one historical analysis.

**Subject Coordinator: Mr Doug Hewitt**



## Course: Biology

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Investigating Science (Preliminary)

### Course Description:

The *Biology Stage 6 Syllabus* explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

### Main Topics Covered:

#### Preliminary Course

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

#### HSC Course

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

### Particular Course Requirements:

Both the Preliminary and HSC courses include 15 hours allocated to depth studies. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours of course time in each course.

### Assessment:

External Assessment	Internal Assessment	Weighting
A 3 hour written examination	Skills in working scientifically	60%
	Knowledge and understanding of course content	40%

**Subject Coordinator: Dr Andrew Eaton**



## Course: Business Studies

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description:

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

### Course Combinations:

Students contemplating this course could also consider selecting **Economics** and/or **Legal Studies** as it contains common elements of skill and related knowledge. Thus, a combination of these subjects may assist a student in their grasp of the subject matter and potentially improve their level of achievement.

### Potential Career Paths:

The occupations that follow are potential career paths for students of Business Studies: Accountant, Actuary, Business Analyst, Business owner, Economist, Construction project manager, Financial dealer and or broker, Foreign officer and trade officer, hotel/motel manager, Sports Administrator, Investment analyst, Management consultant, Marketing officer, Building contractor, Insurance broker.

### Main topics Covered:

#### *Preliminary Course*

- Nature of Business
- Business Management
- Business Planning

#### *HSC Course*

- Operations
- Finance
- Marketing
- Human Resources

### Particular Course Requirements:

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

### Assessment: HSC course only

External Assessment	Internal Assessment
A 3 hour written paper. Four sections which includes multiple choice, short answer and two extended response questions (one as a Business Report).	The course is assessed through a maximum of four tasks including one formal examination (maximum weighting 30%).

**Subject Coordinator: Mr Doug Hewitt**



## Course: Community and Family Studies

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Candidate Suitability:

Designed for middle to high academic achievers who are committed to completing an ATAR Higher School Certificate.

### Course Guide:

Within the course students explore life issues that are important to young people and of equal relevance to female and male students. Particular importance is placed on the skills of inquiry and investigation. Research is an integral component of this subject. Students are required to develop and utilise research skills in planning, collecting, recording, interpreting, analysing and presenting as they employ various research methodologies to complete an Independent Research Project (IRP).

### Course Aim:

Community and Family Studies aims to develop students' knowledge, skills and attitudes relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living. Furthermore, to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

### Main Topics Covered:

The Preliminary Course consists of **three** mandatory modules:

- 1) Resource Management
- 2) Individuals and Groups
- 3) Families and Communities

The HSC Course consists of **three** core modules:

- 1) Research Methodology
- 2) Groups in Context
- 3) Parenting and Caring

And the study of **one** of the following options:

- 1) Family and Societal Interactions
- 2) Social Impact of Technology
- 3) Individuals and Work

### Preliminary Course

#### Assessment:

Internal Assessment
A variety of internal assessment tasks will occur throughout the course.

### HSC Course

External Assessment	Internal Assessment
A 3 hour written paper.	Mandatory Independent Research Project (IRP) A variety of internal assessment tasks will occur throughout the course.

**Subject Coordinator: Mr Joshua Hewitt**





## Course: Chemistry

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Investigating Science (Preliminary)

### Prerequisites:

None – However only students who achieved an A or B grade in Stage 5 Science should consider studying this course.

### Course Description:

The *Chemistry Stage 6 Syllabus* explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course. The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

### Main Topics Covered:

#### Preliminary Course

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

#### HSC Course

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas

### Particular Course Requirements:

Both the Preliminary and HSC courses include 15 hours allocated to depth studies. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours of course time in each course.

### Assessment:

External Assessment	Internal Assessment	Weighting
A 3 hour written examination	Skills in working scientifically	60%
	Knowledge and understanding of course content	40%

**Subject Coordinator: Dr Andrew Eaton**



## Course: Dance

2 units each for preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description:

The study of dance as an art form in education is based on the study of three interrelated practices: Performance, Composition and Appreciation. The study of dance as an art form is not to be confused with or considered as the 'art of a dance'.

Through the study of dance as an art form, students learn about and through dance performance. That is, the knowledge, understanding and skills in physically preparing the body to dance (*Safe Dance Practice*) and the application and demonstration of knowledge, understanding and skills (*Dance Technique*) in a 'Dance' and/or 'Work'.

The students are encouraged to create and develop personalised dance compositions that communicate concepts and intents. Through the study of dance as an art form, students learn the skills of generating movement into meaningful dances and explore how structural aspects assist interpretation of ideas.

In Dance as a subject, students learn to critically analyse, respond, enjoy and make discerning judgments about dance in the study of Appreciation with reference to contextual Dance Works choreographed by a range of renowned Modern Dance artists.

Students learn to manage their own learning and to work together with others in a range of capacities: as performers, composers, as students in a cooperative learning environment, through problem-solving tasks and group work. The Dance Stage 6 course is designed for students who have completed the 7–10 *Dance Syllabus*, for those with other previous dance experience and for those who are studying dance for the first time. It caters for a broad range of students from varying social and cultural backgrounds.

The Dance Stage 6 course equips students with life skills while also providing continuity with many tertiary and industry courses. Students who study the Dance Stage 6 course acquire skills and knowledge that give them access to professional employment in dance, the performing arts and the entertainment and leisure industries.

An expectation of the students taking this course is to organise dance wear and/or attire including a black leotard and tights for both Assessments and Practical Exams.

### Course Structure:

**Preliminary Course** - 120 indicative hours

All components to be completed — 100% of total course time

Component	Weighting
Core Performance	20%
Core Composition	20%
Core Appreciation	20%
Core Additional	40%

The body is the instrument through which dance is experienced and realised. Therefore, physical training and preparation of the body is fundamental and of paramount importance. This training informs all three practices/components of the course. It is acknowledged that students may enter the Preliminary course with a wide range of prior experiences. In order to accommodate to the range of students in a single course, a higher percentage of weighting/time has been allocated to the Performance component of the Preliminary course to provide for the necessary physical training and the understanding of how this training occurs which will additionally enhance their skills in Composition and Appreciation. This also provides students with more confidence for performance opportunities and tasks.

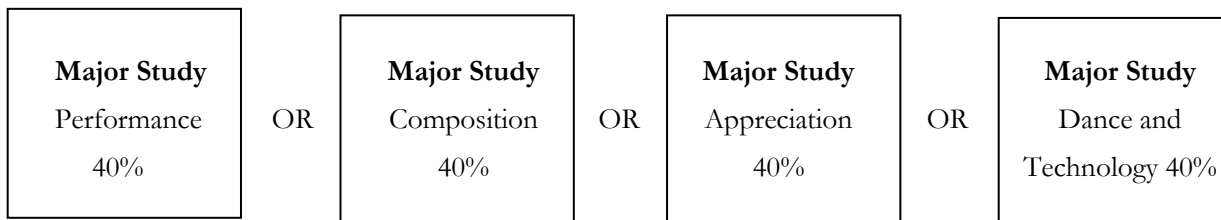
The Additional 20 percent is allocated by the teacher across the practices/components to suit the specific circumstances and context of the class. It is stipulated that there is a 20 percent minimum allocation for Composition and Appreciation and a 50 percent maximum allocation for Performance.



**HSC Course - 120 indicative hours**

<b>Component</b>	<b>Weighting</b>
Core performance	20%
Core composition	20%
Core Appreciation	20%
Major Study*	40%

\*Major Study: One to be completed - 40% of total course time



In the HSC Dance course, students continue their study of dance as an art form. They continue core study in the three core practices and also undertake an in-depth study of dance in one of the major study components, either Performance, Composition, Appreciation or Dance and Technology. The three core study practices are each allocated 20 percent weighting/time and the major study is allocated 40 percent.

**Subject Coordinator: Mrs Sarah Talbot**



## Course: Design and Technology

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

### Course Description:

While there are no prerequisites for this course, **Industrial Technology or Design and Technology** studied in Stage 5 would be of benefit. Students study design processes, design theory and the range of factors effecting design and the responsible use of technology.

In the **Preliminary course** students undertake the designing and producing of at least two design projects, using individual and collaborative techniques, in both school and commercial settings. In addition, students will complete a study on a professional designer. The **HSC course** involves the development of a **Major Design Project** (60% of the external mark) and the study of technological innovation and emerging technologies including a case study.

### Main Topics Covered:

- Design theory and processes used in industrial commercial and community environments, Creative and collaborative approaches to designing and producing,
- Research, information gathering and data analysis techniques,
- Management, planning and organization strategies,
- The responsible use of resources, including the manipulation of materials, tools and techniques.
- Communication, presentation and manufacturing techniques.
- The use of computer technologies in the processes of designing, producing and communication
- Safety in design – theory and practice
- Evaluation and practical problem-solving techniques
- Environmental issues relating to designing and producing,
- Marketing - identification and targeting strategies.
- Innovation, new and emerging technologies and associated activities
- Students design and produce a Major Design Project. The project folio includes a project proposal and management, project development and realization, and project evaluation.

### Particular Course Requirements:

Nil for Preliminary course. Students must have completed the Preliminary course to study the HSC course.

**NOTE:** Students are responsible for the cost of materials for the Major Project.

### Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Written examination (1½ hours)	40	Innovation and Emerging Technologies, including a compulsory case study of an innovation/design/designer	20
Major Design Project and Portfolio (project & portfolio)	60	Practical Tasks	20
		Designing and Producing (which will include aspects of the Major Design Project)	60
<i>Total</i>	100	<i>Total</i>	100

Subject Coordinator: Miss Emily Taylor



## Course: Drama

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description:

This course is designed for students to experience drama as a collaborative and creative art form and as an expression of culture. In both courses students will develop skills in making, performing and critically studying.

In the **Preliminary Drama course** students explore theatrical traditions, performance styles, improvisation, playbuilding, acting and elements of production in performance.

In the **HSC Drama course** students explore Australian Drama and Theatre, Studies in Drama and Theatre, develop a group-devised performance and complete an individual project from many available options.

The Individual Project will take one of the following forms:

- Critical Analysis (Director's Folio, Critical Analysis, Applied Research)
- Design (Set, Costume, Lighting, Promotions)
- Performance
- Scriptwriting
- Video Drama

### Assessment: Preliminary course only

The Year 11 formal school-based assessment program is to reflect the following requirements:

- Three assessment tasks
- The minimum weighting for an individual task is 20%
- The maximum weighting for an individual task is 40%
- Only one task may be a formal written examination.

