

THE RIVERINA ANGLICAN COLLEGE



SENIOR PATHWAYS HANDBOOK

Higher School Certificate
ATAR and Non-ATAR
2022-2023

*The Riverina Anglican College is vibrant,
innovative and inclusive. It seeks to provide an excellent,
all-round education in a Christian environment.*



**THE RIVERINA
ANGLICAN COLLEGE**

MISSION

As a Christ centred school, The Riverina Anglican College transforms lives through exceptional education, empowering each candidate to act with wisdom, compassion, justice and resilience.

CORE VALUES

FAITH

We promote Christian values and community within the Anglican tradition.

LEARNING

We grow: intellectually, creatively, culturally, physically, socially and spiritually.

EXCELLENCE

We challenge each candidate to achieve their personal best.

INDIVIDUALITY

We celebrate the individual gifts of each candidate.

KINDNESS

We embody empathy, care and service.

INNOVATION

We think and create for tomorrow.

VISION

To be the school of choice in the Riverina.

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INTRODUCTION

The Senior Pathways Handbook: HSC (ATAR and Non-ATAR) has been prepared to acquaint students and parents with the courses and subjects available for study at the College, and to enable them to plan a program of study tailored to a student's particular needs.

The College prides itself on offering a wide range of subjects in both IBDP and HSC courses, and on its ability to cater for a varied cohort of students. The counselling process for each student moving to the next year level is designed to assist students in making appropriate choices for their study. Once students are in the course of their choice, the College's wellbeing and academic programs supports them in achieving success.

It must be noted that:

- Students may only select subjects from the course they choose to study. IBDP subjects cannot be taken by HSC students and HSC students may not study IBDP subjects
- A subject may not run (at the discretion of the Principal) if there are insufficient students to make it viable
- Some subjects will be taught at the same time in the timetable and thus, in a very small number of cases, the choice of subjects may be restricted
- There is a subject fee associated with the IBDP and some VET, TVET and external provider courses
- We make every effort to accommodate the subject choices of each student.

All subject selections are completed through the subject selection process in Term 2. Students choosing subjects will have the opportunity to receive assistance in Homeroom, and may also schedule a meeting with Mr Anthony Heffer (Deputy Principal – Teaching, Learning and Innovation), Mrs Patricia Humble (IBDP Coordinator), or their Head of House for specific advice. Parents who wish to be involved in this process are most welcome.

Career information is available to all students by contacting the Careers Advisor, Mrs Marie Knight, directly at the College at careers@trac.nsw.edu.au.

Students choosing subjects for Year 11 may also change their preferences later in the year (dates are communicated via the College Newsletter and Website) provided pre-requisite requirements have been met and spaces are available in the class.

CHRISTIAN STUDIES & SENIOR WELLBEING

CHRISTIAN STUDIES

In addition to their selected courses, all HSC students will complete two Christian Studies lessons in a fortnightly cycle. Given the Christian ethos of the College, it is a requirement that students complement their HSC senior studies with further engagement in a Christian Studies curriculum developed by the College.

SENIOR WELLBEING

At The Riverina Anglican College, a strong understanding of student wellbeing underpins improved student academic performance. Therefore, the College approaches wellbeing and academic performance from a holistic perspective. Each aspect of a student's academic, spiritual, physical, emotional and social development is valued and nurtured through the College wellbeing framework.

The senior years of high school represent some of the most intense and trying times for students. As such, the College has a number of staff available to support our students. These roles include:

- **Head of Year:** supports general year wellbeing and specific student wellbeing
- **House Mentors:** support and interact with their students daily
- **Heads of House:** support student wellbeing across subjects
- **SWANS:** supports and advises staff in relating to differentiation and adjustments
- **Careers Advisor:** supports student choice for post school pathways
- **Guidance Counsellor:** supports study skill development of students
- **School Counsellor:** supports deeper wellbeing concerns
- **Director of College Wellbeing:** strategically supports wellbeing staff and individual students
- **Head of Secondary School:** strategically supports wellbeing and academic staff

Beyond these individual roles, the College House structure is designed to streamline communication between individual staff members. All staff at the College are responsible for supporting the wellbeing of students. However, teachers of senior subjects have an increased level of responsibility to challenge their students academically. The House structure is designed to ensure that these teachers can communicate effectively with mentors and Heads of House and/or Head of Year, escalating support in a timely fashion.

Looking after student wellbeing in senior years is vital to student success. Therefore, the College always seeks to work proactively and in partnership with parents. This requires strong and consistent communication between the College and parents to ensure that we have as much knowledge as possible to support our students. The College encourages parents to communicate regularly with the College. For subject specific issues the teacher is the first point of contact. If there are general concerns across subjects then the House Mentor, Head of Year or Head of House can be contacted.

CHOOSING A COURSE: IBDP, HSC, HSC (NON-ATAR) or LIFE SKILLS

COURSE OPTIONS

The choice of courses and subjects for Years 11 and 12 may seem overwhelming for students and parents. While some senior students have goals they are already working towards many others do not.

To assist students and parents, the College seeks to disseminate information via a number of forums. These include the briefing of students during Careers lessons, focused discussions on course and subject selection, and information videos for parents and students. Students have been encouraged to talk to their teachers to gather additional information about subjects. Heads of House are available to discuss course and subject choices, as is Mrs Marie Knight in her capacity as Careers Adviser.

There are some important principles to observe when choosing a program of study for Years 11 and 12.

Decide on completing the IBDP, HSC, HSC (Non-ATAR) or a Life Skills course.

The first step to selecting senior subjects is deciding on which course of study the student wishes to complete. When deciding on a course, students and parents should consider the following:

- Is the student's post-school destination university, TAFE or the workforce?
- Does the student have vocational goals which do not require an ATAR?

SUBJECT SELECTION PROCESS

After having the various courses available described, students will be contacted via their College email account with a link to the online course selection website where they will choose their course (IBDP or HSC). They will then choose their subjects for study in 2022. This will also require families **printing out the selection sheet to be signed by the parents or caregiver** to confirm they have been part of the decision-making process. **These will be handed to Mr Heffer at Parent/Teacher/Student Conferences on 18th June 2021.**

Pre-requisites

Pre-requisites are courses, recommended grades, or in some cases, an application process, which must be completed in order to pursue a particular subject in Year 11 and 12. **Check the table of recommended pre-requisite studies printed on pages 14 of this guide.**

CAREER ADVICE

SEEKING CAREER ADVICE

Where university entry is being considered, knowledge of course requirements is important. Even if ideas about careers are unclear, students should know whether they have a scientific, artistic or technical interest.

Students should ensure that subjects which underpin future studies are included in their subject selections. Clarification of pre-requisites for university courses can be checked in the [“University entry requirements 2023 for Year 10 students”](#). Other helpful information is also available on this site.

Where possible keep options open.

Narrow specialisation may eliminate other possible future courses of study. Students who are unsure of what they wish to do after school should choose a balanced program of study which maximises future options.

