

THE RIVERINA ANGLICAN COLLEGE



# **THE RIVERINA ANGLICAN COLLEGE**

## **Guide to Courses**

**YEARS 11 - 12**

**2018 – 2019**

# THE RIVERINA ANGLICAN COLLEGE

---

## Table of Contents

1. Introduction.....	3
2. Choosing Subjects .....	3
3. Rules for Eligibility for the HSC and the ATAR .....	4
4. Understanding the concept of the Unit .....	5
5. Course Types in the HSC .....	6
6. Assessments .....	7
7. Reporting.....	7
8. Requirements for the HSC at The Riverina Anglican College .....	8
<b>Subject Descriptions .....</b>	<b>9</b>
Agriculture .....	10
Ancient History .....	11
Biology.....	12
Business Studies .....	13
Chemistry .....	14
Community and Family Studies (CAFS) .....	15
Design and Technology.....	16
Drama.....	17
Economics.....	18
English Standard .....	19
English (Advanced) .....	20
English (Extension).....	21
Food Technology.....	22
French Continuers .....	23
Geography.....	24
Industrial Technology .....	25
Investigating Science .....	26
Legal Studies.....	27
Standard Mathematics .....	28
Mathematics .....	29
Mathematics Extension 1 .....	30
Mathematics Extension 2 .....	31
Modern History .....	32
Music 1 .....	33
Personal Development, Health and Physical Education (PD/H/PE) .....	34
Physics .....	35
Software Design and Development.....	36
Sport, Lifestyle and Recreation .....	37
Studies of Religion .....	38
Textiles and Design.....	39
Visual Arts .....	40
Construction – VET .....	41
Metal and Engineering – VET .....	42
<i>Other Options Available</i> .....	43

## 1. Introduction

This guide is intended to help students and parents to make informed decisions about courses they choose for Year 11. The booklet includes some information about the Higher School Certificate and the Australian Tertiary Admission Rank. The guide focuses on the courses that the College may be offering in 2018-2019. The course description provides an overview of the course requirements and topics covered in both the Preliminary and HSC courses.

## 2. Choosing Subjects

The choice of subjects for Years 11 and 12 can seem quite bewildering for students and parents. Some students know exactly where their lives are headed (although they often change their minds!), but most have only a vague idea of what they would like to do after school. It is more likely that students by the end of Year 10 have a greater idea of what they do *not* want to study.

To assist students and parents the College seeks to pass on information in a number of different areas. These include the briefing of students during careers lessons, an information evening for parents and students, interviews with Ms Foster and Mrs Knight and the information in this booklet.

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

1. **Students should choose subjects which they find interesting.** Personal interest is the best motivator to enable you to commit to two intensive years of study of a subject. Students who choose subjects because they perceive it will gain them some statistical advantage in university admission invariably have trouble and difficulties.
2. **Check the table of recommended prerequisite studies printed on page 8 of this guide.** Prerequisites are courses, which need to have been completed, or grades recommended, in order to pursue a particular subject in year 11 and 12.
3. **Seek advice concerning careers.** 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. Clarification of pre requisites for university courses can be checked in the “University entry requirements 2020 for Year 10 students” which can be accessed at:  
<http://www.uac.edu.au/schoolink/year-10.shtml>.

Other helpful information is available at this site.

4. **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 chose a balanced programme of study which maximises future options.
5. **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 a Australian Tertiary Admission Rank (ATAR).** These rules are outlined in the next section.



### 3. Rules for Eligibility for the Higher School Certificate and the Australian Tertiary Admission Rank

#### Year 11

- 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.

#### Year 12

- Students must undertake at least ten (10) units of NESA developed courses.
- This must include at least two (2) units of English.
- It must include at least four (4) different subjects.
- TRAC advises that at least 11 units of NESA developed Courses are undertaken.

### Calculation of the Australian Tertiary Admission Rank

The ATAR will be based on an aggregate of scaled marks in 10 Units of NESA developed courses comprising;

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

The NSW Education Standards Authority (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 pattern to attempt to predict possible scores based on raw marks.

The screenshot shows the ATAR calculator interface. At the top, it says "ATAR calculator" and has a "how to use" link. Below that, it says "Choose your calculation: Estimate my ATAR (selected) Breakdown my Target ATAR" and an "advanced view" link. The main part of the interface is a table with the following columns: Course, HSC Mark, Percentile, Scaled Mark, ATAR Equivalent, Units Counted, Lock, and Delete. The table contains the following data:

Course	HSC Mark	Percentile	Scaled Mark	ATAR Equivalent	Units Counted	Lock	Delete
1 English Advanced	82	58.8	34.4	85.7	2	🔒	
2 Chemistry	86	79.7	39.8	94.5	2	🔒	
3 Mathematics Extension 1 (2 units)	86	55.3	43	97.8	2	🔒	✖
4 Mathematics Extension 2	84	39.7	45.1	99.2	2	🔒	✖
5 Business Studies	90	91.7	38.9	93.2	2	🔒	✖
6 Select a Course						🔒	

At the bottom of the interface, there are two large numbers: "HSC Scaled Aggregate" with the value 402.4 and "ATAR" with the value 95.1. There are also links for "university cutoff" and "scaling graph" on the left side.