### Assessment: HSC course only

The Year 12 formal school-based assessment program is to reflect the following requirements:

- A maximum of four assessment tasks
- The minimum weighting for an individual task is 10%
- The maximum weighting for an individual task is 40%
- Only one task may be a formal written examination with a maximum weighting of 30%

### Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Individual Project	30	Making	40
Group Performance (Individual Marks)	30	Performing	30
Written Examination	40	Critically Studying	30
<i>Total</i>	100	<i>Total</i>	100

**Subject Coordinator: Mrs Sarah Talbot**



## Course: Earth and Environmental Studies

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Investigating Science (Preliminary)

### Course Description:

The *Earth and Environmental Science Stage 6 Syllabus* explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

### Main Topics Covered:

#### Preliminary Course

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

#### HSC Course

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

### Particular Course Requirements:

Both the Preliminary and HSC courses include 15 hours allocated to depth studies. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours of course time in each course.

### Assessment:

External Assessment	Internal Assessment	Weighting
A 2 hour written examination	Skills in working scientifically	60%
	Knowledge and understanding of course content	40%

**Subject Coordinator: Dr Andrew Eaton**



## Course: Economics

2 units for each of the Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description:

Economics is a social science which studies how people choose to use their scarce resources in an attempt to satisfy their unlimited wants. The actual word 'economics' comes from a Greek word 'oikonomia' which means 'management of the house'.

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 economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

### Course combinations:

Students contemplating this course should also consider selecting **Business Studies** and/or **Legal Studies** as they contain common elements of skill and related knowledge. Thus, a combination of these subjects may assist a student in their grasp of the subject matter and potentially improve their level of achievement.

### Potential Career Paths:

Economics can lead to careers in: share, finance or commodities markets, business, economic forecasting, banking, insurance, tourism, resource management, property development and management, government, environmental management, town planning, foreign affairs or economic policy development.

### Main topics covered:

#### Preliminary course (120 hours)

- 1) Introduction to Economics
- 2) Consumers and Business
- 3) Markets (Demand & Supply)
- 4) Labour Markets
- 5) Financial Markets
- 6) Government in the Economy

#### HSC Course (120 hours)

- |  |     |
|--|-----|
| 1) The Global Economy                      | 25% |
| 2) Australia's Place in the Global Economy | 25% |
| 3) Economic Issues                         | 25% |
| 4) Economic Policies and Management        | 25% |

### Assessment: HSC Course only:

External Assessment:	Internal Assessment:
A 3 hour written paper. Four sections which includes multiple choice, short answer and two extended response questions.	The course is assessed through a maximum of four tasks including one formal examination (maximum weighting 30%).

**Subject Coordinator: Mr Doug Hewitt**



## Course: Engineering Studies

2 units for each of the Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

To do the Engineering Studies course it is strongly advised that students should have achieved a grade A or high B in their Year 10 Mathematics and Science courses. It is an expectation that students will also study **Mathematics and Physics** as part of their Stage 6 pattern of study.

### Course Description:

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

### Main Topics Covered:

#### Preliminary Course

Students undertake the study of four compulsory modules:

- Three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: Engineering Fundamentals, Engineering Products, Braking Systems and Biomedical Engineering.

#### HSC Course

Students undertake the study of 4 compulsory modules:

- two application modules relating to the fields of Civil structures and Personal and Public Transport; and
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

### Particular Course Requirements:

#### Preliminary Course - Engineering Report

Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

#### HSC Course - Engineering Report

Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

### Assessment—HSC Course only:

External Assessment	Internal Assessment	Weighting
A 3 hour written examination	Knowledge and understanding of course content	60%
	Knowledge and skills in research, problem solving and communication related to engineering practice	40%

**Subject Coordinator: Miss Emily Taylor**





## Course: English Standard

2 units for each of Year 11 and Year 12

Board Developed Course

**Exclusions:** English Advanced, English as an Additional Language or Dialect, English Extension, English Studies

### Course Description:

- In the **Year 11 English Standard** course students explore the ways events, experiences, ideas and processes are represented in and through texts.
- In the **Year 12 English Standard course** students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

### Main Topics Covered:

**Year 11 Standard Course** has three modules:

- The **Year 11 Common Module** for the Standard and Advanced courses is undertaken through a unit of work in the first module called **Reading to Write**. Students explore a range of texts and develop skills in creative, reflective and interpretive writing.
- **Module A: Contemporary Possibilities** in which students explore the ways that different communication technologies shape the ways we read and respond to texts.
- **Module B: Close Study of Literature** in which students develop their knowledge and appreciation of a substantial literary print text.

Each of the Modules will involve 40 hours of course time.

**Year 12 Standard Course** has four modules:

- The **Year 12 Common Module** for the Standard and Advanced courses is undertaken through a unit of work called **Texts and Human Experience**. In this module students will study one prescribed text and a range of related texts to deepen their understanding of how texts represent individual and collective human experiences.
- **Module A: Language, Identity and Culture** which explores the ways language and texts have the power to shape and reflect individual and collective identity.
- **Module B: Close Study of Literature** based on the close study of a prescribed text and the development of an informed personal analysis of the text.
- **Module C: The Craft of Writing** in which students will strengthen and extend their knowledge, skills and confidence as writers.

### Particular Course Requirements:

**In the Year 11 English Standard course** students are required to:

- study texts which are regarded as quality literature including Australian texts and texts about intercultural experiences.
- explore texts drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia.
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- engage in the integrated study of language and text

**The Year 12 English Standard course** requires:

- the close study of at least **three types of prescribed text**, drawn from the following categories: prose fiction, drama or poetry, nonfiction, film or media
- a wide range of additional related texts and textual forms.
- The study of a selection of shorter texts for Module C: The Craft of Writing.



## Year 11 Standard English School-based Assessment

Component	Weighting
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
<i>Total</i>	100%

The Year 11 school-based assessment will reflect:

- Three assessment tasks
- A minimum weighting for an individual task of 20%, a maximum of 40%
- One task may be an examination
- One task must be a multi modal presentation, including at least one mode other than reading and writing such as listening, speaking, viewing and representing.

## Year 12 Standard English School-based Assessment

### Internal Assessment

Component	Weighting
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
<i>Total</i>	100%

The Year 12 school-based assessment will reflect:

- a maximum of four assessment tasks
- A minimum weighting for an individual task of 10%, a maximum of 40%
- One task may be an examination with a maximum weighting of 30%.
- One task must be a multi modal presentation, including at least one mode other than reading and writing such as listening, speaking, viewing and representing.
- One task must focus on Module C- The Craft of Writing with a minimum weighting of 25%
- Assessment of the Common Module must integrate students selected related material.

### External HSC Examination

The external HSC examination measures student achievement in a range of syllabus outcomes.

The examination will consist of two written examination papers worth 100 marks.

Paper 1: Common Module - Texts and Human Experiences (40 marks)

- The time allowed is 1 hour and 30 minutes plus 10 minutes reading time.

Paper 2: Modules (60 marks)

- The time allowed is 2 hours plus 5 minutes reading time.

**Subject Coordinator: Mrs Sarah Wellington**



## Course: English Advanced

2 units for each of Year 11 and Year 12

Board Developed Course

**Exclusions:** All other English courses except English Extension.

### Course Description:

- In the **Year 11 English Advanced** course students explore and analyse the ways events, experiences, ideas and values are represented in and through texts.
- In the **Year 12 English Advanced** course students evaluate the effectiveness of texts for different audiences and purposes and analyse the ways texts reflect different attitudes and values.

**To do the Advanced course it is strongly advised that students should have achieved a grade A or B in their Year 10 English course.**

### Main Topics Covered:

**Year 11 Advanced Course** has three modules:

- The Year 11 **Common Module** for the Standard and Advanced courses is undertaken through a unit of work in the first module called **Reading to Write**. Students explore a range of texts and develop skills in creative, reflective and interpretive writing.
- **Module A: Narratives that Shape our World** in which students explore a range of narratives from the past and contemporary era that illuminate ideas, attitudes and values.
- **Module B: Critical Study of Literature** in which students develop analytical and critical knowledge, understanding and appreciation of a literary text.
- Each of the Modules will involve 40 hours of course time.

**Year 12 Advanced Course** has four modules:

- The **Year 12 Common Module** for the Standard and Advanced courses is undertaken through a unit of work called **Texts and Human Experience**. In this module students will study one prescribed text and a range of related texts to deepen their understanding of how texts represent individual and collective human experiences.
- **Module A: Textual Conversations** which explores the ways the comparative study of texts can reveal resonances and dissonances between and within texts.
- **Module B: Critical Study of Texts** in which students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text.
- **Module C: The Craft of Writing** in which students will strengthen and extend their knowledge, skills and confidence as accomplished writers.

### Particular Course Requirements:

**In the Year 11 English Advanced course** students are required to:

- Study texts which are regarded as quality literature including Australian texts and texts about intercultural experiences.
- Explore texts drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia.
- Undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts.
- Integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- Engage in the integrated study of language and text.



### The Year 12 English Advanced course requires:

- The close study of at least **four types of prescribed text**, one drawn from each of the following categories: Shakespearean drama, prose fiction, poetry or drama.
- The remaining text may be selected from nonfiction, film, media - or selected from one of the categories above.
- A wide range of additional related texts and textual forms.
- The study of a selection of shorter texts for Module C: The Craft of Writing.

### Year 11 Advanced English School-based Assessment

Component	Weighting
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
<i>Total</i>	100%

The Year 11 school-based assessment will reflect:

- Three assessment tasks
- A minimum weighting for an individual task of 20%, a maximum of 40%
- One task may be an examination
- One task must be a multi modal presentation, including at least one mode other than reading and writing such as listening, speaking, viewing and representing.

### Year 12 Advanced English School-based Assessment

#### Internal Assessment

Component	Weighting
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
<i>Total</i>	100%

The Year 12 school-based assessment will reflect:

- a maximum of four assessment tasks
- A minimum weighting for an individual task of 10%, a maximum of 40%
- One task may be an examination with a maximum weighting of 30%.
- One task must be a multi modal presentation, including at least one mode other than reading and writing such as listening, speaking, viewing and representing.
- One task must focus on Module C - The Craft of Writing with a minimum weighting of 25%
- Assessment of the Common Module must integrate students' selected related material.

### External HSC Examination

The external HSC examination measures student achievement in a range of syllabus outcomes.

The examination will consist of two written examination papers worth 100 marks.

Paper 1: Common Module - Texts and Human Experiences (40 marks)

- The time allowed is 1 hour and 30 minutes plus 10 minutes reading time.