Finally, subjects must be chosen to meet the requirements of the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate, and of the University Admission Centre for eligibility for an Australian Tertiary Admission Rank (ATAR). These rules are outlined in the next section.

CHOOSING THE HSC: ELIGIBILITY AND ATAR

Year 11 Course

- Students must undertake at least twelve (12) units of study
- This must include at least two (2) units of English
- It must include at least four (4) subjects
- No more than three (3) of the Sciences
- The College does not offer English Studies or Mathematics Standard 1 as ATAR courses
- If the student wants to qualify for an ATAR, no more than two (2) Category B subjects*

HSC Course

- Students must undertake at least ten (10) units of Board Developed Courses (BDCs)
- This must include at least two (2) units of English
- It must include at least four (4) different subjects
- The College advises that at least 11 units of BDCs should be undertaken
- If the student wants to qualify for an ATAR, no more than two (2) Category B subjects*

Calculation of the Australian Tertiary Admission Rank

The ATAR will be based on an aggregate of scaled marks in 10 Units of Board Developed Courses comprising:

- The best two (2) units of English, and
- The best eight (8) units from the remaining Units.

NESA does not scale HSC marks. Under the HSC, students are awarded marks on the basis of reaching certain standards in each subject. There is a wide range of subjects available in the HSC and some are more demanding than others. To ensure fairness in the offering of university places it is necessary to compare students who have done widely different courses and whose marks as reported by NESA, are not comparable.

Scaling is the procedure undertaken by the University Admission Centre to deal with this situation. Scaling is designed to answer the question with respect to each and every HSC course, "What would have happened if every HSC candidate had done this course?" Briefly, the UAC scales NESA's marks to a new mean of 50 with a standard deviation of 12. When this is completed a measure of the quality of the candidature of each subject is calculated by viewing what each candidate achieved in all their *other* subjects. Subjects with a higher candidature are scaled up and those with a less than average candidature are scaled down. Subjects will vary in scaling from year to year but a pattern has emerged that may be of relevance to students concerned about maximising their ATAR score. ATAR calculators use these patterns to attempt to predict possible scores based on raw marks.

* Only one (1) Category B subject may count towards an ATAR.

UNDERSTANDING THE CONCEPT OF A UNIT IN HSC SUBJECTS

All courses offered for the Higher School Certificate have a 1 or 2 Unit value. **Most subjects are of 2 Unit value.**

Unit Value	Hours Required	Hours Required	Total Marks in HSC
1 Unit	English Extension 1 English Extension 2 History Extension Mathematics Extension 1 Mathematics Extension 2 Science Extension	60 Hours	50 Marks
2 Units	(Most HSC Subjects)	120 Hours	100 Marks
4 Units	VET-240 Hour Subject	240 Hours	100 Marks
	Advanced English plus Extension English 1 and Extension English 2	240 Hours	100 Marks 50 Marks 50 Marks
	Mathematics Advanced plus Mathematics Extension 1 and Mathematics Extension 2	240 Hours	100 Marks 100 Marks 100 Marks

1 UNIT COURSES

1 Unit **NESA Developed Courses** (see Course types on page 12) in the HSC are the Extension Courses in English, History, Mathematics and Science.

2 UNIT COURSES

Most Year 11 and Year 12 courses are 2 Unit courses.

EXTENSION COURSES

The College offers extension courses in English, History, Mathematics and Science. These courses are intended only for those students who are excelling in the related 2 unit course or who have provided evidence of their ability to do so. They build on the content of the 2 unit course and carry ***an additional value of 1 unit***.

English and Mathematics extension courses are available at ***both*** Year 11 and HSC levels. Students must study the Year 11 extension course in these subjects (Extension 1) before proceeding to the HSC extension course (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. History Extension may be taken by students studying Modern or Ancient History. Science Extension may be taken by students studying Biology, Chemistry, Investigating Science or Physics.

Students wishing to undertake extension courses usually undergo a vetting and counselling process with the Head of Department and the Deputy Principal – Teaching, Learning and Innovation. This is designed to ensure the student is a valid candidate for the rigours of the course.

HSC COURSE TYPES

All courses offered for the Higher School Certificate have a 1 or 2 Unit value. **Most subjects are of 2 Unit value.**

Broadly speaking, there are three main course types that can be studied for the HSC. These are:

1. NESA Board Developed Courses (BDCs)
2. NESA Endorsed Courses (CECs and SDCs)
3. Vocational Education and Training Courses (VETs and TVETs)

NESA DEVELOPED COURSES

The NSW Education Standards Authority develops these courses. There is a syllabus for each course that contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

These courses are examined externally at the end of the HSC course (the HSC examination) and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR). Both the examination mark and the internal assessment mark are combined equally to arrive at a final mark in these subjects which is recorded on the HSC. It is this combined mark that is used to calculate the ATAR.

NESA ENDORSED COURSES

All NESA Endorsed Courses contribute to the HSC and appear on the record of achievement at the completion of the year in which the course is studied. They do not, however, contribute towards the calculation of the ATAR. There is no external assessment (HSC Examination) of NESA Endorsed Courses.

There are two main types of NESA Endorsed Courses:

- Content Endorsed Courses (CEC) and
- School Designed Courses (SDC)

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training (VET) Courses are designed by NESA and are based on industry standards: they have clear links to post-school destination. Students doing these courses may gain both Higher School Certificate qualifications and accreditation with industry as part of the Australian Qualification Framework (AQF). This national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. There is a minimum hours requirement of workplace learning in VET courses which may occur during both school time and out-of-school time, depending on arrangements made between the school, the student and the workplace. Work placement is a mandatory part of the course. All VET courses are NESA Developed and therefore may be used to contribute towards the ATAR. For purposes of the ATAR, these courses are categorised as Category B.

HSC ASSESSMENTS AND REPORTING

ASSESSMENT

NESA Developed Courses

All courses in the HSC are assessable, whether they are NESA Developed or are one of the two different types of NESA Endorsed courses. In the case of NESA Developed courses, this assessment mark will constitute 50% of the final mark received in the HSC. The other 50% will come from performance in the relevant HSC examination. This combined mark will then be used to calculate the HSC mark, the Performance Band and is the basis of the calculation of the ATAR (should it be sought).

NESA Endorsed Courses

Since there is no external examination in NESA Endorsed courses, the mark that appears on the Year 12 Record of Achievement will be the mark awarded by the school. This will be the accumulated mark achieved over the duration of the Year 12 course. As is the case for NESA Developed Courses, a course not satisfactorily completed in Year 11 cannot be continued into Year 12. The mark achieved in a NESA Endorsed Course may *not* contribute towards the ATAR.