#### 4. Understanding the Concept of the Unit

All courses offered for the Higher School Certificate has a 1 or 2 unit value. **Most subjects are of 2-unit value.**

Unit Value	Hours Required	Total Marks in HSC
1 Unit (including Extension Courses)	60 hours	50
2 Unit	120 hours	100
4 Unit 240 hour VET) or (HSC Extension 1 <b>plus</b> Extension 2) in Mathematics and English.	240 hours	100 for the VET course 200 for Mathematics (100 for the 2 Unit, 50 for Extension 1 50 for Extension 2)

##### (i) 1 Unit Courses

1 Unit **NESA Developed Courses** (see Course types below) in the HSC are the *Extension Courses in Mathematics, English and at TRAC Studies of Religion.*

##### (ii) 2 Unit Courses

Most Preliminary and HSC courses are 2 Unit courses.

##### (iii) Extension Courses

Extension courses are available in only a limited number of subjects including English, Mathematics, History, Music, some Languages and Vocational Education and Training (VET) courses. 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** Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the HSC extension course (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC Extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only. History Extension may be taken by students studying Modern or Ancient History.

## 5. Course Types in the HSC

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

- (i) NESA Developed Courses
- (ii) NESA Endorsed Courses
- (iii) Vocational Education and Training Courses

### (i) 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.***

### (ii) 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

### iii) 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.

## 6. Assessments

### • NESAs Developed Courses

All courses in the HSC are assessable, whether they are NESAs Developed or are one of the two different types of NESAs Endorsed courses. In the case of NESAs 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).

### • NESAs Endorsed Courses

Since there is no external examination in NESAs 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 NESAs Developed Courses, a course not satisfactorily completed in Year 11 cannot be continued into Year 12. The mark achieved in a NESAs 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 NESAs to produce a credential for the student. A 240-hour VET course will also have an external examination (HSC examination).

## 7. 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 NESAs Developed courses.
- A **Course Report** for each NESAs 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.

## HIGHER SCHOOL CERTIFICATE

### Record of Achievement



*This is to certify that  
has satisfactorily completed the courses listed below:*

2010 Board Developed Courses	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2 unit Biology	85/100	95/100	95	5
2 unit Chemistry	81/100	94/100	93	5
2 unit Economics	84/100	94/100	94	5
2 unit English (Advanced)	87/100	92/100	95	5
2 unit Mathematics	86/100	95/100	97	5
1 unit Mathematics Extension 1	46/50	47/50	47	E4

## 8. Requirements for the HSC at The Riverina Anglican College

### a) Subjects that have pre-requisites

French Elective          French Stage 5 (Years 9 and 10)

### b) English

The English syllabuses for the 2018 Preliminary and 2019 HSC courses are entirely new in their scope, approach to assessment and manner in which texts are studied. There is now a shared module for both the Standard and Advanced Courses called 'Reading to Write' for the Preliminary Course and 'Texts and Human Experiences' for the HSC Course.

The TRAC English faculty has decided that it would be beneficial for all Year 11 students to remain in the one stream for Term 1 of the Preliminary Course before shifting to either Standard or Advanced for the remainder of the Preliminary year and into the HSC. In this way all students will have a strong foundation in the key creative and essay writing skills required for the remainder of either course. This also allows students to further consider which course suits them and make a more informed choice towards the end of Term 1 next year.

Please note the Extension English Preliminary Course begins from the start of Term 1, so students who possess particularly strong literacy skills and an avid interest in reading and writing can be extended from the outset. **Students who wish to do Extension English still need to identify this in the current round of subject selection.** 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.

### c) Studies of Religion I

From 2018, the College's mandatory Christian Studies course will be replaced by the NESA developed Studies of Religion I course.

SOR I is a ONE-unit course designed to promote an understanding and critical awareness of the nature and significance of religion and other belief systems on individuals and society. In the Preliminary Course (Year 11), students will learn about the nature of religion and beliefs using a phenomenological approach. They will also study the origins, beliefs, texts and ethics of two major religious traditions including Christianity.

Students will continue their SOR I studies in 2019 with the HSC NESA Developed course.

# Subject Descriptions



Image reference: <http://www.ait.nsw.edu.au/blog/subject-selection-guide-creative-students/>.