Paper 2: Modules (60 marks)

- The time allowed is 2 hours plus 5 minutes reading time

**Subject Coordinator: Mrs Sarah Wellington**



**Courses: Year 11 English Extension  
Year 12 English Extension 1  
Year 12 English Extension 2**

1 unit of study for each of Year 11 and Year 12 (sixty indicative hours)

**Prerequisites:** (a) English Advanced course  
(b) Year 11 English Extension is prerequisite for Year 12 Extension Course 1.  
(c) Year 12 Extension Course 1 is prerequisite for Extension Course 2.

**Exclusions:** English Standard Course; English Studies; EALD

**To do the Extension English Course it is strongly advised that students should have achieved a grade A or B in their Year 10 English course. Students must be enrolled in Advanced English to be eligible to complete Extension 1.**

**Course Description:**

- In the **Year 11 English Extension** course students explore the ways in which aspects of texts from the past have been appropriated into more recent culture. They develop an understanding of how and why cultural values are maintained and changed.
- In the **Year 12 English Extension 1 course** students explore and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.
- In the Year 12 English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.

**Main Topics Covered:**

**Year 11 Extension English Course**

The course has two mandatory sections: **Module: Texts, Culture and Value** and a **Related Research Project**

**Year 12 Extension English Course 1**

The course has one **Common Module: Literary Worlds**. Students must complete one elective chosen from this Common Module:

- Elective 1: Literary Homelands
- Elective 2: Worlds of Upheaval
- Elective 3: Reimagined Worlds
- Elective 4: Literary Mindscapes
- Elective 5: Intersecting Worlds

**Year 12 Extension English Course 2**

The course requires students to complete a Major Work supported by a Major Work Journal. Students must be enrolled in Advanced English and English Extension 1 to be eligible to complete English Extension 2.

**Particular Course Requirements:**

**The Year 11 Extension English course** requires students to examine a key text from the past and its manifestations in one or more recent cultures. Students also select ONE text and its manifestation in recent cultures to form the basis of their Research Project.

**The Year 12 Extension English Course 1** requires the study of at least three prescribed texts and at least two related texts. In the study of Literary Worlds students will experiment with critical and creative compositions.

**The Year 12 Extension English Course 2** requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.



## Year 11 Extension English Course School-based Assessment

Component	Weighting
Knowledge and understanding of complex texts and of how/ why they are valued.	50%
Skills in complex analysis, sustained composition and independent investigation.	50%
<i>Total</i>	100%

The Year 11 formal school-based assessment will reflect three assessment tasks:

1. A minimum weighting for an individual task of 20%, a maximum of 40%
2. One task may be a formal written examination
3. One task must be a multi modal presentation about the Independent Related Project with a maximum weighting of 40%

## Year 12 Extension English Course 1 School-based Assessment

### Internal Assessment:

Component	Weighting
Knowledge and understanding of complex texts and of how/ why they are valued.	50%
Skills in complex analysis, sustained composition and independent investigation.	50%
<i>Total</i>	100%

The Year 12 formal school-based assessment will reflect:

- Three assessment tasks
- A minimum weighting for an individual task of 20%, a maximum of 40%
- One task may be a written formal examination with a maximum weighting of 30%.
- One task must be a creative response with a maximum weighting of 40%.
- At least one task must integrate student selected related material.

## External HSC Examination

The external HSC examination measures student achievement in a range of syllabus outcomes.

The examination will consist of a written paper worth 50 marks.

The time allowed is 2 hours plus 10 minutes reading time.

## Year 12 Extension English Course 2 School-based Assessment

### Internal Assessment:

Component	Weighting
Skills in extensive independent research	50%
Skills in sustained composition	50%
<i>Total</i>	100%

The Year 12 formal College based assessment will be based on **the process of composing the Major Work**. This will include three assessment tasks:

1. a Viva Voce with a weighting of 30%
2. a Literature Review with a weighting of 40%
3. a Critique of the Creative Process with a weighting of 30%

**Subject Coordinator: Mrs Sarah Wellington**



## Course: Food Technology

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

### Course Description:

This course provides students with a broad knowledge of food technology. The factors that influence food availability and selection are examined and current food consumption patterns in Australia investigated. Food handling is addressed with emphasis on ensuring safety and managing the sensory characteristics and functional properties of food to produce a quality product. The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is explored. The structure of the Australian food industry is outlined and the operations of one organisation investigated. Production and processing practices are examined and their impact evaluated. The activities that support food product development are identified and the process applied in the development of a food product. Contemporary food issues related to nutrition are raised, investigated and debated. Opportunities exist for students to develop skills relating to food that are relevant and transferable to other settings. Such skills include the ability to research, analyse and communicate. Students also develop the capability and competence to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations.

### Topics Covered:

#### Preliminary Course

- Food Availability and Selection
- Food Quality
- Nutrition

#### HSC Course

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutrition Issues

### Particular Course Requirements:

Nil for Preliminary course. Students must have completed the Preliminary course to study the HSC course.

### Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
3 hour written examination The Australian Food Industry	25	Knowledge and understanding of food technology	20
Food Manufacture,	25	Skills in research, analysis and communication of food issues	30
Food Product Development	25	Skills in experimenting with and preparing food by apply theoretical concepts	30
Contemporary Nutrition Issues	25	Skills in designing implementing and evaluating solutions to food situations	20
<i>Total</i>	100		100

Subject Coordinator: Miss Emily Taylor



## Course: Geography

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description:

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 and demonstrates the relevance of geographical study.

### Course combinations:

Students contemplating this course should also consider selecting **Business Studies, Earth & Environmental Science** and/or **Biology** as they contain common elements of skill and related knowledge. Thus, a combination of these subjects may assist a student in their grasp of the subject matter and potentially improve their level of achievement.

### Potential Career Paths

The occupations that follow are potential career paths for students of Geography: Ecologist, Archaeologist, Geophysicist, Meteorologist, Town Planner, Surveyor, Mining Engineer, Oceanographer, Pilot, Drafter, Stock and Station agent.

### Main Topics Covered:

Preliminary Course (120 hours)		HSC Course (120 hours)	
Topic	Course Time	Topic	Course Time
Biophysical interactions	45%	Ecosystems at Risk	33%
Global challenges	45%	Urban Places	33%
The Senior Geography Project	10%	People and Economic Activity	33%

### Particular Course Requirements:

Students complete a senior geography project (**SGP**) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

External Assessment	Internal Assessment
A 3 hour written paper. Three sections which includes multiple choice, short answer and two extended response questions.	The course is assessed through a maximum of four of tasks including one formal examination (maximum weighting 30%).

**Subject Coordinator: Mr Doug Hewitt**





## Course: German Continuers

2 units each for Preliminary and HSC

Board Developed Course

**Exclusions:** Students need to have studied the Stage 5 German Course OR be fluent speakers of German to study this course

### Course Description:

The German Continuers Course is designed for the student, who has usually studied German as an elective in Stage 5.

The study of German in Stage 6 contributes to a student's overall education and enhances their communication skills, cross-cultural understanding, literacy and general knowledge. The ability to communicate in German provides students with enhanced vocational opportunities. Many German companies have established regional offices in Australia. Knowledge of German may be an advantage in many fields, such as; the arts, banking and international finance, commerce, diplomacy, education, government, hospitality, law, media, science and technology, tourism, translating and interpreting and even wine making.

Many of our Universities have recognised the benefits of studying a language for the HSC and offer the LOTE (Languages Other Than English) **Bonus Scheme**, to recognise these students. The actual bonus points vary between Universities, but it is worth researching, if you are pursuing a language for the HSC.

The aim of the course is to further develop students' listening, reading, writing and speaking skills in German, while also developing their ability to apply German to their future work, study, training or leisure. Students will also develop their understanding of the cultural contexts in which German is used.

It is envisaged that Wollondilly students will have the opportunity to further develop these skills by either visiting our link school in Germany in the September school holidays or by hosting a German student from that school, possibly in July.

There are three prescribed themes for the Preliminary and HSC courses. Students will focus on the individual, the German-speaking world and the changing world. Within these themes, students will study topics like: family and friends, school, holidays and travel, keeping fit and healthy, music and songs, technology, careers and occupations, travel at home and overseas, interacting with visitors in Australia.

### Course Structure:

#### Preliminary Course (120 indicative hours)

Components and weighting for Preliminary:

Component	Weighting
Listening	30%
Reading	40%
Writing	10%
Spelling	20%

#### HSC Course\* (120 indicative hours)

Mandatory components and weighting for the HSC course:

Component	Weighting
Listening	25%
Reading	40%
Writing	15%
Spelling	20%

It is worth noting that speaking skills are examined separately by a Board Examiner in Term 3.

\*The Preliminary Course is a prerequisite for the HSC course

**Subject Coordinator: Mrs Sarah Talbot**



## Course: HSC Extension History (Year 12 ONLY)

1 unit of study for the HSC course

Board Developed Course

Exclusions: Nil

### Course Description/Entry:

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography. History Extension requires students to engage with complex historiographical ideas and methodologies and to communicate sophisticated, sustained and coherent historical arguments about the nature and construction of history.

To choose this course, students need to have demonstrated the capacity to read, write and discuss a significant amount of content. Year 11 Ancient History or Modern History is a **prerequisite** and Year 12 Ancient History or Modern History is a **co-requisite** for Year 12 History Extension.

### Main Topics covered HSC Course (60 hours)

#### I - Constructing History

40 hours

- *Key Questions*

Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these four key questions:

1. Who are historians?
2. What are the purposes of history?
3. How has history been constructed, recorded and presented over time?
4. Why have approaches to history changed over time?

- *Case Studies*

Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. Case studies could include John Fitzgerald Kennedy or Napoleon.

#### II - History Project

20 hours

The History Project provides the opportunity for students to design and conduct an investigation into an area of changing historical interpretation. Students develop and refine specific questions for investigation that contribute to their understanding of the four key questions (see above). Students work independently to plan and conduct their investigation. The investigation provides opportunities to apply the historiographical understanding developed through the course work and/or develop their own approaches to constructing and representing history. Length up to 3400 words (up to 2500 for the essay component).

#### Assessment:

##### *School-based assessment*

Three assessment tasks:

- one task may be a formal written examination with a weighting of 30%
- one task must be the History Project – Historical Process (proposal, process log, annotated sources) with a weighting of 30%
- one task must be the History Project – Essay with a weighting of 40%.

##### *External assessment*

A 2 hour written paper (50 min). Two sections consisting of two extended response questions (25 min each).

Question 1 - may include reference to unseen passages as a stimulus for exploration of issues of historiography.

Question 2 - analyse an historiographical issue with specific reference to the case study.