Vocational Education and Training Courses

VET courses are **competency-based courses**. This means that they are centred on the achievement of skills (competencies) which have been identified and defined by Industry. Students studying VET courses will be assessed against all the units of competency in an HSC course. Accredited teachers of VET courses will record achievement of competencies in a student log. This information will be collected by NESA to produce a credential for the student. A 240-hour VET course will also have an optional external examination (HSC examination) a student may nominate to sit.

REPORTING

At the completion of the HSC, students will receive:

- The **HSC Testamur** (Certificate) provided all requirements are met.
- A **Record of Achievement** listing the courses studied and the marks and bands achieved in NESA Developed courses.
- A **Course Report** for each NESA Developed Course undertaken showing the mark achieved the Performance Scale and the band descriptions for that course.
- **VET Credentials** if the student has studied a VET course. Such a student may also gain an Australian Qualification Framework (AQF) Certificate or a Statement of Attainment. If a 240-hour course has been undertaken and it is externally examined, the student will also receive a mark for this course on the Year 12 Record of Achievement.

HSC SUBJECT PRE-REQUISITES

SUBJECTS THAT HAVE PRE-REQUISITES:

French Continuers

French Stage 5 (Years 9 and 10)

SUBJECTS WITH CONDITIONAL ENTRY:

English

All students complete English for the HSC. All students will make their choice of English Studies, Standard English or Advanced English. Students who do not wish to receive an ATAR may apply for English Studies. However, the decision on which English subject a student studies ultimately rests with the Head of Department, based on input from the student's teacher, the student's academic record, and a discussion with the student where necessary.

Advanced and Year 11 Extension English

Extension English commences at the beginning of Term 1 of Year 11. Students who possess particularly strong literacy skills and an avid interest in reading and writing can be extended from the outset.

The application process to study Advanced and Year 11 Extension English will require the submission of an application to the Head of Department, Mrs Corrina Hawke. **Regardless of the application process, students who wish to study Extension English still need to identify this in the current round of subject selections.** However, the decision on who qualifies ultimately rests with the Head of Department, based on input from the student's teacher and a discussion with the student where necessary.

Year 11 Extension Mathematics

Extension Mathematics commences at the beginning of Term 1 of Year 11. Students who possess particularly strong mathematics skills can be extended from the outset. When a student applies for Extension Mathematics, the Head of Department, Mrs Andrea Barkla, will decide on whether or not the student is a suitable candidate based on input from their teacher, their academic record, and a discussion with the student where necessary.

Regardless of the application process, students who wish to study Extension Mathematics still need to identify this in the current round of subject selections.

HIGHER SCHOOL CERTIFICATE

SUBJECTS OFFERED 2022-2023

AGRICULTURE

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11010, Year 11 Agriculture.
- **Course Number:** 15010, Year 12 Agriculture.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** nil.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management while considering the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

MAIN TOPICS COVERED

Year 11 Course

The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management while considering the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course culminating in an interactive local farm excursion.

HSC Course

Core (80%)

- Plant/Animal Production (50%)
- Farm Product Study (30%)

Elective options (20%)

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

PARTICULAR COURSE REQUIREMENTS

Practical experiences should occupy a minimum of 30% of both Year 11 and HSC course time.

ANCIENT HISTORY

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11020, Year 11 Ancient History.
- **Course Number:** 15020, Year 12 Ancient History.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Pre-requisites:** nil.
- **Extension Option:** Students undertaking Ancient History are eligible for Extension History in Year 12.

COURSE DESCRIPTION

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

Year 11 Course

The Year 11 course comprises three sections.

- Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies')
 - Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.
- Features of Ancient Societies (40 indicative hours)
 - Students study at least two ancient societies.
- Historical Investigation (20 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 11.

HSC Course

The Year 12 course comprises four sections.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One 'Ancient Societies' topic (30 indicative hours)
- One 'Personalities in their Times' topic (30 indicative hours)
- One 'Historical Periods' topic (30 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 12.

MAIN TOPICS COVERED

Year 11 Course

Part 1: Investigating Ancient History

The Nature of Ancient History

Two Case Studies

Part II: Features of Ancient Societies

Two Ancient Societies to be chosen.

Part III: Historical Investigation

The investigation can be either integrated into any aspect of the Year 11 course or attempted as one project, individually or as part of a group.

HSC Course

Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25%)

Part II: ONE Ancient Society (25%)

Part III: ONE Personality in their Times (25%)

Part IV: ONE Historical Period (25%)

BIOLOGY

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11030, Year 11 Biology.
- **Course Number:** 15030, Year 12 Biology.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Pre-requisites:** nil.
- **Extension Option:** Students undertaking Biology are eligible for Extension Science in Year 12.

COURSE DESCRIPTION

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

Year 11 Course

The Year 11 course consists of four modules.

- Module 1:** Cells as the Basis of Life
- Module 2:** Organisation of Living Things
- Module 3:** Biological Diversity
- Module 4:** Ecosystem Dynamics

HSC Course

The Year 12 course consists of four modules.

- Module 5:** Heredity
- Module 6:** Genetic Change
- Module 7:** Infectious Disease
- Module 8:** Non-infectious Disease and Disorders

COURSE REQUIREMENTS

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time, students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

BUSINESS STUDIES

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11040, Year 11 Business Studies.
- **Course Number:** 15040, Year 12 Business Studies.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Pre-requisites:** 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.

Year 11 Course

- Nature of business (20%) – the role and nature of business
- Business management (40%) – the nature and responsibilities of management
- Business planning (40%) – establishing and planning a small to medium enterprise

HSC Course

- Operations (25%) – strategies for effective operations management
- Marketing (25%) – development and implementation of successful marketing strategies
- Finance (25%) – financial information in the planning and management of business
- Human resources (25%) – human resource management and business performance

CHEMISTRY

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11050, Year 11 Chemistry.
- **Course Number:** 15050, Year 12 Chemistry.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12 Chemistry.
- **Exclusions:** nil.
- **Pre-requisites:** nil.
- **Extension Option:** Students undertaking Chemistry are eligible for Extension Science in Year 12.

COURSE DESCRIPTION

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

TOPICS COVERED

Year 11 Course

- Module 1:** Properties and Structure of Matter
- Module 2:** Introduction to Quantitative Chemistry
- Module 3:** Reactive Chemistry
- Module 4:** Drivers of Reactions

HSC Course

- Module 5:** Equilibrium and Acid Reactions
- Module 6:** Acid/Base Reactions
- Module 7:** Organic Chemistry
- Module 8:** Applying Chemical Ideas

PARTICULAR COURSE REQUIREMENTS

Requirements for Depth Studies:

- A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.
- At least one depth study must be included in both Year 11 and Year 12.
- The two Working Scientifically outcomes of Questioning and Predicting and Communicating must be addressed in both Year 11 and Year 12.
- A minimum of two additional Working Scientifically skills outcomes, and further development of at least one Knowledge and understanding outcome, are to be addressed in all depth studies.