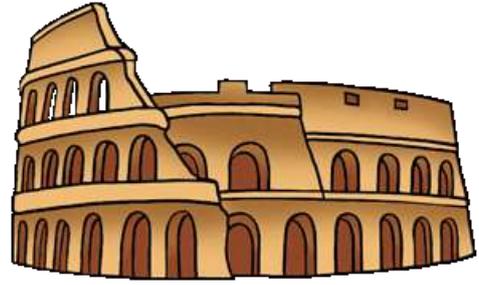
# AGRICULTURE

<b>Course:</b> Agriculture	<b>Course No:</b> 15010
2 units for each of Preliminary and HSC NESAs Developed Course <b>Exclusions:</b> Nil	
<b>Course Description</b> The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.  The HSC course builds upon the Preliminary 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.	
<b>Main Topics Covered</b> <b>Preliminary Course</b> <ul style="list-style-type: none"> <li>▪ Overview (15%)</li> <li>▪ The Farm Case Study (25%)</li> <li>▪ Plant Production (30%)</li> <li>▪ Animal Production (30%)</li> </ul> <b>HSC Course</b> <b>Core (80%)</b> <ul style="list-style-type: none"> <li>▪ Plant/Animal Production (50%)</li> <li>▪ Farm Product Study (30%)</li> </ul> <b>Elective (20%)</b> Choose ONE of the following electives to study: <ul style="list-style-type: none"> <li>▪ Agri-food, Fibre and Fuel Technologies</li> <li>▪ Climate Challenge</li> <li>▪ Farming for the 21<sup>st</sup> Century</li> </ul>	
<b>Particular Course Requirements</b> Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.	



Image reference: <https://www.acteonline.org/eia.post.aspx?id=4651>.

# ANCIENT HISTORY



<http://clipart.mrdonn.org/ancientrome.html>

<b>Course:</b> HSC Ancient History	<b>Course No:</b> 15020
2 units for each of Year 11 and Year 12 NESAs Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b>            In Year 11 Ancient History students develop their understanding of methods and issues involved in investigating sites, people, societies events and developments in the ancient world.</p> <p>The Year 12 course provides the opportunity for students to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of Pompeii and Herculaneum, an ancient society, historical period and ancient personality.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b>  <b>Part 1: Investigating Ancient History</b>            The Nature of Ancient History            Two Case Studies  <b>Part II: Features of Ancient Societies</b>            Two Ancient Societies to be chosen.  <b>Part III: Historical Investigation</b>            The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.</p> <p><b>Year 12 Course</b>  <b>Part I: Core Study:</b> Cities of Vesuvius – Pompeii and Herculaneum (25%)  <b>Part II:</b> ONE Ancient Society (25%)  <b>Part III:</b> ONE Personality in their Times (25%)  <b>Part IV:</b> ONE Historical Period (25%)</p>	

# BIOLOGY

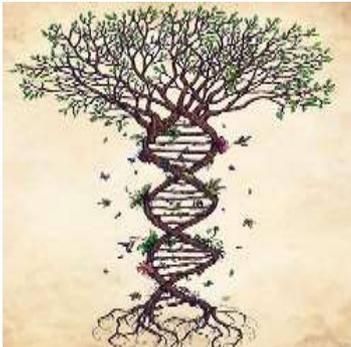
<b>Course:</b> Biology	<b>Course No:</b> 15030
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> None
<p><b>Course Description</b></p> <p>The <i>Biology Stage 6 Syllabus</i> explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p> <p>The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.</p> <p>The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats..</p>	
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b>            Module 1: Cells as the Basis of Life            Module 2: Organisation of Living Things            Module 3: Biological Diversity            Module 4: Ecosystem Dynamics</p>	<p><b>HSC Course</b>            Module 5: Heredity            Module 6: Genetic Change            Module 7: Infectious Disease            Module 8: Non-infectious Disease and Disorders</p>
<p><b>Particular Course Requirements</b></p> <p>Requirements for Depth Studies</p> <ul style="list-style-type: none"> <li>• A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.</li> <li>• At least one depth study must be included in both Year 11 and Year 12.</li> <li>• The two Working Scientifically outcomes of Questioning and Predicting and Communicating must be addressed in both Year 11 and Year 12.</li> <li>• 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.</li> </ul>	
	

Image reference: <http://rebloggy.com/post/love-tree-life-green-tattoo-flower-flowers-study-nature-peace-passion-science>

# BUSINESS STUDIES



Image reference:  
<http://www.morecambehigh.com/LIVE/department/business-studies/>

<b>Course:</b> Business Studies	<b>Course No:</b> 15040
2 units for each of Preliminary and HSC NESA Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b>            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.</p> <p>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.</p>	
<p><b>Preliminary Course</b></p> <p>Nature of business (20%) – the role and nature of business</p> <p>Business management (40%) – the nature and responsibilities of management</p> <p>Business planning (40%) – establishing and planning a small to medium enterprise</p> <p><b>HSC Course</b></p> <p>Operations (25%) – strategies for effective operations management</p> <p>Marketing (25%) – development and implementation of successful marketing strategies</p> <p>Finance (25%) – financial information in the planning and management of business</p> <p>Human resources (25%) – human resource management and business performance</p>	