**Subject Coordinator: Mr Doug Hewitt**



## Course: Hospitality (VET)

The Hospitality Course Certificate II in Kitchen Operations is based on qualifications and units of competency contained in the nationally endorsed SIT12 Tourism, Travel and Hospitality Training Package and Australian Qualifications Framework (AQF) as part of the NSW Higher School Certificate (HSC).

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They are involved in mainly routine and repetitive tasks and work under direct supervision.

The hospitality industry is one of the largest in Australia, predominately made up of small to medium size businesses that provide a range of services. The restaurant and catering sector of the industry continues to experience growth. This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.

Possible job titles include; apprentice chef, barista, breakfast cook, catering assistant, fast food cook, kitchen hand, sandwich hand and take-away cook.

### Course Structure:

SIT20416 Certificate II in Kitchen Operations is made up of *four mandatory units* of competency within the following focus areas:

- Use hygienic practices for food safety
- Participate in safe work practices
- Source and use information on the hospitality industry
- Work effectively with others

*Four associated* units of competency within the Kitchen Operations and Cookery focus. *Elective units*, to a minimum of 95 HSC hours, as prescribed by the College.

### Work Placement:

*Work placement is a mandatory HSC requirement within this Framework*

Students will undertake 70 hours of work placement. This is negotiated with the classroom teacher.

Non-completion of work placement is grounds for withholding the HSC course.

### Assessment Requirements:

HSC VET courses are competency-based. NESA and the VET Quality Framework require that a competency based approach to assessment is used.

The Hospitality Curriculum Framework also 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).

The Hospitality HSC examination can contribute up to two units towards the calculation of a student's ATAR. Students who have completed the Hospitality (240 indicative hours) course are eligible to sit for the Hospitality HSC examination.

*The HSC examination is independent of the competency-based assessment undertaken during this course and has no impact on student eligibility for AQF VET qualifications.*

### Costs:

Students will be required to wear a chef's uniform for all practical lessons. Uniforms will be available through the College. Students will be able hire the tool kit required. Prices for these items are yet to be confirmed.

**Subject Coordinator: Miss Emily Taylor**



## Course: Industrial Technology

Timber Products and Furniture Technologies

2 units for each of Preliminary and HSC

Board Developed **Category A** Course

**Exclusions:** Nil

### Course Description:

While there are no prerequisites for this course **Stage 5 Industrial Technology** would be of benefit. Industrial Technology consists of project work and an Industry Study designed to develop a broad range of skills and knowledge related to the industry focus area of Furniture and Timber Products as well as an introduction to industrial processes and practices.

In the **Preliminary course**, students must, develop and construct a number of projects. Each project must include technical drawings and timber technology research.

Students also undertake a case study of a business within the timber/ furniture industry.

In the **HSC course**, students must design, develop and construct a Major Project with a Management Folio. They also undertake a study of the industry related to Furniture and Timber Products.

### Main Topics Covered:

#### Preliminary Course

The following sections are covered in relation to the focus area:

- **Industry Study:** structural, technical, environmental and sociological, personnel, Occupational Health and Safety.
- **Design and Management:** Ethical and sustainable furniture design.
- **Workplace Communication:** literacy, calculations, graphics and technical drawing.
- **Industry Specific Content and Production:** covering tools, materials, techniques. Students will carry out the design and making of projects.

#### HSC Course

The following topics are covered in relation to the area of furniture:

- **Development and production of a Major Project** (item of furniture).
- **Design and Management:** designing, drawing, computer applications, project management.
- **Workplace Communication**
- **Furniture industry specific content:** tools, materials and processes, a study of the furniture and forest industries.

### Particular Course Requirements:

Nil for Preliminary course. Students must have completed the Preliminary course to study the HSC course.

**NOTE:** Students are responsible for the cost of materials for the Major Project.

### Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Written examination 1½ hour	40	Industry Study	20
Major Project (project & portfolio)	60	Designing, planning and management	20
Design & Management		Workplace communication	10
Workplace communication		Industry specific content	50
Production			
<i>Total</i>	100		100

**Subject Coordinator: Miss Emily Taylor**



## Course: Industrial Technology - Multimedia Technologies

2 units for each of Preliminary and HSC

This is a Board Developed **Category A** Course

**Exclusions:** Nil

### Course Description:

While there are no prerequisites for this course **Stage 5 Information and Software Technology** would be of benefit. Industrial Technology consists of project work and an Industry Study designed to develop a broad range of skills and knowledge related to the industry focus area of Multimedia Technologies as well as an introduction to industrial processes and practices.

In the **Preliminary course**, students must, develop and construct a number of projects. Each project must include a Management Folio. Students also undertake a case study of a business within the Multimedia industry.

In the **HSC course**, students must design, develop and construct a Major Project with a Management Folio. They also undertake a study of the industry related to Multimedia Technologies.

### Main Topics Covered:

#### Preliminary Course

The following sections are covered in relation to the focus area:

- **Industry Study:** structural, technical, environmental and sociological, personnel, Occupational Health and Safety.
- **Design and Management:** Elements and principles of design. Completion of management folio.
- **Workplace Communication:** literacy, calculations, graphics and sketching techniques.
- **Multimedia Specific Content and Production:** covering tools, materials, techniques. Students will carry out the design and making of projects. Video production, mobile phone app design, graphic design and special effects.

#### HSC Course

The following topics are covered in relation to the area of Multimedia Technologies:

- **Development and production of a Major Project**
- **Design and Management:** designing, drawing, computer applications, project management.
- **Workplace Communication:** literary, calculations, graphic design and sketching techniques.
- **Multimedia industry specific content:** tools, materials and processes, a study of the Multimedia Industry.

### Particular Course Requirements:

Nil for Preliminary course. Students must have completed the Preliminary course to study the HSC course.

**NOTE:** Students are responsible for the cost of materials for the Major Project.

### Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Written examination 1½ hour	40	Industry Study	20
Major Project (project & portfolio)	60	Designing, planning and management	20
Design & Management		Workplace communication	10
Workplace communication		Industry specific content	50
Production			
<i>Total</i>	100		100

**Subject Coordinator: Miss Emily Taylor**



## Course: Legal Studies

2 units for each of the Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description:

Students of Legal Studies Stage 6 will develop an understanding of legal concepts and the way the law functions in our society.

The **Preliminary course** develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology.

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

### Course combinations:

Students contemplating this course should also consider selecting **Business Studies** and/or **Economics** as they contain common elements of skill and related knowledge. Thus, a combination of these subjects may assist a student in their grasp of the subject matter and potentially improve their level of achievement.

### Potential Career Paths:

Legal Studies provides a context for the development of higher-order thinking skills necessary for further education, work and everyday life, and a range of other employability skills. Students who pursue law at a tertiary level typically find work with legal firms, government, government agencies and medium-large enterprise.

### Main topics covered:

Preliminary Course	HSC Course
<i>Topic</i>	<i>Topic</i>
Part I – The Legal System: 40% course time	Core Part I: Crime: 30% course time
Part II – The Individual and the Law: 30% course time	Core Part II: Human Rights: 20% course time
Part III – The Law in Practice: 30% course time	Part III: Two options: 50% course time * Consumers * Family * Workplace * World order * Indigenous peoples * Shelter * Global environment and protection

### Assessment: HSC Course only

External Assessment	Internal Assessment
A 3 hour written examination (includes a mix of multiple choice, short answer, extended response questions) worth 100%	The course is assessed through a maximum of four of tasks including one formal examination (maximum weighting 30%).

**Subject Coordinator: Mr Doug Hewitt**



## Course: Mathematics

The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically through questioning, communicating, reasoning and reflecting. They promote development of 21st-century knowledge, skills, understanding, values and attitudes and provide challenge. Students generalise, find connections, think critically and creatively, using appropriate technology to support mathematical activity.

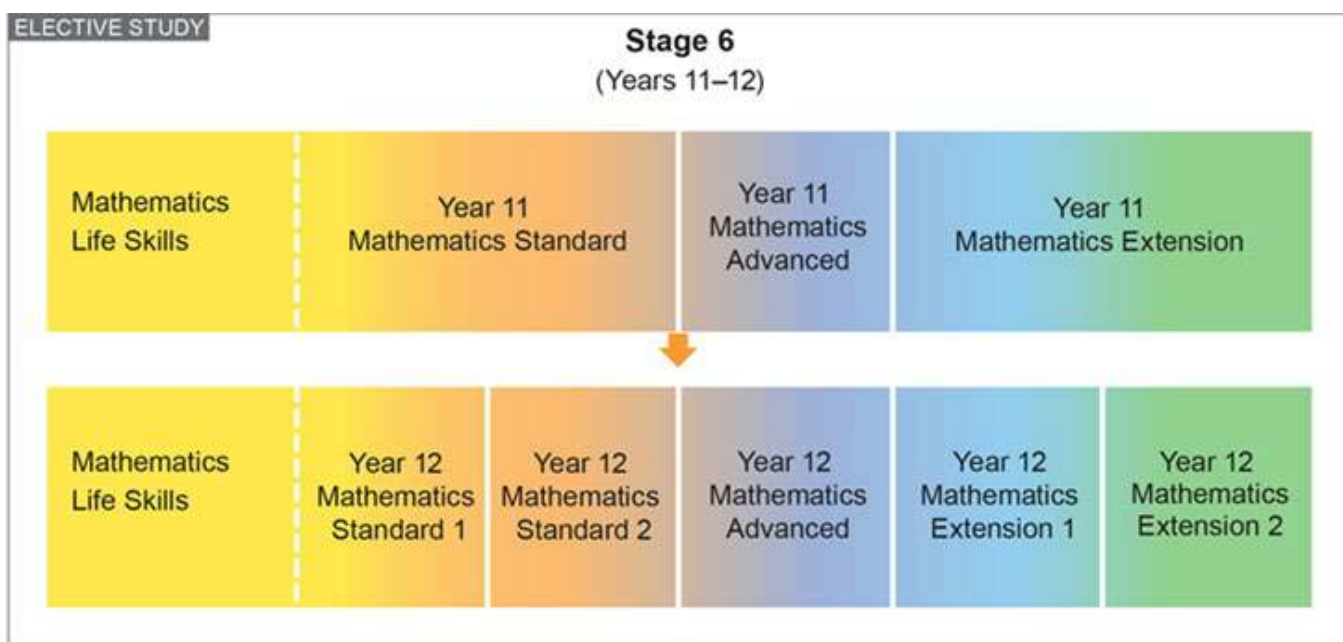
There are five **Board Developed Courses** and one **Content Endorsed Course** that are on offer for students to choose from.