COMMUNITY AND FAMILY STUDIES

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11060, Year 11 Community and Family Studies.
- **Course Number:** 15060, Year 12 Community and Family Studies.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

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

Year 11 Course

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

HSC Course

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

HSC Option Modules

Select **one** of the following (approximately 25% of course time):

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

PARTICULAR COURSE REQUIREMENTS

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

CONSTRUCTION VET (CATEGORY B / NON-ATAR)

COURSE DETAILS

- **CPC 20211. Certificate II Construction Pathways (240 indicative hours)**
- **AIS-RTO Number: 90413**
- **NESA Developed Course**
- **Minimum mandatory work placement: 70 hours.**
- **Subject Unit Value: 2 Units for Year 11 and Year 12.**
- **Exclusions: nil.**
- **Pre-requisites: nil.**

COURSE DESCRIPTION

This provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, tiler, concreter, painter and decorator and wall or floor tiler.

AQF VET QUALIFICATIONS

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

Students who are assessed as competent in the Units of Competency listed below will be eligible for the Certificate II in Construction Pathways.

This course is from the national Construction, Plumbing & Services Integrated Framework Training Package.

Participation in this course does not guarantee a qualification.

Eight employability skills are developed through these qualifications. These are: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. Summaries of the employability skills can be downloaded from: <http://employabilityskills.training.com.au>

UNITS OF COMPETENCY: (approved by the AIS NSW RTO. Units are correct at the time of printing)

Mandatory		Elective	– minimum 110 HSC indicative hours
<i>Unit code</i>	<i>Unit title</i>	<i>Unit code</i>	<i>Unit title</i>
CPCCCM1012A	Work effectively and sustainably in the construction industry	CPCCCA2011A	Handle carpentry materials
CPCCCM1013A	Plan and organise work	CPCCCA2002B	Use carpentry tools and equipment
CPCCCM1014A	Conduct workplace communication	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground
CPCCCM1015A	Carry out measurements and calculations	CPCCCM2006B	Apply basic levelling procedures
CPCCCM2001A	Read and interpret plans and specifications	CPCCBL2001A	Handle and prepare bricklaying and bricklaying materials
CPCCWHS1001	Prepare to work safely in the construction industry (<i>Delivered by external provider *</i>)	CPCCBL2002A	Use bricklaying and block laying tools and equipment
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry		
CPCCCM2005B	Use construction tools and equipment		

RECOGNITION OF PRIOR LEARNING

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

STUDENTS WITH SPECIAL EDUCATION NEEDS

Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment

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

HSC Examination (optional)

Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

N Determinations

Where a student has not met NESAC course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

Personal Protective Equipment (PPE)

All the required PPE will be supplied by the college.

COST

Students enrolled this course are required to have completed the 'Prepare to work safely in the construction industry' (White Card) qualification prior to being able to undertake work placement. The college will organise for this to occur on site at the college. The cost in 2021 was \$130. A reimbursement of \$50 is available from the AIS once the program has been completed.

SCHOOL-BASED APPRENTICESHIP/TRAINEESHIP

A school-based apprenticeship/traineeship is available. For more information: www.sbatinnsw.info

DESIGN AND TECHNOLOGY

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11080, Year 11 Design and Technology.
- **Course Number:** 15080, Year 12 Design and Technology.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

The Year 11 course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Year 11 course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the Year 11 course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

MAIN TOPICS COVERED

Year 11 Course

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC Course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

PARTICULAR COURSE REQUIREMENTS

In the Year 11 course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing.

Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation.

Students should select and use the wide range of skills and knowledge developed in the Year 11 course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

DRAMA

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11090, Year 11 Drama.
- **Course Number:** 15090, Year 12 Drama.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** Projects developed for assessment in one subject area may not be used either in part or full for another subject.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

While the course builds on the Stages 4 and 5 Drama courses, it also caters for students with less experience in Drama.

Year 11 Course

Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

HSC Course

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

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

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

PARTICULAR COURSE REQUIREMENTS

The Year 11 course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

ECONOMICS

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11110, Year 11 Economics.
- **Course Number:** 15110, Year 12 Economics.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** nil.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

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.

MAIN TOPICS COVERED

Year 11 Course

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

HSC Course

- The Global Economy – Features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management – the range of policies to manage the economy.

ENGINEERING STUDIES

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11120, Year 11 Engineering Studies.
- **Course Number:** 15120, Year 12 Engineering Studies.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** nil.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

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

MAIN TOPICS COVERED

Year 11 Course

In the Year 11 Course, students undertake the study of 4 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
- Engineered Products and
- Braking Systems
- ONE focus module relating to the field of 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
- TWO focus modules relating to the fields of:
- Aeronautical Engineering and
- Telecommunications Engineering.

PARTICULAR COURSE REQUIREMENTS

Year 11 Course

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

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.

ENGLISH STUDIES (CATEGORY B / NON-ATAR)

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 30105, Year 11 English Studies.
- **Course Number:** 15125, Year 12 English Studies.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** English Studies, English Advanced and English Extension.
- **Pre-requisites:** nil.

COURSE ENTRY GUIDELINES

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- English Studies is a Stage 6 Board Developed Course (Category B)
- Students will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA
- **At the College, English Studies is not offered as an ATAR course.**

COURSE DESCRIPTION

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

COURSE CONTENT

Year 11 Course

- Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

HSC Course

- The HSC Common Content consists of one module *Texts and Human Experiences* which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

COURSE REQUIREMENTS

Across the English Studies Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

In Year 11 and Year 12 students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series)
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Year 12

In addition to the above requirements, students in Year 12 **only** are required to:

- study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

ENGLISH STANDARD

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11130, Year 11 English Standard.
- **Course Number:** 15130, Year 12 English Standard.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** English Studies, English Advanced and English Extension.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

MAIN TOPICS COVERED

Year 11 Course – The course has three sections

For the **Year 11 English Standard Course** students are required to complete: 120 indicative hours, complete the common module as the first unit of work and complete Modules A and B.

Common module – Reading to Write: Transition to Senior English

Module A: Contemporary Possibilities
Module B: Close Study of Literature

HSC Course- the course has four sections

For the **Year 12 English Standard Course** students are required to complete: The Year 11 course as a prerequisite, 120 indicative hours the common module as the first unit of work and complete modules A, B and C over the course of the year.

Common module – Texts and Human Experiences

Module A: Language, Identity and Culture
Module B: Close Study of Literature
Module C: The Craft of Writing

PARTICULAR COURSE REQUIREMENTS

In the **Year 11 English (Standard) Course** students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

In the **HSC English (Standard) Course** students are required to closely study three types of prescribed texts, one drawn from each of the following categories:

- prose fiction
- poetry OR drama
- film OR media OR nonfiction

Students must study ONE related text in the Common module: Texts and Human Experiences.