# CHEMISTRY

<b>Course:</b> Chemistry	<b>Course No:</b> 15050
2 units for each of Preliminary and HSC NESA Developed Course	<b>Exclusions:</b> None
<p><b>Course Description</b></p> <p>The <i>Chemistry Stage 6 Syllabus</i> explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.</p> <p>Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.</p> <p>The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.</p> <p>The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.</p>	
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b></p> <p>Module 1: Properties and Structure of Matter Module 2: Introduction to Quantitative Chemistry Module 3: Reactive Chemistry Module 4: Drivers of Reactions</p>	<p><b>HSC Course</b></p> <p>Module 5: Equilibrium and Acid Reactions Module 6: Acid/Base Reactions Module 7: Organic Chemistry Module 8: Applying Chemical Ideas</p>
<p><b>Particular Course Requirements</b></p> <p>Requirements for Depth Studies</p> <ul style="list-style-type: none"> <li>• A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.</li> <li>• At least one depth study must be included in both Year 11 and Year 12.</li> <li>• The two Working Scientifically outcomes of Questioning and Predicting and Communicating must be addressed in both Year 11 and Year 12.</li> <li>• 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.</li> </ul>	

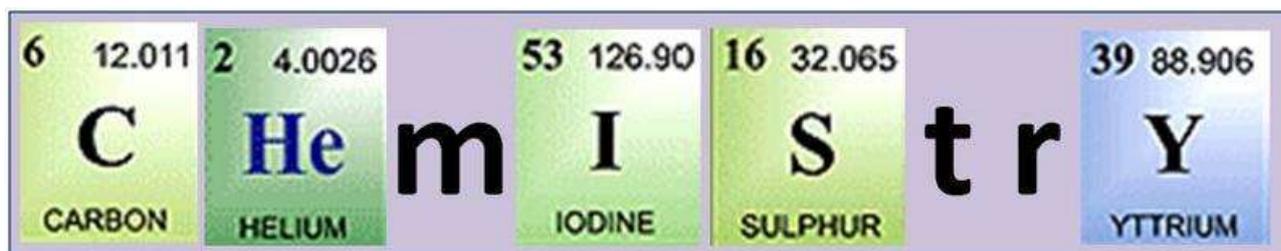


Image reference: <https://dpcdsb-ssc.wikispaces.com/Chemistry>.

# COMMUNITY AND FAMILY STUDIES(CAFS)

<b>Course: Community and Family Studies</b>	<b>Course No:</b>
2 units for each of Preliminary and HSC NESA Developed Course	<b>Exclusions: Nil</b>
<p><b>Course Description:</b> Community and Family Studies aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.</p> <p>Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.</p> <p>This syllabus focuses the Preliminary course on the individual and their interactions with personal groups, family and community. The HSC course builds upon this examining how the wellbeing of individuals, families and communities is affected by broader societal influences including sociocultural, economic and political factors.</p>	

<b>Preliminary course modules (100% total)</b>	<b>HSC course core modules (75% total)</b>
<b>Resource Management</b> (20% course time)	<b>Research Methodology</b> (25% course time)
<b>Individuals and Groups</b> (40% course time)	<b>Groups in Context</b> (25% course time)
<b>Families and Communities</b> (40% course time)	<b>Parenting and Caring</b> (25% course time)
	<b>HSC course option modules (25% total)</b> <b>The College will select one of the following options:</b>
	<b>Family and Societal Interactions</b> <b>Social Impact of Technology, individuals and Work</b>



Image reference:  
<http://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&source=image>

# DESIGN AND TECHNOLOGY

<b>Course:</b> Design and Technology	<b>Course No:</b> 15080
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil

## Course Description

The Preliminary 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 Preliminary 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 preliminary 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

### Preliminary 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 Preliminary 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 Preliminary 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 Preliminary 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

<b>Course:</b> Drama	<b>Course No:</b> 15090
2 units for each of Preliminary and HSC NESA Developed Course	<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
<p><b>Course Description</b> Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p><b>Preliminary Course</b> Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p><b>HSC Course</b> 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 <b>Group Performance</b> (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the <b>Individual Project</b>, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Script-writing <b>or</b> Video Drama.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b> Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles</p> <p><b>HSC Course</b> Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project</p>	
<p><b>Particular Course Requirements</b> The Preliminary 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 <i>Course Prescriptions</i> 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.</p>	



[http://www.swinton.rotherham.sch.uk/?page\\_id=3146](http://www.swinton.rotherham.sch.uk/?page_id=3146)

# ECONOMICS

<b>Course:</b> Economics	<b>Course No:</b> 15110
2 units for each of Preliminary and HSC NESA Developed Course	<b>Exclusions:</b> Nil
<b>Course Description</b> 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.	
<b>Main Topics Covered</b>  <b>Preliminary Course</b> <ul style="list-style-type: none"><li>▪ Introduction to Economics – the nature of economics and the operation of an economy</li><li>▪ Consumers and Business – the role of consumers and business in the economy</li><li>▪ Markets – the role of markets, demand, supply and competition</li><li>▪ Labour Markets – the workforce and role of labour in the economy</li><li>▪ Financial Markets – the financial market in Australia including the share market</li><li>▪ Government in the Economy – the role of government in the Australian economy.</li></ul> <b>HSC Course</b> <ul style="list-style-type: none"><li>▪ The Global Economy – Features of the global economy and globalisation</li><li>▪ Australia's Place in the Global Economy – Australia's trade and finance</li><li>▪ Economic Issues – issues including growth, unemployment, inflation, wealth and management.</li><li>▪ Economic Policies and Management – the range of policies to manage the economy.</li></ul>	