### Board Developed Courses

1. **Mathematics Life Skills**
2. **Mathematics Standard**
3. **Mathematics Advanced**
4. **Mathematics Extension 1**
5. **Mathematics Extension 2**

### Content Endorsed Course

1. **Mathematics Numeracy (NEW)**



### Mathematics Standard

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.

All students studying the Mathematics Standard course in Stage 6 have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.



## Course: Mathematics Standard 1

2 units for each of the Preliminary and HSC

Board Developed Course

**Prerequisites:** The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis, Volume, some content from Equations, some content from Probability.

### Course description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

### What students learn

The study of Mathematics Standard 1 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

Year 11 Topics	Year 12 Topics
Algebra <ul style="list-style-type: none"><li>▪ Formulae and Equations</li><li>▪ Linear Relationships</li></ul>	Algebra <ul style="list-style-type: none"><li>▪ Types of Relationships</li></ul>
Measurement <ul style="list-style-type: none"><li>▪ Applications of Measurement</li><li>▪ Working with Time</li></ul>	Measurement <ul style="list-style-type: none"><li>▪ Right-angled Triangles</li><li>▪ Rates</li><li>▪ Scale Drawings</li></ul>
Financial Mathematics <ul style="list-style-type: none"><li>▪ Money Matters</li></ul>	Financial Mathematics <ul style="list-style-type: none"><li>▪ Investment</li><li>▪ Depreciation and Loans</li></ul>
Statistical Analysis <ul style="list-style-type: none"><li>▪ Data Analysis</li><li>▪ Relative Frequency and Probability</li></ul>	Statistical Analysis <ul style="list-style-type: none"><li>▪ Further Statistical Analysis</li></ul>
	Networks <ul style="list-style-type: none"><li>▪ Networks and Paths</li></ul>





## Assessment

External Assessment	Internal Assessment
<p>The examination will consist of a written paper worth 80 marks.</p> <p>The time allowed is 2 hours plus 10 minutes reading time. A reference sheet will be provided.</p> <p>Students may bring NESA-approved calculators for use during the examination.</p>	<p>A variety of assessment tasks across all of the content of the course.</p> <p>The objectives of the course are grouped into two components (Component A and Component B) for assessment purposes.</p> <p>Component A (50%) is primarily concerned with the student's understanding, fluency and communication developed in each Content Area listed in the syllabus.</p> <p>Component B (50%) is primarily concerned with the student's abilities in the areas of problem solving, reasoning, and justification.</p> <p>A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both components.</p>



Subject Coordinator: Mr Joemon Philip



## Course: Mathematics Standard 2

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.

**Prerequisites:** The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis, Volume, some content from Equations, some content from Probability.

### Course Description:

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

### What students learn:

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Year 11 Topics	Year 12 Topics
<ul style="list-style-type: none"><li>▪ Algebra</li><li>▪ Formulae and Equations</li><li>▪ Linear Relationships</li></ul>	<ul style="list-style-type: none"><li>▪ Algebra</li><li>▪ Types of Relationships</li></ul>
<ul style="list-style-type: none"><li>▪ Measurement</li><li>▪ Applications of Measurement</li><li>▪ Working with Time</li></ul>	<ul style="list-style-type: none"><li>▪ Measurement</li><li>▪ Non-right-angled Trigonometry</li><li>▪ Rates and Ratios</li></ul>
<ul style="list-style-type: none"><li>▪ Financial Mathematics</li><li>▪ Money Matters</li></ul>	<ul style="list-style-type: none"><li>▪ Financial Mathematics</li><li>▪ Investment and Loans</li><li>▪ Annuities</li></ul>
<ul style="list-style-type: none"><li>▪ Statistical Analysis</li><li>▪ Data Analysis</li><li>▪ Relative Frequency and Probability</li></ul>	<ul style="list-style-type: none"><li>▪ Statistical Analysis</li><li>▪ Bivariate Data Analysis</li><li>▪ The Normal Distribution</li></ul>
	<ul style="list-style-type: none"><li>▪ Networks</li><li>▪ Network Concepts</li><li>▪ Critical Path Analysis</li></ul>



## Assessment

External Assessment	Internal Assessment
<p>The examination will consist of a written paper worth 100 marks.</p> <p>The time allowed is 2 hours and 30 minutes plus 10 minutes reading time.</p> <p>A reference sheet will be provided.</p> <p>Students may bring NESAs-approved calculators for use during the examination.</p>	<p>A variety of assessment tasks across all of the content of the course.</p> <p>The objectives of the course are grouped into two components (Component A and Component B) for assessment purposes.</p> <p><b>Component A</b> (50%) is primarily concerned with the student's <b>understanding, fluency and communication developed</b> in each Content Area listed in the syllabus.</p> <p><b>Component B</b> (50%) is primarily concerned with the student's abilities in the areas of <b>problem solving, reasoning, and justification</b>.</p> <p>A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both components.</p>

**Subject Coordinator: Mr Joemon Philip**



## Course: Mathematics Advanced

2 units for each of the Preliminary and HSC

Board Developed Course

**Prerequisites:** The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, and the following substrands of Stage 5.3:

- Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis, and at least some of the content from the following substrands of Stage 5.3: Non-linear relationships, Properties of Geometrical Shapes.

### Course description

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

### What students learn

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Year 11 Topics	Year 12 Topics
Functions <ul style="list-style-type: none"><li>▪ Working with Functions</li></ul>	Functions <ul style="list-style-type: none"><li>▪ Graphing Techniques</li></ul>
Trigonometric Functions <ul style="list-style-type: none"><li>▪ Trigonometry and Measure of Angles</li><li>▪ Trigonometric Functions and Identities</li></ul>	Trigonometric Functions <ul style="list-style-type: none"><li>▪ Trigonometric Functions and Graphs</li></ul>
Calculus <ul style="list-style-type: none"><li>▪ Introduction to Differentiation</li></ul>	Calculus <ul style="list-style-type: none"><li>▪ Differential Calculus</li><li>▪ The Second Derivative</li><li>▪ Integral Calculus</li></ul>
Exponential and Logarithmic Functions <ul style="list-style-type: none"><li>▪ Logarithms and Exponentials</li></ul>	Financial Mathematics <ul style="list-style-type: none"><li>▪ Modelling Financial Situations</li></ul>
Statistical Analysis <ul style="list-style-type: none"><li>▪ Probability and Discrete Probability Distributions</li></ul>	Statistical Analysis <ul style="list-style-type: none"><li>▪ Descriptive Statistics and Bivariate Data Analysis</li><li>▪ Random Variables</li></ul>



## Assessment

External Assessment	Internal assessment
<p>The examination will be based on the Mathematics Advanced Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Advanced Year 11 course will be assumed knowledge for this examination and may be examined.</p> <p>This examination will consist of a written paper worth 100 marks.</p> <p>The time allowed is 3 hours plus 10 minutes reading time.</p> <p>The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Reference Sheet will be provided.</p> <p>Students may bring NESA-approved calculators for use during the examination.</p>	<p>The objectives of the course are grouped into two components (Component A and Component B) for assessment purposes.</p> <p>Component A (50%) is primarily concerned with the student's understanding, fluency and communication developed in each Content Area listed in the syllabus.</p> <p>Component B (50%) is primarily concerned with the student's abilities in the areas of problem solving, reasoning, and justification.</p> <p>A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both components.</p>

**Subject Coordinator: Mr Joemon Philip**



## Course: Mathematics Extension 1

1 unit for each of the Preliminary and HSC

Board Developed Course

**Prerequisites:** The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:

- Polynomials, Logarithms, Functions and Other Graphs, Circle Geometry
- 

### Corequisites:

- 11255 Mathematics Advanced (2 units – Year 11)
- 15255 Mathematics Advanced (2 units – Year 12)

### Course description

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

### What students learn

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Year 11 Topics	Year 12 Topics
Functions <ul style="list-style-type: none"><li>▪ Further Work with Functions</li><li>▪ Polynomials</li></ul>	Proof <ul style="list-style-type: none"><li>▪ Proof by Mathematical Induction</li></ul>
Trigonometric Functions <ul style="list-style-type: none"><li>▪ Inverse Trigonometric Functions</li><li>▪ Further Trigonometric Identities</li></ul>	Vectors <ul style="list-style-type: none"><li>▪ Introduction to Vectors</li></ul>
Calculus <ul style="list-style-type: none"><li>▪ Rates of Change</li></ul>	Trigonometric Functions <ul style="list-style-type: none"><li>▪ Trigonometric Equations</li></ul>
Combinatorics <ul style="list-style-type: none"><li>▪ Working with Combinatorics</li></ul>	Calculus <ul style="list-style-type: none"><li>▪ Further Calculus Skills</li><li>▪ Applications of Calculus</li></ul>
	Statistical Analysis <ul style="list-style-type: none"><li>▪ The Binomial Distribution</li></ul>



**Assessment:**

External Assessment	Internal assessment
<p>The examination will be based on the Mathematics Extension 1 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Advanced course will be assumed knowledge for this examination. The Mathematics Extension 1 Year 11 course may be examined.</p> <p>Candidates will also be required to complete either the Mathematics Advanced examination paper or the Mathematics Extension 2 examination paper, in addition to the Mathematics Extension 1 paper.</p> <p>This examination will consist of a written paper worth 70 marks.</p> <p>The time allowed is 2 hours plus 10 minutes reading time.</p> <p>The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Reference Sheet will be provided.</p> <p>Students may bring NESA-approved calculators for use during the examination.</p>	<p>The objectives of the course are grouped into two components (Component A and Component B) for assessment purposes.</p> <p>Component A (50%) is primarily concerned with the student’s understanding, fluency and communication developed in each Content Area listed in the syllabus.</p> <p>Component B (50%) is primarily concerned with the student’s abilities in the areas of problem solving, reasoning, and justification.</p> <p>A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainments in both components.</p>

**Subject Coordinator: Mr Joemon Philip**

## Course: Mathematics Extension 2

2 units for the HSC

Board Developed Course

**Prerequisites:** The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced Year 12 course and the Mathematics Extension 1 Year 12 course.