ENGLISH ADVANCED

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11140, Year 11 English Standard.
- **Course Number:** 15140, Year 12 English Standard.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** English Studies and English Standard.
- **Pre-requisites:** nil. However, the Head of Department may request input from the student's teacher, the student's academic record, and a discussion with the student to determine whether or not English Advanced is an appropriate subject for a student to undertake.
- **Extension Option:** Students undertaking English Advanced are eligible for Extension English in Year 11 and Year 12.

COURSE DESCRIPTION

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

MAIN TOPICS COVERED

Year 11 Course – The course has three sections

For the **Year 11 English Advanced Course** students are required to complete: 120 indicative hours, complete the common module as the first unit of work and complete Modules A and B.

Common module: Reading to Write

Module A: Narratives that Shape our World

Module B: Critical Study of Literature

HSC Course- the course has four sections

For the **Year 12 English Advanced Course** students are required to complete: The Year 11 course as a prerequisite, 120 indicative hours the common module as the first unit of work and complete modules A, B and C over the course of the year.

Common module: Texts and Human Experiences

Module A: Textual Conversations

Module B: Critical Study of Literature

Module C: The Craft of Writing

PARTICULAR COURSE REQUIREMENTS

In the **Year 11 English (Advanced) Course** students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- The Year 11 course requires students to support their study of texts with their own wide reading.

In the **HSC English (Advanced) Course** students are required to closely study four prescribed texts, one drawn from each of the following categories:

- Shakespearean drama
- prose fiction
- poetry OR drama

The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.

Students must study ONE related text in the common module: Texts and Human Experiences.

ENGLISH EXTENSION

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11150, Year 11 English Extension.
- **Course Number:** 15160, Year 12 English Extension 1.
- **Course Number:** 15170, Year 12 English Extension 2.
- **Subject Unit Value:** 1 Unit for Year 11, 1 Unit for Year 12 Extension 1 and 1 Unit for HSC Extension 2.
- **Exclusions:** English Studies, English Advanced and English Extension.

PREREQUISITES

- (a) **English Advanced**
- (b) **English Extension in Year 11** is a prerequisite for English Extension 1 in Year 12.
- (c) **English Extension 1 in Year 12** is a prerequisite for English Extension 2.

COURSE DESCRIPTION

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

MAIN TOPICS COVERED

Year 11 Course

For the **Year 11 English Extension 1 Course** students are required to complete: 60 indicative hours, undertake the common module, undertake the related independent research project.

HSC Course

For the **HSC Extension 1 Course students** are required to complete: The Year 11 Extension 1 course as a prerequisite, 60 indicative hours and undertake the common module.

Common module: Literary Worlds with ONE elective option

For the **Year 12 English Extension 2** course students are required to: be undertaking study of the Year 12 English Extension 1 course, complete 60 indicative hours, complete a Major Work and Reflection Statement, document coursework in a Major Work Journal.

PARTICULAR COURSE REQUIREMENTS

In the **Year 11 English Extension 1 Course** students are required to study:

- One text from the past and its manifestations in one or more recent cultures
- One text chosen by the student and its manifestations in one or more recent cultures.
Students research a range of texts as part of their independent project

In the **HSC English Extension 1 Course** students are required to study:

- at least three texts from a prescribed text list for the module study including at least TWO extended print texts

Students are required to study at least TWO related texts

FOOD TECHNOLOGY

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11180, Year 11 Food Technology.
- **Course Number:** 15180, Year 12 Food Technology.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** nil.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

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

MAIN TOPICS COVERED

Year 11 Course

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

HSC Course

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

PARTICULAR COURSE REQUIREMENTS

There is no prerequisite study for the 2 Unit Year 11 course. Completion of the 2 Unit Year 11 course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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

FRENCH CONTINUERS

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11640, Year 11 French Continuers.
- **Course Number:** 15680, Year 12 French Continuers.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** French Beginners.
- **Pre-requisites:** Year 9 and 10 (Stage 5) French, or 200-400 hours' study of the language or equivalent assumed knowledge.

COURSE DESCRIPTION

The Year 11 and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Prescribed Themes

The Individual

Mandatory Topics

- Personal Identity
- Relationships
- School Life and Aspirations
- Leisure and Interests

The French-Speaking Communities

- Daily Life and Lifestyles
- Arts and Entertainment

The Changing World

- Travel and Tourism
- The World of Work
- Current Issues
- The Young People's World

LANGUAGE DEVELOPMENT

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying the culture of French-speaking communities through texts.

GEOGRAPHY

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11190, Year 11 Geography.
- **Course Number:** 15190, Year 12 Geography.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** nil.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

The Year 11 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.

MAIN TOPICS COVERED

Year 11 Course

- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of student's own choosing.

HSC Course

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

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

PARTICULAR COURSE REQUIREMENTS

Students complete a senior geography project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and HSC courses.

HISTORY EXTENSION (YEAR 12)

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 15280, Year 12 History Extension.
- **Subject Unit Value:** 1 Unit for Year 12.
- **Exclusions:** nil.
- **Pre-requisites:** Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

COURSE DESCRIPTION

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

CONTENT

Constructing History (Minimum 40 Indicative Hours)

- Key Questions
 - Who are historians?
 - What are the purposes of history?
 - How has history been constructed, recorded and presented over time?
 - 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.

History Project (Maximum 20 Indicative Hours)

- Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

PARTICULAR COURSE REQUIREMENTS

The course requires students to undertake:

- one case study
- the development of one History Project.

INDUSTRIAL TECHNOLOGY (GRAPHICS TECHNOLOGIES or TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES)

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11200, Year 11 Industrial Technology.
- **Course Number:** 15200, Year 12 Industrial Technology.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** nil.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The College currently offers focus areas in Graphics Technologies and Timber Products and Furniture Technologies. Students may only choose one focus area.

MAIN TOPICS COVERED

Year 11

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

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer-based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

HSC

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study (15%)
- Major Project (60%)
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology (25%)

PARTICULAR COURSE REQUIREMENTS

In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry.

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

INVESTIGATING SCIENCE

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11215, Year 11 Investigating Science.
- **Course Number:** 15215, Year 12 Investigating Science.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** nil.
- **Prerequisites:** nil.
- **Extension Option:** Students undertaking Investigating Science are eligible for Extension Science in Year 12.

COURSE DESCRIPTION

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

MAIN TOPICS COVERED

Year 11 Course

The Year 11 course consists of four modules.

- Module 1:** Cause and Effect – Observing
- Module 2:** Cause and Effect – Inferences and Generalisations
- Module 3:** Scientific Models
- Module 4:** Theories and Laws

HSC Course

The Year 12 course consists of four modules.

- Module 5** Scientific Investigations
- Module 6** Technologies
- Module 7** Fact or Fallacy?
- Module 8** Science and Society

PARTICULAR COURSE REQUIREMENTS

Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time, students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

LEGAL STUDIES

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11220, Year 11 Legal Studies.
- **Course Number:** 15220, Year 12 Legal Studies.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** nil.
- **Prerequisites:** nil.