Image reference:

<http://www.assignmentpoint.com/business/international-business/the-global-market-place.html>

# ENGLISH STANDARD

<b>Course: English Standard</b>	<b>Course Number: 15130</b>
<b>2 Units for each of Preliminary and HSC NESA Developed Course</b>	<b>Exclusions: English (Advanced), English Studies, English (EALD), English (Extension I and II),</b>
<p><b>Course Description</b></p> <p>The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.</p> <p>Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course-</b> the course has three sections</p> <p>For the <b>Year 11 English Standard Course</b> students are required to complete: 120 indicative hours, complete the common module as the first unit of work and complete Modules A and B.</p> <p>Common module – Reading to Write: Transition to Senior English          Module A: Contemporary Possibilities          Module B: Close Study of Literature</p> <p><b>HSC Course-</b> the course has four sections</p> <p>For the <b>Year 12 English Standard Course</b> 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.</p> <p>Common module – Texts and Human Experiences          Module A: Language, Identity and Culture          Module B: Close Study of Literature          Module C: The Craft of Writing</p>	
<p><b>Particular Course Requirements</b></p> <p>In the <b>Preliminary English (Standard) Course</b> students are required to study:</p> <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• 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</li> <li>• 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</li> <li>• texts with a wide range of cultural, social and gender perspectives</li> <li>• integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.</li> </ul> <p>In the <b>HSC English (Standard) Course</b> students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> <li>• prose fiction</li> <li>• poetry OR drama</li> <li>• film OR media OR nonfiction</li> </ul> <p>Students must study ONE related text in the Common module: Texts and Human Experiences.</p>	

## ENGLISH (ADVANCED)

Course: English Advanced	Course Number: 15140
2 Units for each of Preliminary and HSC NESA Developed Course	Exclusions: English (Standard), English Studies, English (EALD)
<p><b>Course Description</b></p> <p>In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.</p> <p>The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course-</b> the course has three sections</p> <p>For the <b>Year 11 English Advanced Course</b> students are required to complete: 120 indicative hours, complete the common module as the first unit of work and complete Modules A and B.</p> <p>Common module: Reading to Write            Module A: Narratives that Shape our World            Module B: Critical Study of Literature</p> <p><b>HSC Course-</b> the course has four sections</p> <p>For the <b>Year 12 English Standard Course</b> 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.</p> <p>Common module: Texts and Human Experiences            Module A: Textual Conversations            Module B: Critical Study of Literature            Module C: The Craft of Writing</p>	
<p><b>Particular Course Requirements</b></p> <p>In the <b>Preliminary English (Advanced) Course</b> students are required to study:</p> <ul style="list-style-type: none"> <li>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> <li>• The Year 11 course requires students to support their study of texts with their own wide reading.</li> <li>•</li> </ul> <p>In the <b>HSC English (Standard) Course</b> students are required to closely study four prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> <li>• Shakespearean drama</li> <li>• prose fiction</li> <li>• poetry OR drama</li> </ul> <p>The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.</p> <p>Students must study ONE related text in the common module: Texts and Human Experiences.</p>	

# ENGLISH (EXTENSION)

<p>Course: Preliminary English Extension HSC English Extension 1 HSC English Extension 2</p>	<p>Course Number: English Extension 1 - 15160 English Extension 2 - 15170</p>
<p>1 Unit for each of Preliminary and HSC. Prerequisites: English (Advanced), Preliminary English Extension 1 for HSC Extension 1 and 2 courses.</p>	<p>Exclusions: English (Standard), English Studies, English (EALD)</p>
<p><b>Course Description</b></p> <p>The <b>English Extension 1</b> course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, they refine their understanding and appreciation of the cultural roles and the significance of texts. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.</p> <p>The <b>English Extension 2</b> course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <p>For the <b>Year 11 English Extension 1 Course</b> students are required to complete: 60 indicative hours, undertake the common module, undertake the related independent research project.</p> <p>For the <b>HSC Extension 1 Course students</b> are required to complete: the Preliminary Extension 1 course as a prerequisite, 60 indicative hours and undertake the common module.</p> <p>Common module: Literary Worlds with ONE elective option</p> <p>For the <b>Year 12 English Extension 2</b> 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.</p>	
<p><b>Particular Course Requirements</b></p> <p>In the <b>Preliminary English Extension 1 Course</b> students are required to study:</p> <ul style="list-style-type: none"> <li>• One text from the past and its manifestations in one or more recent cultures</li> <li>• 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</li> </ul> <p>In the <b>HSC English Extension 1 Course</b> students are required to study:</p> <ul style="list-style-type: none"> <li>• at least three texts from a prescribed text list for the module study including at least TWO extended print texts</li> <li>• Students are required to study at least TWO related texts</li> </ul>	



# FOOD TECHNOLOGY

Image reference: <https://www.fotolia.com/id/48003901>

<b>Course:</b> Food Technology	<b>Course No:</b> 15180
2 units for each of Preliminary and HSC NESA Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary 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.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• The Australian Food Industry (25%)</li> <li>• Food Manufacture (25%)</li> <li>• Food Product Development (25%)</li> <li>• Contemporary Nutrition Issues (25%)</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary 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.</p>	