### Corequisites:

- 11255 Mathematics Advanced (2 units – Year 11)
- 15255 Mathematics Advanced (2 units – Year 12)
- 11250 Mathematics Extension (1 unit – Year 11)
- 15250 Mathematics Extension 1 (1 unit – Year 12)

### Course description

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

### What students learn

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

Topics	
Proof <ul style="list-style-type: none"><li>▪ The Nature of Proof</li><li>▪ Further Proof by Mathematical Induction</li></ul>	Complex Numbers <ul style="list-style-type: none"><li>▪ Introduction to Complex Numbers</li><li>▪ Using Complex Numbers</li></ul>
Vectors <ul style="list-style-type: none"><li>▪ Further Work with Vectors</li></ul>	Calculus <ul style="list-style-type: none"><li>▪ Further Integration</li></ul>
Mechanics <ul style="list-style-type: none"><li>▪ Applications of Calculus to Mechanics</li></ul>	





## Assessment

External Assessment	Internal assessment
<p>The examination will be based on the Mathematics Extension 2 Year 12 course and will focus on the course objectives and outcomes. The Mathematics Advanced and Mathematics Extension 1 courses will be assumed knowledge for this examination.</p> <p>Candidates will also be required to complete the Mathematics Extension 1 paper in addition to the Mathematics Extension 2 paper.</p> <p>This examination will consist of a written paper worth 100 marks.</p> <p>The time allowed is 3 hours plus 10 minutes reading time.</p> <p>The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Reference Sheet will be provided.</p>	<p>The objectives of the course are grouped into two components (Component A and Component B) for assessment purposes.</p> <p>Component A (50%) is primarily concerned with the student's fluency and communication developed in each Content Area listed in the syllabus.</p> <p>Component B (50%) is primarily concerned with the student's abilities in the areas of problem solving, reasoning, and justification.</p> <p>A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both components.</p>

**Subject Coordinator: Mr Joemon Philip**



## Course: Mathematics Life Skills

Board Developed Course

**Prerequisites:** A student studying any Stage 6 Life Skills course will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10.

### Course description

The Mathematics Life Skills Stage 6 course aligns with the rationale, aim and objectives of the Mathematics Standard Stage 6 course. The Life Skills content has been developed from the Mathematics Standard syllabus to provide opportunities for integrated delivery.

The Mathematics Life Skills Stage 6 course focuses on the development of students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school contexts. Students are provided with opportunities to apply mathematical operations to practical situations and develop problem-solving in real-life situations. They develop their practical skills in measurement, calculating with money, statistics and using plans and maps. Students also have the opportunity to explore the concepts of earning and spending money and apply their understanding in a range of financial decision-making contexts. Study in the Mathematics Life Skills Stage 6 course enhances students' access to community living, further education, training and employment.

### What students learn

The structure of the Mathematics Life Skills Stage 6 course allows teachers to provide a broad and balanced program that reflects the needs of students within the context of the collaborative curriculum planning process.

The course is organised into the following topics and subtopics:

The Topics provide possible frameworks for addressing the Mathematics Life Skills Stage 6 outcomes and content, and are suggestions only. The course provides flexibility to develop programs appropriate to the needs, strengths, goals, interests and prior learning of students.

### Course requirements

Students are expected to address or achieve one or more of the Mathematics Life Skills Stage 6 outcomes. They need not address or complete all of the content to demonstrate achievement of an outcome.

Topics	
Number and Modelling (Algebra) <ul style="list-style-type: none"><li>Review of Number Properties</li><li>Mathematical Modelling</li></ul>	Measurement <ul style="list-style-type: none"><li>Everyday Measurement</li><li>Measuring Two-Dimensional and Three-Dimensional Shapes</li></ul>
Financial Mathematics <ul style="list-style-type: none"><li>Decimals, Percentages and Money</li><li>Earning Money</li><li>Spending Money</li></ul>	Statistics and Probability (Statistical analysis) <ul style="list-style-type: none"><li>Statistics</li><li>Probability</li></ul>
Plans, Maps and Networks (Networks) <ul style="list-style-type: none"><li>Using Plans, Maps and Networks</li></ul>	

### Assessment

There is no requirement for formal assessment of Life Skills outcomes. Stage 6 Life Skills courses do not have external examinations

**Subject Coordinator: Mr Joemon Philip**



## Course: Modern History

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

### Course Description:

The **Preliminary Course** provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The **HSC Course** provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

### Course Combinations:

Students contemplating this course should also consider selecting Ancient History, Legal Studies, and/or Society & Culture as they contain common elements of skill. In Year 12, students could also consider selecting Extension History. Thus, a combination of these subjects may assist a student in their grasp of the subject matter and potentially improve their level of achievement.

### Potential Career Paths:

The occupations that follow are potential career paths for students of History: Film, Stage and Television Director, Foreign Affairs Officer, Journalist, Librarian, Museum Curator, Photographer, Playwright, Publisher, Teacher, Tour Guide, Criminologist, Barrister, Archaeologist, Anthropologist, Administrative Officer, Archivist, Travel Consultant, Book Seller, Clerk, Industrial Relations Officer.

### Main Topics Covered:

#### The Preliminary Course (120 hours) comprises a study of:

Part 1: Investigating Modern History	50%
• <i>The Nature of Modern History</i>	
• <i>Case Studies (Two, eg The Decline and Fall of the Romanov Dynasty and The Cuban Revolution)</i>	
Part 2: Historical investigation	17%
• <i>Designed to develop investigative, research and presentation skills</i>	
Part 3: The Shaping of the Modern World	33%
• <i>Investigation of forces and ideas that shaped the modern world eg World War I</i>	
•	

#### The HSC Course (120 hours) comprises a study of:

Part I: Core Study: Power and Authority in the Modern World 1919–1946	25%
Part II: National Studies eg Russia and the Soviet Union 1917–1941	25%
Part III: Peace and Conflict eg Conflict in Europe 1935-1945	25%
Part IV: Change in the Modern World eg Apartheid in South Africa 1960-1994	25%



**Assessment: HSC course only**

<b>External Assessment</b>	<b>Internal assessment</b>
A 3 hour written paper. Four sections based on HSC course structure (25 min each). Questions may include sources and/or interpretations. Mix of short and extended response. Questions may examine content from the Survey and Focus of study.	A maximum of four assessment tasks One task will be a formal written examination with a maximum weighting of 30% and another will be an Historical Analysis with a weighting of 20–30%.

**Subject Coordinator: Mr Doug Hewitt**



## Course: Music 1

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Music

**Prerequisites:** None, but having studied Music in Years 9 and Year 10 is an advantage

### Course Description:

In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

### Rationale:

This course provides the opportunity for senior students to study music regardless of their background in the subject. It is expected that students undertaking the course will have a wide variety of interests and abilities and so the course is very flexible in the topic choice and areas of study.

The study of Music is important because it is a significant part of our culture; it is an enriching social, emotional and intellectual experience; and it is an art which may provide a means of personal expression and pleasure.

### Value of the Course for Students:

This course is an excellent opportunity for students from a variety of musical backgrounds to study the subject at HSC level while pursuing a personal interest. Students who have an interest or ability in Music will find it a refreshing, enjoyable subject, because they are able to choose options which suit their own interests.

### Main Topics Covered:

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

### Particular course requirements:

#### HSC course

In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of performance, composition and musicology. These electives must represent EACH of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.

### Costs:

Due to the nature of this subject and the need for accompaniment or solo or group performances, parents will incur the cost of hiring these musicians.

### Assessment:

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece)	20	Core Performance	10
A 1 hour aural exam	30	Core Composition	10
Electives:		Core Musicology	10
Three electives from any combination of:		Core Aural	25
• Performance (one piece)	20	Elective 1	15
• Composition (and submitted composition)	20	Elective 2	15
• Musicology (one <i>viva voce</i> )	20	Elective 3	15
<i>Total</i>	110		100

**Subject Coordinator: Mrs Sarah Talbot**



## Course: Music 2

2 units for each of Preliminary and HSC

Board Developed Course

The aim of Music 2 is to provide students with the opportunity to build on their musical knowledge and skills, and to emerge as musically sensitive and critical individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

### Prerequisites:

A good background in Music with the ability to play at least one instrument very competently (e.g. AMEB Grade 6) Music in Year 9 and Year 10 as an elective with substantial achievement in Year 10 Music. A strong interest in Music, possibly considering tertiary study.

### Rationale:

This course is designed to provide senior music students with the opportunity to continue their study of Music. Students undertaking the course will have needs and interests ranging from a broad interest to the desire to develop more specialized skills. Flexibility in the course is provided to meet the students varying requirements. It is a challenging course which should motivate the student to develop their musical skills. The study of music is important because it is a significant part of our culture. It is an enriching social, emotional and intellectual experience and it is a means of personal expression and enjoyment.

### Value of the Course for Students:

Students will gain understanding of the musical concepts through the integration of experiences in performance, composition, musicology and aural. The objectives of Music 2 Stage 6 are:

- To continue to develop musical knowledge and skills, an understanding of music in social, cultural and historical contexts, and music as an art form through performance, composition, musicology and aural activities.
- To develop the ability to synthesise ideas and evaluate music critically.
- To develop an awareness and understanding of the impact of technology on music. To develop personal values about music.

### The content of the syllabus is set out according to the musical concepts of:

Duration, Pitch, Dynamics and Expressive Techniques, Tone Colour, Texture and Structure.

### The learning experiences are Performance, Composition, Musicology and Aural.

Students develop skills through the integration of these learning experiences. These experiences will continue to involve:

- Playing, singing, moving, improvising, organizing, creating, innovating, notating, experimenting
- Observing, discriminating, evaluating, analysing, listening, discussing, responding, memorizing

### Preliminary Course

Students will study the mandatory topic and ONE additional topic.