COURSE DESCRIPTION

The Year 11 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. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

MAIN TOPICS COVERED

Year 11 Course

- Part I:** The Legal System (40% of course time)
Part II: The Individual and the Law (30% of course time)
Part III: The Law in Practice (30% of course time)

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

HSC Course

- Core Part I:** Crime (30% of course time)
Core Part II: Human Rights (20% of course time)
Part III: Two options (50% of course time)

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order

Each topic's themes and challenges should be integrated into the study of the topic.

MANUFACTURING AND ENGINEERING VET (CATEGORY B / NON-ATAR)

COURSE DETAILS

- **MEM 10119. Certificate I Engineering and Statement of Attainment towards MEM 20413 Certificate II in Engineering Pathways.**
- **AIS-RTO Number: 90413**
- **NESA Developed Course**
- **Minimum mandatory work placement: 35 hours.**
- **Subject Unit Value: 2 Units for Year 11 and Year 12 (240 hour course).**
- **Exclusions: nil.**
- **Pre-requisites: nil.**

COURSE DESCRIPTION

MEM10119 Certificate I in Engineering

This qualification defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering, manufacturing and associated industries.

MEM20413 Certificate II in Engineering Pathways

This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is only for delivery in learning institutions. The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

HSC AND AQF VET QUALIFICATIONS

The Manufacturing and Engineering – Introduction HSC VET course counts as Board Endorsed unit credit for the HSC but does not contribute towards an Australian Tertiary Admission Rank (ATAR). The Manufacturing and Engineering - Introduction Board Endorsed Course also provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Students who are assessed as competent in the Units of Competency listed below will be eligible for the following qualifications.

(Actual qualification if achieved will depend on the number of competencies the student is assessed as competent in).

- Certificate I in Engineering (MEM10119)
- Statement of Attainment towards Certificate I in Engineering (MEM10119)
- Statement of Attainment towards Certificate II in Engineering Pathways (MEM20413)

Participation in this course does not guarantee a qualification.

UNITS OF COMPETENCY: (approved by the AIS NSW RTO. Units are correct at the time of printing)

MEM10119 Certificate I in Engineering		MEM20413 Certificate II in Engineering Pathways	
<i>Unit code</i>	<i>Unit title</i>	<i>Unit code</i>	<i>Unit title</i>
MEM13015	Work safely and effectively in manufacturing and engineering	MEMPE006A	Undertake a basic engineering project
MEM12023	Perform engineering measurements	MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEM16006	Organise and communicate information	MEMPE004A	Use fabrication equipment
MEM11011	Undertake manual handling	MEMPE002A	Use electric welding machines
MEM07032	Use workshop machines for basic operations	MSAENV272B	Participate in environmentally sustainable work practices
MEM18001	Use Hand tools		
MEM05005	Carry out mechanical cutting		
MEM18002	Use power tools/hand held operations		

RECOGNITION OF PRIOR LEARNING

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

STUDENTS WITH SPECIAL EDUCATION NEEDS

Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment

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

HSC Examination

This course does not require sitting a HSC Examination.

N Determinations

Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

Personal Protective Equipment (PPE)

All the required PPE will be supplied by the college.

COST

Students enrolled in this course are required to have completed the 'Prepare to work safely in the construction industry' (White Card) qualification prior to being able to undertake work placement. The college will organise for this to occur on site at the college. The cost in 2021 was \$130.

More Information

For more information: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/stage-6-vet-board-endorsed-courses/manufacturing-and-engineering-introduction>

MATHEMATICS STANDARD 1 (CATEGORY B / NON-ATAR)

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11236, Year 11 Mathematics Standard.
- **Course Number:** 15231, Year 12 Mathematics Standard 1.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** Year 12 Mathematics Standard 2, Mathematics Advanced, and Extension Mathematics.

PREREQUISITES

The Mathematics Standard 1 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *NSW Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all sub strands of Stage 5.1 and the following sub strands 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

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 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.
- **The College does not offer Mathematics Standard 1 at an ATAR level where students may undertake the optional HSC examination.**

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.

CONTENT

The Year 11 Mathematics Standard 1 course comprises of four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Year 11 Course

Topic: Algebra

Formulae and Equations
Linear Relationships

Topic: Measurement

Applications of Measurement
Working with Time

Topic: Financial Mathematics

Money Matters

Topic: Statistical Analysis

Data Analysis
Relative Frequency and Probability

HSC Course

Topic: Algebra

Types of Relationships

Topic: Measurement

Right-angled Trigonometry
Rates
Scale Drawings

Topic: Financial Mathematics

Investments
Depreciation and Loans

Topic: Statistical Analysis

Further Statistical Analysis

Topic: Networks

Networks and Paths

MATHEMATICS STANDARD 2

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11236, Year 11 Mathematics Standard.
- **Course Number:** 15236, Year 12 Mathematics Standard 2.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** Mathematics Advanced, Mathematics Extension 1 and Mathematics extension 2.

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 NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all sub strands of Stage 5.1 and the following sub strands 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

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.

CONTENT

The Mathematics Standard Year 11 course comprises of four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Year 11 Course

Topic: Algebra

Formulae and Equations

Linear Relationships

Topic: Measurement

Applications of Measurement
Working with Time

Topic: Financial Mathematics

Money Matters

Topic: Statistical Analysis

Data Analysis
Relative Frequency and Probability

HSC Course**Topic: Algebra**

Types of Relationships

Topic: Measurement

Non-right-angled Trigonometry
Rates and Ratios

Topic: Financial Mathematics

Investments and Loans
Annuities

Topic: Statistical Analysis

Bivariate Data Analysis
The Normal Distribution

Topic: Networks

Network Concepts
Critical Path Analysis

MATHEMATICS ADVANCED

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11255, Year 11 Mathematics Advanced.
- **Course Number:** 15255, Year 12 Mathematics Advanced.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** Mathematics Standard 1 and Mathematics Standard 2.
- **Pre-requisites:** While there are no fixed pre-requisites for Mathematics Advanced, the College recommends that this is a course best suited to Stage 5.3 students who have achieved a grade of A or B in Year 10.

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 NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, 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 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.
- All students studying the Mathematics Advanced course will sit for an HSC examination.

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.

CONTENT

The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are:

Year 11 Course

Topic: Functions

Working with Functions

Topic: Trigonometric Functions

Trigonometry and Measure of Angles

Trigonometric Functions and Identities

Topic: Calculus

Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

Logarithms and Exponentials

Topic: Statistical Analysis

Probability and Discrete Probability Distributions

HSC Course

Topic: Functions

Graphing Techniques

Topic: Trigonometric Functions

Trigonometric Functions and Graphs

Topic: Calculus

Differential Calculus

The Second Derivative

Integral Calculus

Topic: Financial Mathematics

Modelling Financial Situations

Topic: Statistical Analysis

Descriptive Statistics and Bivariate Data Analysis

Random Variables

MATHEMATICS EXTENSION 1

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11250, Year 11 Mathematics Extension.
- **Course Number:** 15250, Year 12 Mathematics Extension 1.
- **Subject Unit Value:** 1 Unit for Year 11 and Year 12.
- **Exclusions:** Mathematics Standard 1 and Mathematics Standard 2. Year 11 Mathematics Advanced is a co-requisite for Year 11 Mathematics Extension.
- **Pre-requisites:** While there are no fixed pre-requisites for Mathematics Extension 1, the College recommends that this is a course best suited to Stage 5.3 students who have achieved a grade of A in Year 10. The decision as to whether or not a student is an appropriate candidate for studying this course rests with the Head of Mathematics.