# FRENCH CONTINUERS

<b>Course: French Continuers</b>	<b>Course No: 15680</b>
2 units for each of Preliminary and HSC NESA Developed Course	<b>Prerequisites:</b> School Certificate French or equivalent knowledge is assumed. <b>Exclusions:</b> French Beginners
<p><b>Course Description</b> The Preliminary 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.</p>	
<p><b>Prescribed Themes</b></p> <ul style="list-style-type: none"> <li>▪ The individual</li> </ul>	<p><b>Mandatory Topics</b></p> <ul style="list-style-type: none"> <li>▪ Personal identity</li> <li>▪ Relationships</li> <li>▪ School life and aspirations</li> <li>▪ Leisure and interests</li> </ul>
<ul style="list-style-type: none"> <li>▪ The French-speaking communities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Daily life/lifestyles</li> <li>▪ Arts and entertainment</li> </ul>
<ul style="list-style-type: none"> <li>▪ The changing world</li> </ul>	<ul style="list-style-type: none"> <li>▪ Travel and tourism</li> <li>▪ The world of work</li> <li>▪ Current issues</li> <li>▪ The young people's world</li> </ul>
<p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> <li>▪ Conversation</li> <li>▪ Responding to an aural stimulus</li> <li>▪ Responding to a variety of written material</li> <li>▪ Writing for a variety of purposes</li> <li>▪ Studying the culture of French-speaking communities through texts.</li> </ul>	
<p><b>Particular Course Requirements:</b> Elective French Years 9 -10</p>	



Image reference: <http://www.share-centre.org.uk/news/french-class>



# INDUSTRIAL TECHNOLOGY

**Course:** Industrial Technology

**Course No:** 15200

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses.

**NOTE: Students can only select one of the focus areas to study. Either Graphics OR Timber and furniture products. NOT BOTH.**

## 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 Focus Area that TRAC is offering:***

- ***Timber Products and Furniture Technologies.***
- ***Graphics***

## Main Topics Covered

### Preliminary Course

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, and 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 Course

- 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 Preliminary 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 preliminary 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

<b>Course:</b> Investigating Science	<b>Course No:</b> TBA
2 units for each of Preliminary and HSC NESA Developed Course	<b>Exclusions:</b> None
<p><b>Course Description</b></p> <p>The <i>Investigating Science Stage 6 Syllabus</i> is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.</p> <p>The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.</p> <p>The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students’ understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.</p> <p>The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.</p> <p>Investigating Science encourages the development of a range of capabilities and capacities that enhance a student’s ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students’ ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.</p>	
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b></p> <p>Module 1: Cause and Effect – Observing Module 2: Cause and Effect – Inferences and Generalisations Module 3: Scientific Models Module 4: Theories and Laws</p>	<p><b>HSC Course</b></p> <p>Module 5: Scientific Investigations Module 6: Technologies Module 7: Fact or Fallacy? Module 8: Science and Society</p>
<p><b>Particular Course Requirement</b></p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>• fieldwork.</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>• locating and accessing a wide range of secondary data and/or information</li> <li>• using and reorganising secondary data and/or information.</li> </ul> <p><b>30 hours must be allocated to depth studies within the 120 indicative course hours.</b></p>	

Image reference: <http://measure.igpp.ucla.edu/GK12-SEE-LA/Lessons%20-%20Earth%20Science.html>



# LEGAL STUDIES



Image reference:  
[http://www.afoofagroup.com/?page\\_id=64](http://www.afoofagroup.com/?page_id=64)

<b>Course:</b> Legal Studies	<b>Course No:</b> 15220
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p><b>1) Preliminary Course</b>            Students develop an understanding of the nature and functions of the law through an examination of the law-making processes and institutions. They learn as an example the characteristics of just laws and the nature of justice and the role of the High Court in the interpretation of the constitution. Drawing on this understanding of the legal system students also compare and contrast common and civil law systems which leads them into the topic of law reform.</p> <p><b>2) HSC Course</b>            Through the use of a range of contemporary examples, students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms. Students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice. The Human Rights section also sees students evaluate the effectiveness of legal and non-legal measures in protecting human rights.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Part I – The Legal System (40% of course time)</li> <li>▪ Part II – The Individual and the Law (30% of course time)</li> <li>▪ Part III – The Law in Practice (30% of course time)</li> </ul> <p>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.</p> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ Core Part I: Crime (30% of course time)</li> <li>▪ Core Part II: Human Rights (20% of course time)</li> <li>▪ Part III: Two options (50% of course time)</li> </ul> <p><b>Two</b> options are chosen from:</p> <ul style="list-style-type: none"> <li>▪ Consumers</li> <li>▪ Global environment and protection</li> <li>▪ Family</li> <li>▪ Indigenous peoples</li> <li>▪ Shelter</li> <li>▪ Workplace</li> <li>▪ World Order</li> </ul> <p><b>Key themes incorporated across all topics:</b> Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.</p>	