**Mandatory Topic:** Music 1600-1900

**Additional Topics:** Students will study ONE additional topic from the list below:

- Australian Music
- Renaissance Music
- Music of a Culture
- Music 1900–1945
- Medieval Music
- Music 1945 – 25 years ago



### HSC Course

Students will study the mandatory topic and ONE additional topic:

**Mandatory Topic:** Music of the last 25 years (Australian focus)

**Additional Topics:** Students will study ONE additional topic from the list below which will be different from the topic studied in the Preliminary course:

- Music of a Culture
- Renaissance Music
- Classical Music
- Medieval Music
- Baroque Music
- Music in the Nineteenth Century
- Music 1900–1945
- Music 1945 to 25 years ago

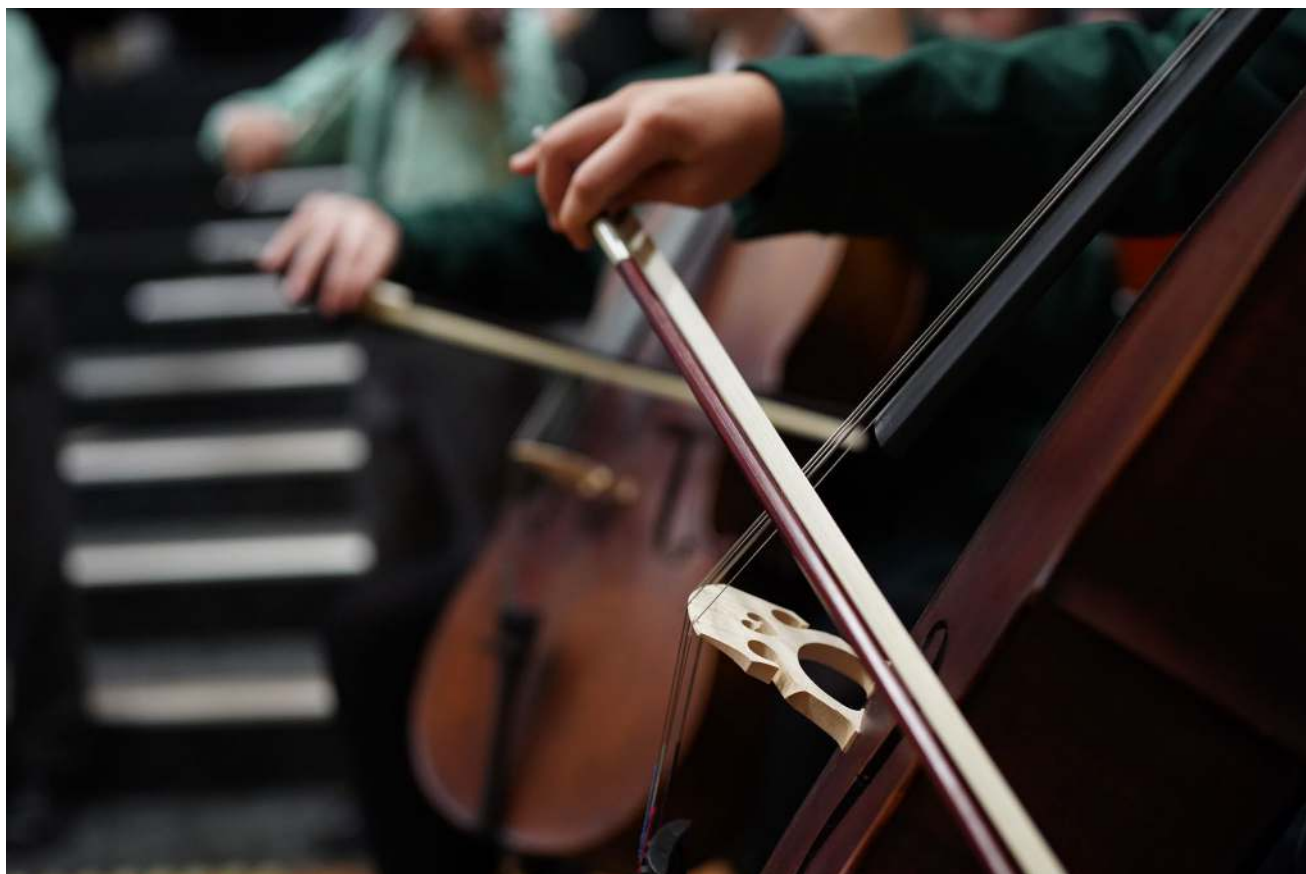
### Costs:

Due to the nature of this subject and the need for accompaniment or solo or group performances, parents will incur the cost of hiring these musicians.

### Preliminary Course Assessment:

Performance	25	Assessment throughout the course	End of preliminary course
Composition	25		
Musicology	25		
Aural	25		
<i>Total</i>	100	60	40

**Subject Coordinator: Mrs Sarah Talbot**



## **Course: Music Extension**

1 unit for HSC only

Board Developed Course

**Exclusions:** Students must be enrolled in the Music 2 course in order to gain access to the Extension Music course.

The purpose of the Extension course is to expand studies undertaken in Music 2 and is designed to focus the continuing development and refinement of student's advanced music knowledge and skills towards independent musicianship.

The Extension course offers a high degree of specialisation in Performance, Composition or Musicology in which each student follows an individual program of study. It provides an opportunity for musically and academically talented students to undertake a rigorous music study commensurate with their academic and musical sophistication.

This course would suit a student with a strong interest in Music who is considering tertiary study in Music.

### **Rationale:**

The aim of the Music Extension course is to provide challenging and rigorous opportunities for musically and academically talented students to assist them in the realisation of their potential as performers, composers or musicologists.

The Extension Music course aims to support students in their journey towards independent musicianship. It is a rigorous and demanding course designed for musicians whose scholarly and performance capacity is already at a high standard. The Extension course builds on Music 2 and assumes a high level of music literacy, advanced performance skills or composition skills or musicology skills.

### **Value of the Course for Students:**

Students will specialise further in ONE of the learning experiences of performance or composition or musicology. Students have the opportunity to pursue excellence in a particular area of interest and expertise in the contexts of their choosing.

The objectives of Extension Music are:

- to refine knowledge and skills associated with performance, composition or musicology
- to expand critical aural knowledge and skills in all musical experiences.

### **Course Structure:**

As an extension of studies in Music 2, students will develop and expand aural awareness and understanding through their specialisation in Performance or Composition or Musicology. Each student will follow an individual program of study which will be negotiated between the teacher and student.

**Subject Coordinator: Mrs Sarah Talbot**





## Course: Numeracy

120 hours for each of Preliminary and HSC

Content Developed Course

### Course description

The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

### What students learn

The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions  
in order to manage situations and solve problems relating to their present and future needs.

Year 11 Topics	Year 12 Topics
Module 1: <ul style="list-style-type: none"><li>▪ 1: Whole numbers</li><li>▪ 2: Operations with whole numbers</li><li>▪ 3: Distance, area and volume</li><li>▪ 4: Time</li><li>▪ 5: Data, graphs and tables</li></ul>	Module 3: <ul style="list-style-type: none"><li>▪ 1: Percentages</li><li>▪ 2: Operations with numbers</li><li>▪ 3: Finance</li><li>▪ 4: Location, time and temperature</li><li>▪ 5: Space and design</li></ul>
Module 2: <ul style="list-style-type: none"><li>▪ 1: Fractions and decimals</li><li>▪ 2: Operations with fractions and decimals</li><li>▪ 3: Metric relationships</li><li>▪ 4: Length, mass and capacity</li><li>▪ 5: Chance</li></ul>	Module 4: <ul style="list-style-type: none"><li>▪ 1: Rates and ratios</li><li>▪ 2: Statistics and probability</li><li>▪ 3: Exploring with NRMT</li></ul>

### Assessment

#### This course has no external examination

Internal assessment:

- The objectives of the course are grouped into two components (Component A and Component B) for assessment purposes.
- Component A (50%) is primarily concerned with the student's knowledge and understanding in each Content Area listed in the syllabus.
- Component B (50%) is primarily concerned with the student's abilities in the area of Skills.
- A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both components.

**Subject Coordinator: Mr Joemon Philip**



## Course: Personal Development Health and Physical Education

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Candidate Suitability:

Designed for middle to high academic achievers who are committed to completing an ATAR HSC.

### Course Guide:

Those students with a special or vocational interest in health, healthy lifestyles and movement and health sciences. This course has a high academic **emphasis on theory**. Any practical work takes the form of class workshops/labs and practical application of theoretical concepts.

### Course Aim:

The purpose of this subject is to provide opportunities for students to develop the knowledge, skills and attitudes needed to understand, accept and lead a healthy lifestyle. Students are encouraged to develop a social view of health, incorporating principles of diversity, social justice and supportive environments. This allows them to construct a framework for understanding health statuses and identifying sustainable solutions for better health.

### Main Topics Covered:

**The Preliminary Course** consists of **two** core modules:

1. Better Health for Individuals
2. The Body in Motion

And the study of **two** of the following options:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

**HSC Course** consists of **two** core strands:

1. Health Priorities in Australia
2. Factors Affecting Performance

And the study of **two** of the following options:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

### Assessment:

#### Preliminary Course

Internal Assessment
A variety of internal assessment tasks will occur throughout the course.

#### HSC Course

External Assessment	Internal assessment
A 3 hour written paper	A variety of internal assessment tasks will occur throughout the course.

**Subject Coordinator: Mr Joshua Hewitt**



## Course: Physics

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Investigating Science (Preliminary)

### Prerequisites:

None – However only students who achieved an A or B grade in Stage 5 Science should consider studying this course.

### Course Description:

Physics is the study of energy and matter and their interactions.

The *Physics Stage 6 Syllabus* involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course. The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

### Main Topics Covered:

#### Preliminary Course

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

#### HSC Course

##### Core Topics

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

### Particular Course Requirements:

Both the Preliminary and HSC courses include 15 hours allocated to depth studies. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours of course time in each course.

### Assessment:

External Assessment	Internal Assessment	Weighting
A 3 hour written examination	Skills in working scientifically	60%
	Knowledge and understanding of course content	40%

**Subject Coordinator: Dr Andrew Eaton**



## Course: Science Extension (HSC)

1 Unit of study for the HSC, which can be studied in conjunction with up to 6 units of other science courses.

**Prerequisite:** Year 11 Biology, Chemistry, Earth and Environmental Science or Physics course.

**To do the Extension Science Course it is strongly advised that students should have achieved a grade A or high B in their Year 11 Biology, Chemistry, Earth and Environmental Science or Physics course.**

### Course Description:

The Science Extension Stage 6 syllabus focuses on the nature, development and processes of Science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries, and contemporary scientific research. They are challenged to examine a scientific research question drawn from one or more of the scientific disciplines of Biology, Chemistry, Earth and Environmental Science and Physics. In doing this, students extend their knowledge of the discipline/s, conduct further analysis and authentic investigations and, uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Through designing and conducting their own scientific research, initially using small data sets, students deepen and build upon their understanding of analysing and interpreting data. Students are provided with opportunities to refine and extend their skills of Working Scientifically by applying the processes to contemporary authentic scientific research, gathering and examining evidence in the form of large data set(s), modelling and critically assessing and evaluating the gathered information.

Students interrogate and refine their ideas of and about science through analysing historical cultural observations and significant scientific research within the relevant ethical frameworks and philosophical arguments of the time.

### Main Topics Covered:

#### HSC Course

##### Core Topics

- The Foundations of Scientific Thinking
- The Scientific Research Proposal
- The Data, Evidence and Decisions
- The Scientific Research Report

### Particular Course Requirements:

Throughout the course a student must complete a Scientific Research Portfolio and Report. Students select and develop a scientific research question and develop evidence-based responses in the form of a scientific research report (2500-3000 words) that is supported by a scientific research portfolio.