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 NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all sub-strands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional sub-strands:

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

COURSE DESCRIPTION

- 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.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

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 a 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.

CONTENT

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics and Subtopics are:

Year 11 Course

Topic: Functions

Further Working with Functions
Polynomials

Topic: Trigonometric Functions

Inverse Trigonometry Functions
Further Trigonometry Identities

Topic: Calculus

Rates of Change

Topic: Combinatorics

Working with Combinatorics

HSC Course

Topic: Proof

Proof by Mathematical Induction

Topic: Vectors

Introduction to Vectors

Topic: Trigonometric Functions

Trigonometric Equations

Topic: Calculus

Further Calculus Skills
Applications of Calculus

Topic: Statistical Analysis

The Binomial Distribution

MATHEMATICS EXTENSION 2 (YEAR 12)

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 15260, Year 12 Mathematics Extension 2.
- **Subject Unit Value:** 1 Unit for Year 11 and Year 12.
- **Exclusions:** Mathematics Standard 1 and Mathematics Standard 2. Year 12 Advanced Mathematics and Year 12 Mathematics Extension 1 are co-requisites for Year 12 Mathematics Extension 2.

PREREQUISITES

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved extensive understanding of 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 course and the Mathematics Extension 1 Year 12 course. The decision as to whether or not a student is an appropriate candidate for studying this course rests with the Head of Mathematics.

COURSE DESCRIPTION

- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.
- The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.
- All students studying the Mathematics Extension 2 course will sit for an HSC examination.

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.
- Selections of this course involves an interview process with the Head of Mathematics during Term 3 of Year 11.

CONTENT

The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:

HSC Course

Topic: Proof

The Nature of Proof

Further Proof by Mathematical Induction

Topic: Vectors

Further Work with Vectors

Topic: Complex Numbers

Introduction to Complex Numbers

Using Complex Numbers

Topic: Calculus

Further Integration

Topic: Mechanics

Applications of Calculus to Mechanics

MODERN HISTORY

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11270, Year 11 Modern History.
- **Course Number:** 15270, Year 12 Modern History.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Pre-requisites:** nil.
- **Extension Option:** Students undertaking Modern History are eligible for Extension History in Year 12.

COURSE DESCRIPTION

The Year 11 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 Year 12 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.

Year 11 Course

The Year 11 course comprises three sections.

Part I: Investigating Modern History (60%)

This consists of one study related to The Nature of Modern History and two Case Studies.

Part II: Historical Investigation (15%)

The investigation can be either integrated into any aspect of the Year 11 course or attempted as a standalone study.

Part III: Core Study: The Shaping of the Modern World (35%)

Historical concepts and skills are integrated with the studies undertaken in Year 11

HSC Course

The Year 12 course comprises four sections.

Part I: Core Study: Power and Authority in the Modern World (25%)

Part II: One National Study (25%)

Part III: One Peace and Conflict (25%)

Part IV: One Change in the Modern World (25%)

Historical concepts and skills are integrated with the studies undertaken in Year 12.

PARTICULAR COURSE REQUIREMENTS

In the Y11 course, one Case Study must be from Europe, North America or Australia. One Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America

The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the Year 12 Modern History or History Extension courses.

MUSIC 1

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11280, Year 11 Music 1.
- **Course Number:** 15290, Year 12 Music 1.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

Year 11 Course

In the Year 11 course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in the Year 11 course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

HSC Course

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

Students study three topics in the HSC course which are different from those studied in the Year 11 course or two topics which are different from those studied in the Year 11 course and one topic from the Year 11 course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

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

PARTICULAR COURSE REQUIREMENTS

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11300, Year 11 Personal Development, Health and Physical Education.
- **Course Number:** 15320, Year 12 Personal Development, Health and Physical Education.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

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

Year 11 Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students select **two** of the following options:

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

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students select two of the following options:

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

PARTICULAR COURSE REQUIREMENTS

In addition to core studies, students select two options in each of the Year 11 and HSC courses.

PHYSICS

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11310, Year 11 Physics.
- **Course Number:** 15330, Year 12 Physics.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** nil.
- **Pre-requisites:** nil.
- **Extension Option:** Students undertaking Physics are eligible for Extension Science in Year 12.

COURSE DESCRIPTION

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

TOPICS COVERED

Year 11 Course

- Module 1:** Kinematics
- Module 2:** Dynamics
- Module 3:** Waves and Thermodynamics
- Module 4:** Electricity and Magnetism

HSC Course

- Module 5:** Advanced Mechanics
- Module 6:** Electromagnetism
- Module 7:** The Nature of Light
- Module 8:** From the Universe to the Atom

PARTICULAR COURSE REQUIREMENTS

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time, students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

SCIENCE EXTENSION (YEAR 12)

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 15345, Year 12 (HSC) Science Extension.
- **Subject Unit Value:** 1 Unit for HSC.
- **Pre-requisites:** Students undertaking Science Extension must have completed one or more Year 11 science subjects. These subjects include: Biology, Chemistry, Investigating Science and/or Physics.

COURSE DESCRIPTION

The study of Science Extension Stage 6 enables students with a passion for science to explore the development of the scientific process over time, undertake high-level authentic scientific research, communicate findings and propose further research. 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. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines.

HSC Course

Module 1: The Foundations of Scientific Thinking

Module 2: The Scientific Research Proposal

Module 3: The Data, Evidence and Decisions

Module 4: The Scientific Research Report (Mandatory Scientific Research Report and Portfolio)

COURSE REQUIREMENTS

Prerequisite courses for entry into Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

SOCIETY AND CULTURE

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11330, Year 11 Society and Culture.
- **Course Number:** 15350, Year 12 Society and Culture.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these impact upon human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Year 11 Course

The Year 11 course comprises three sections.

- The Social and Cultural World – the interactions between persons and groups within societies
- Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings
- Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them

HSC Course

Core

The Year 12 core course comprises two sections.

- Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- The Personal Interest Project (PIP) – an individual research project

Depth Studies

Two to be chosen from:

- Popular Culture – the interconnection between popular culture, society and the individual
- Belief Systems and Ideologies – the relationship of belief systems and ideologies and culture and identity
- Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

PARTICULAR COURSE REQUIREMENTS

Students must complete the Personal Interest Project.