# STANDARD MATHEMATICS

<b>Course:</b> Standard Mathematics	<b>Course No:</b> TBC
<p>2 units for each of Preliminary and HSC NESA Developed Course</p> <p><b>Prerequisites:</b> For students who intend to study the Standard Mathematics course, it is recommended that they study the Stage 5.2 content of <i>Mathematics Years 7–10 Syllabus</i>.</p> <p><b>Exclusions:</b> Students may <b>not</b> study any other Stage 6 Mathematics course in conjunction with Standard Mathematics.</p>	
<p><b>Course Description</b></p> <p><b>Preliminary</b></p> <p>The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.</p> <p><b>HSC</b></p> <p>Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.</p> <p>Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Financial Mathematics</li> <li>▪ Statistical Analysis</li> <li>▪ Measurement</li> <li>▪ Algebra</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ Financial Mathematics</li> <li>▪ Statistical Analysis</li> <li>▪ Measurement</li> <li>▪ Algebra</li> <li>▪ Networks</li> </ul>

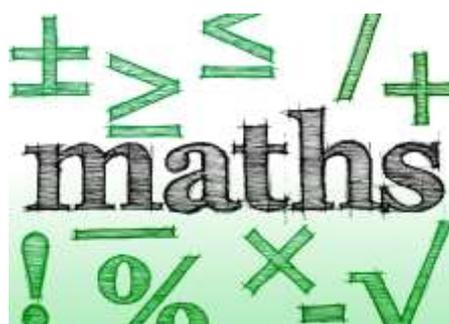


Image reference <http://missscottclass.global2.vic.edu.au/2013/02/21/maths-focus/>.

# MATHEMATICS



Image reference

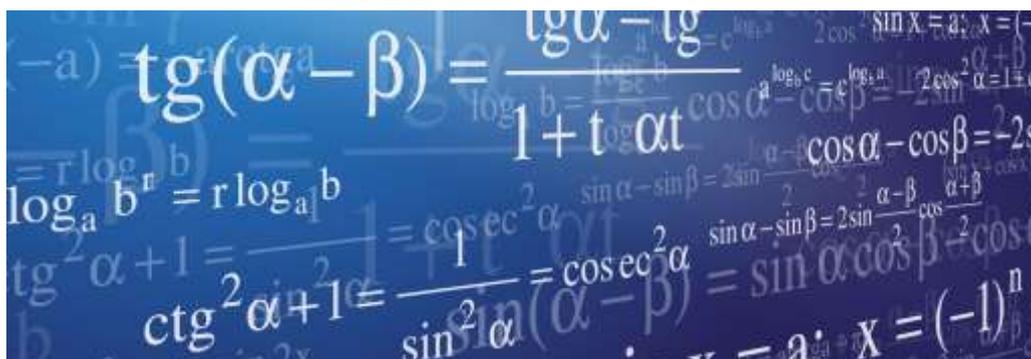
<http://www.rediff.com/getahead/report/slide-show-1-career-how-a-mathematics-course-will-benefit-your-career/20121120.htm>.

<b>Course:</b> Mathematics	<b>Course No:</b> 15240
<p>2 units for each of Preliminary and HSC            NESA Developed Course</p> <p><b>Prerequisites:</b> For students who intend to study the Mathematics course, it is recommended that they study the topics <i>Real Numbers</i>, <i>Algebraic Techniques</i> and <i>Coordinate Geometry</i> as well as at least some of <i>Trigonometry</i> and <i>Deductive Geometry</i> from Stage 5.3 (identified by §) of <i>Mathematics Years 7–10 Syllabus</i>, if not all of the content.</p> <p><b>Exclusions:</b> General Mathematics</p>	
<p><b>Course Description</b></p> <p>The content and depth of treatment of this course as specified in Part A and Part B indicate that it is intended for students who have completed the Stage 5.3 mathematics course and demonstrated general competence in all the skills included in that course.</p> <p>The Mathematics course is intended to give these students an understanding of and competence in some further aspects of mathematics which are applicable to the real world.</p> <p>The course has general educational merit and is also useful for concurrent studies in science and commerce. It is a sufficient basis for future tertiary study. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the <b>Extension 1 and Extension 2</b> courses.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Basic arithmetic and algebra</li> <li>▪ Real functions</li> <li>▪ Trigonometric ratios</li> <li>▪ Linear functions</li> <li>▪ The quadratic polynomial and the parabola</li> <li>▪ Plane geometry – geometrical properties</li> <li>▪ Tangent to a curve and derivative of a function</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ Coordinate methods in geometry</li> <li>▪ Applications of geometrical properties</li> <li>▪ Geometrical applications of differentiation</li> <li>▪ Integration</li> <li>▪ Trigonometric functions</li> <li>▪ Logarithmic and exponential functions</li> <li>▪ Applications of calculus to the physical world</li> <li>▪ Probability</li> <li>▪ Series and series applications</li> </ul>