### Assessment:

The Year 12 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for a formal task is 20%
- the maximum weighting for a formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be the Scientific Research Report with a weighting of 40%.

External Assessment	Internal Assessment	Weighting
A two hour external online examination	Communicating scientifically	30%
	Gathering, recording, analysing and evaluating data	30%
	Application of scientific research skills	40%

**Subject Coordinator: Dr Andrew Eaton**



## Course: Society and Culture

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description:

This course provides students with opportunities to develop social and cultural literacy and how interactions shape human behaviour. Drawing on cross-disciplinary concepts and social and cultural research methods, students undertake research in an area of particular interest to them and present their findings for external assessment in the Personal Interest Project (PIP).

### Course combinations:

Students contemplating this course should also consider selecting Ancient History, Modern History and/or Visual Arts as they contain common elements of skill and related knowledge. Thus, a combination of these subjects may assist a student in their grasp of the subject matter and potentially improve their level of achievement.

### Main Topics Covered:

**Preliminary Course:** The course has three sections:

- The Social and Cultural World: the interactions between persons, societies, cultures and environments, both in contemporary society and in societies across time.
- Personal and Social Identity: the process of socialisation, and the development and coming of age of individuals in a variety of social and cultural settings.
- Intercultural Communication: showing how people in different social, cultural and environmental settings can better understand each other and their world.

**HSC Course:** The course has three sections:

- Personal Interest Project (PIP): The PIP is integrated across the whole HSC course and draws together the interests, research skills and personal experiences of the student. It is an area of study chosen and directed by the student with the teacher as facilitator. The PIP, in total, may be up to 5500 words (the central material component should be between 2500 and 4000 words).
- Social and Cultural Continuity and Change: to understand the nature of social and cultural research methodologies and apply the fundamental concepts of Society and Culture within the context of continuity and change in a selected country.
- Two depth studies as outlined below:
  - Popular Culture: the interconnection between the individual and a specific popular culture such as Denim or Barbie™ and Anime.
  - Belief Systems: the role of belief systems in personal life and in relationship to societies, cultures, environments through time and environmentalism.

### Assessment: HSC Course Only (External)

External Assessment	Weighting
<b>Written Examination</b> paper worth 60 marks. (2 Hours) Section I – Core – Social and Cultural Continuity and Change Section II – Depth Study Section III – Depth Study	60%
<b>Personal Interest Project</b> Students own work. A substantial piece of research containing a number of components, including a log that outlines the development of the project and the procedures undertaken in researching the topic.	40%

**Subject Coordinator: Mr Doug Hewitt**



## Course: Studies of Religion

1 unit or 2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Rationale:

Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture.

### Course Description:

The Studies of Religion syllabus acknowledges that there are many ways of studying religion. It investigates the significance of the role of religion in society and, in particular, within Australian society. This syllabus enables students who live in a multifaith and multicultural society to progress from a broad understanding of religious traditions to specific studies within these traditions. The syllabus provides a focus on religious expression in Australia and, also, investigates religion's place within the global community.

### Course Combinations:

Students could consider selecting **Ancient History, Modern History, Society and Culture, Biology** and/or **Visual Arts** as they contain common elements of skill and knowledge.

### Teaching Mode Options:

It is possible to deliver the SOR I course in a compressed mode such that students complete the Preliminary and HSC course within the three terms of Year 11 and then sit the HSC examination immediately after. Delivery in this manner will be subject to NESAs direction, student interest and the ability of the College to resource it.

### Main Topics Covered:

#### Preliminary Course:

SOR I (1 unit)	Duration	SOR II (2 units)	Duration
Nature of Religion and Beliefs	16	Nature of Religion and Beliefs	16
Religious Tradition Study 1	22	Religious Tradition Study 1	22
Religious Tradition Study 2	22	Religious Tradition Study 2	22
		Religious Tradition Study 3	22
		Religions of Ancient Origin	22
		Religion in Australia pre-1945	16
<b>Total</b>	<b>60 hours</b>		<b>120 hours</b>

- Religious Tradition Studies include: Buddhism, Christianity, Hinduism, Islam, Judaism
- Religions of Ancient Origin to study include Aztec or Inca or Mayan, Celtic, Nordic, Shinto, Taoism

#### HSC Course:

SOR I (1 unit)	Duration	SOR II (2 units)	Duration
Religion and Belief Systems in Australia post-1945	16	Religion and Belief Systems in Australia post-1945	16
Religious Tradition Depth Study 1	22	Religious Tradition Depth Study 1	22
Religious Tradition Depth Study 2	22	Religious Tradition Depth Study 2	22
		Religious Tradition Depth Study 3	22
		Religion and Peace	22
		Religion and Non-Religion	16
<b>Total</b>	<b>60 hours</b>		<b>120 hours</b>

- Religious Tradition Depth studies include: Buddhism, Christianity, Hinduism, Islam, Judaism

### Assessment: HSC Course Only (External)

- **SOR I:** Formal examination, a written paper worth 50 marks, time allowed: 1.5 hours
- **SOR II:** Formal examination, a written paper worth 100 marks, time allowed: 3 hours

**Subject Coordinator: Mr Doug Hewitt**



## Course: Textiles and Design

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description:

Studying Textiles and Design allows students to develop knowledge and skills in understanding the functional and aesthetic aspects of a design. They will investigate a wide variety of practical skills that will be used to develop the student's creative ability to respond to a design brief. Methods to improve an items aesthetic appearance will be explored through dyeing, printing, stencilling, free motion embroidery, machine skills, hand skills, and creating own fabrics through felting and digital printing

### Course combinations:

Students contemplating this course should also consider selecting **Design and Technology** and/or **Visual Arts** as they contain common elements of skill and related knowledge. Thus, a combination of these subjects may assist a student in their grasp of the subject matter and potentially improve their level of achievement.

### Main Topics Covered:

**Preliminary Course:** The course has three sections:

- Design
- Properties and Performance of Textiles
- Australian Textile, Clothing, Footwear and Allied industries

Practical Projects:

- **Preliminary Project 1 (prac)** : Drawn from the area of study of Design, this project focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and the project, and management of time and resources
- **Preliminary Project 2 (prac)** : Drawn from the area of study of Properties and Performance of Textiles, this project focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information

**HSC Course:** The course has three theory sections:

- Design
- Properties and Performance of Textiles
- Australian Textile, Clothing, Footwear and Allied Industry

**Practical Project** - Students submit a major textile project and documentation that focuses on apparel, furnishings, costume, textile arts or non-apparel

### Assessment: HSC Course Only (External)

External Assessment	Weighting
<b>Written Examination</b> paper worth 50 marks. (1 1/2 Hours) Section I – Multiple Choice Section II – Short Answer Section III – Extended response	50%
<b>Major Textiles Project</b> The Major Textiles Project has two components: textile item(s) relating to a selected focus area, and supporting documentation detailing design inspiration, visual design development, manufacturing specification and investigation, experimentation and evaluation.	50%

**Subject Coordinator: Miss Emily Taylor**



## Course: Visual Arts

2 units for each of Preliminary and HSC

Board Developed Course

**Prerequisites:** None

### Course Description:

Visual Arts involves students in the practices of artmaking, art criticism and art history. Artmaking experiences in Year 11 lay the foundation for independent practice in Year 12, culminating in the submission of a 'Body of Work' for external assessment. Students also investigate artworks from different times and places and develop their understanding of practice through critical and historical writing.

### In the Year 11 Preliminary Course students:

- Develop informed points of view in personal artmaking and art criticism
- Engage in personal artmaking practice in at least two different forms and investigate layers of meaning in their work
- Explore artworks with reference to the roles of the artist, artwork, world and audience
- Investigate selected artists through cultural, subjective, structural and postmodern frames of understanding

### Assessment: Preliminary Course

Internal Assessment	Weight
Making artworks in two different forms and use of a process diary	50
Broad investigation of ideas in art history and art criticism	50

### In Year 12 HSC Course students:

- Develop points of view in increasingly independent ways
- Engage in artmaking practice and develop a Body of Work for their HSC assessment
- Study the role and function of the artist, artwork, world and audience through five in depth case studies
- Apply their understanding of the cultural, subjective, structural and postmodern frames in art making practice, critical and historical studies

### Assessment: HSC Course Only

Internal assessment	Weight	Total
Development of a Body of Work and use of a process diary	50	50
Art criticism and history – minimum of 5 case studies	50	
External assessment	Weight	Total
Submission of a resolved Body of Work	50	50
Examination HSC Art History/Criticism	50	

### Costs:

Due to the nature of this subject and the need to produce a major work, parents will incur the cost of materials for the major work.

**Subject Coordinator: Mrs Sarah Talbot**





## **Course: Sport, Lifestyle and Recreation Studies**

Content Endorsed Course

**Exclusions:** Students studying Board Developed PDHPE should not study CEC modules which duplicate PDHPE modules.

### **Candidate suitability:**

Designed for students attempting a NON ATAR HSC.

### **Course Guide:**

The course focuses on learning areas most related to participation in sport and physical activity.

The course features a highly practical focus: physical activity being both an area of study and a medium for learning. Students have the opportunity to develop a repertoire of skills that will assist them to remain active. They are also required to apply theoretical understanding to practical situations which are socially and culturally relevant and gender inclusive. Suitable for students with a particular interest in the Sport and Recreation industry.

### **Course Aim:**

To develop the knowledge, understanding and skills needed to adopt active and health promoting lifestyles. Students are also encouraged to attain certification in a number of areas e.g. Bronze Medallion in the Aquatics Unit, Resuscitation and Emergency Care certificates in the Sports Medicine unit.

### **Course Requirements:**

A commitment to participating in the range of practical components. Costs involved in the use of external venues, e.g. gym (weights), pool (aquatics), when applicable. Costs for certificates attained are also to be met by the student.

### **Course Description:**

The Sport, Lifestyle and Recreation course comprises of 15 optional modules. The College selects from these modules to develop programs that respond to individual needs and interest. The course is offered at WAC as a 2 Unit/2 year course comprising 120 hours in each of the Preliminary and HSC years. This enables six to twelve of the following modules to be explored:

- 1) Aquatics
- 2) Athletics
- 3) Dance
- 4) First Aid and Sports Injuries
- 5) Fitness
- 6) Games and Sports Applications I
- 7) Games and Sports Applications II
- 8) Gymnastics
- 9) Healthy Lifestyle
- 10) Individual Games and Sports Applications
- 11) Outdoor Recreation
- 12) Resistance Training
- 13) Social Perspectives of Games and Sports
- 14) Sports Administration
- 15) Sports Coaching and Training

**Subject Coordinator: Mr Joshua Hewitt**