SOFTWARE DESIGN AND DEVELOPMENT

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11340, Year 11 Software Design and Development.
- **Course Number:** 15360, Year 12 Software Design and Development.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** Computing Applications CEC.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

The Year 11 course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The HSC course builds on the Year 11 course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

TOPICS COVERED

Year 11 Course

- Concepts and Issues in the Design and Development of Software (30%)
 - Social and ethical issues
 - Hardware and software
 - Software development approaches
- Introduction to Software Development (50%)
 - Defining and understanding the problem
 - Planning and designing software solutions
 - Implementing software solutions
 - Testing and evaluating software solutions
 - Maintaining software solutions
- Developing software solutions (20%)

HSC Course

- Development and Impact of Software Solutions (15%)
 - Social and ethical issues
 - Application of software development approaches
- Software Development Cycle (40%)
 - Defining and understanding the problem
 - Planning and design of software solutions
 - Implementing software solutions
 - Testing and evaluating software solutions
 - Maintaining software solutions
- Developing a Solution Package (25%)
- Options (20%) - Study one of the following options:
 - Programming paradigms **or**
 - The interrelationship between software and hardware

PARTICULAR COURSE REQUIREMENTS

There is no prerequisite study for the Year 11 course. Completion of the Year 11 course is a prerequisite for the HSC course.

It is a mandatory requirement that students spend a minimum of 20% of Year 11 course time and 25% of HSC course time on practical activities using the computer.

SPORT, LIFESTYLE AND RECREATION (CATEGORY B / NON-ATAR)

COURSE DETAILS

- **Content Endorsed Course**
- **Course Number:** 35015, Year 11 Sport, Lifestyle and Recreation.
- **Course Number:** 35017, Year 12 Sport, Lifestyle and Recreation.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** Students may study both Sport, Lifestyle and Recreation (CEC) and Personal Development, Health and Physical Education (BDC) but they must not study CEC modules which duplicate BDC modules.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

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

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

Through the course students will develop:

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

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

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

TEXTILES AND DESIGN

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11370, Year 11 Textiles and Design.
- **Course Number:** 15390, Year 12 Textiles and Design.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** Fashion and Textiles TVET CEC 43480, and Fashion Design and Technology TVET CEC 41016.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two Year 11 textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC course builds upon the Year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

TOPICS COVERED

Year 11 Course

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

HSC Course

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%).

PARTICULAR COURSE REQUIREMENTS

In the Year 11 course students will undertake two Year 11 textile projects. Year 11 Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Year 11 Project 2 is drawn from the area of study of Properties and Performance of Textiles and 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.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

VISUAL ARTS

COURSE DETAILS

- **Board Developed Course**
- **Course Number:** 11380, Year 11 Visual Arts.
- **Course Number:** 15400, Year 12 Visual Arts.
- **Subject Unit Value:** 2 Units for Year 11 and Year 12.
- **Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations.

Year 11 Course learning opportunities focus on:

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

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

HSC Course

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

HSC Course learning opportunities focus on:

- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.
- How students use knowledge gained from studying artists work and material practice to inform their own work.

PARTICULAR COURSE REQUIREMENTS

Year 11 Course

- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

HSC Course

- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.

VISUAL DESIGN (CATEGORY B / NON-ATAR)

COURSE DETAILS

- **Content Endorsed Course**
- **Course Number:** 35101, Year 11 Visual Design.
- **Course Number:** 35103, Year 12 Visual Design.
- **Subject Unit Value:** 2 Units Year 11 and Year 12.
- **Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- **Pre-requisites:** nil.

COURSE DESCRIPTION

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

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

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

TOPICS COVERED

Modules may be selected in any of the four broad fields of:

- Graphic Design
- Wearable Design
- Product Design
- Interior/Exterior Design.

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

Course	Units	Hours	Structure
1 year (Year 11 or Year 12)	2	120	3–6 modules
2 year (Year 11 and Year 12)	2	240	6–12 modules

PARTICULAR COURSE REQUIREMENTS

Students are required to keep a diary throughout the course.

Year 11 Course learning opportunities focus on:

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

This subject contributes two units towards the HSC qualification. **It does not contribute to an ATAR.**

HSC COMPLIANT TVET & OTHER OPTIONS

SUBJECTS OFFERED 2022-2023

TVET OPTIONS AVAILABLE

TVET Courses:

Animal Studies	Fitness
Automotive Mechanical (ATAR)	Hairdressing
Beauty Services	Health Services Assistance (ATAR)
Business Services (ATAR)	Hospitality (ATAR)
Children's Services	Human Services (Nursing and Aged Care) (ATAR)
Community Services	Information and Digital Technology (ATAR)
Electrotechnology (ATAR)	Media
Financial Services (ATAR)	

Speak to:	Careers Adviser Mrs Knight and get specific course information
Delivery:	Thursday afternoons from 1.00 pm to 5.00 pm on TAFE campus
Applications forms:	Available from Mrs Knight early August and will be given to all students who have indicated an interest in TVET courses.
Costs:	This depends on the subject chosen. As a private school we are charged at commercial rates by the training provider. An estimate of costs involved can be given when you know which areas of interest you would like to enrol in.
Transport to Classes:	Students are responsible for their own transport from school to classes.
Please note:	<i>All courses are run subject to demand.</i>

OTEN – DISTANCE EDUCATION COURSES AVAILABLE

OTEN Courses:

Accounts Administration

Information Technology

Business Services

Property Services – Real Estate

Construction and Land Management

Retail Services

Early Childhood Education and Care

Tourism/Events

Speak to:	Careers Adviser Mrs Knight and get specific course information
Delivery:	Online
Applications forms:	Available from Mrs Knight early August and will be given to all students who have indicated an interest in OTEN courses.
Costs:	This depends on the subject chosen. As a private school we are charged at Commercial Rates by the Training Provider. An estimate of costs involved can be given when you know which areas of interest you would like to enrol in.
Transport to Classes:	Students are responsible for their own transport from school to classes.
Please note:	<i>All courses are run subject to demand.</i>

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

School-based Apprenticeships and School-based Traineeships

School-based Apprenticeships (SBA) and Traineeships (SBAT) are available in a number of vocational areas, including but not limited to: Animal Care, Automotive, Business, Construction, Electrotechnology, Hairdressing, Hospitality and Plumbing.

FURTHER EXTERNAL COURSES ON OFFER

The following private providers offer courses in a wide range of interest areas. Courses are delivered in Year 11 and Year 12 in blocks during the school holidays:

- Whitehouse Institute of Design
- KVB Institute of Design
- Academy of Interactive Entertainment

If you need further detail on any of the above please contact the Careers Adviser, Marie Knight.

ACKNOWLEDGEMENTS

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The HSC content presented in this booklet has been prepared with permission from a range of documents produced by the New South Wales Education Standards Authority (NESA).

For more information, go to NESA website at <http://educationstandards.nsw.edu.au>