# MATHEMATICS EXTENSION 1

<b>Course:</b> Mathematics Extension 1	<b>Course No:</b> 15250
1 unit in each of Preliminary ( <i>Preliminary Mathematics Extension</i> ) and HSC NESAs Developed Course	
<p><b>Prerequisites:</b> For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) <i>Curve Sketching and Polynomials, Functions and Logarithms</i>, and <i>Circle Geometry of Mathematics Years 7–10 Syllabus</i>.</p>	
<p><b>Exclusions:</b> General Mathematics</p>	
<p><b>Course Description</b></p> <p>This course is studied simultaneously with <b>Mathematics</b>. The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills in Stage 5.3 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the <b>Mathematics Extension 2</b> course.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Other inequalities</li> <li>▪ Further geometry</li> <li>▪ Further trigonometry</li> <li>▪ Angles between two lines</li> <li>▪ Internal and external division of lines into given ratios</li> <li>▪ Parametric representation</li> <li>▪ Permutations and combinations</li> <li>▪ Polynomials</li> <li>▪ Harder applications of the Mathematics Preliminary course topics</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ Methods of integration</li> <li>▪ Primitive of <math>\sin^2 x</math> and <math>\cos^2 x</math></li> <li>▪ Equation <math>\frac{dN}{dt} = k(N - P)</math></li> <li>▪ Velocity and acceleration as a function of <math>x</math></li> <li>▪ Projectile motion</li> <li>▪ Simple harmonic motion</li> <li>▪ Inverse functions and inverse trigonometric functions</li> <li>▪ Induction</li> <li>▪ Binomial theorem</li> <li>▪ Further probability</li> <li>▪ Iterative methods for numerical estimation of the roots of a polynomial equation</li> <li>▪ Harder applications of Mathematics HSC course topics</li> </ul>

Image reference: <http://www.ox.ac.uk/admissions/undergraduate/courses-listing/mathematics>



# MATHEMATICS EXTENSION 2

<b>Course:</b> Mathematics Extension 2	<b>Course No:</b> 15260
1 unit for the HSC NESA Developed Course	
The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.	
<b>Exclusions:</b> General Mathematics	
<b>Course Description</b> This course is studied simultaneously with <i>Mathematics and Extension 1</i> . The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in great depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.	
<b>Main Topics Covered</b> <ul style="list-style-type: none"><li>▪ Graphs</li><li>▪ Complex Numbers</li><li>▪ Conics</li><li>▪ Integration</li><li>▪ Volumes</li><li>▪ Mechanics</li><li>▪ Polynomials</li><li>▪ Harder Mathematics Extension 1 topics</li></ul>	



<http://zorbasmath.com/info/dumbing-preschool-math/>



# MUSIC 1

<b>Course:</b> Music 1	<b>Course No:</b> 15290
2 units for each of Preliminary and HSC NESA Developed Course <b>Exclusions:</b> Music 2	
<b>Course Description</b> In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.	
<b>Main Topics Covered</b> Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.	
<b>Particular Course Requirements</b> <b>HSC course</b> In addition to core studies in performance, composition, musicology and aural, students select <b>three</b> electives from any combination of performance, composition and musicology. These electives must represent <b>each</b> of the three topics studied in the course.  Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESA of Studies to validate authorship of the submitted work.  <b>Musicology</b> Students undertaking Musicology as an elective study should develop a musicology portfolio to support their preparation for the <i>viva voce</i> examination.	



Image reference: <http://scienceillustrated.com.au/blog/culture/the-evolution-of-music/>

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

<b>Course:</b> Personal Development, Health and Physical Education	<b>Course No:</b> 15320
2 units for each of Preliminary and HSC NESA Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b> The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>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.</p>	
<p><b>Preliminary Course</b> <b>Core Topics</b> (60%)</p> <ul style="list-style-type: none"> <li>▪ Better Health for Individuals</li> <li>▪ The Body in Motion</li> </ul> <p><b>Optional Component</b> (40%) Students select <b>two</b> of the following options:</p> <ul style="list-style-type: none"> <li>▪ First Aid</li> <li>▪ Composition and Performance</li> <li>▪ Fitness Choices</li> <li>▪ Outdoor Recreation</li> </ul>	<p><b>HSC Course</b> <b>Core Topics</b> (60%)</p> <ul style="list-style-type: none"> <li>▪ Health Priorities in Australia</li> <li>▪ Factors Affecting Performance</li> </ul> <p><b>Optional Component</b> (40%) Students select <b>two</b> of the following options:</p> <ul style="list-style-type: none"> <li>▪ The Health of Young People</li> <li>▪ Sport and Physical Activity in Australian Society</li> <li>▪ Sports Medicine</li> <li>▪ Improving Performance</li> <li>▪ Equity and Health</li> </ul>
<p><b>Particular Course Requirements</b> In addition to core studies, teachers select <b>two</b> options in each of the Preliminary and HSC courses.</p>	



<http://web1.maitgross-h.schools.nsw.edu.au/faculties/pdhpe/>

# PHYSICS



Image reference: <http://www.addonsuccess.com/u/blog-what-physics-taught-me-about-marketing>

<b>Course:</b> Physics	<b>Course No:</b> 15330
2 units for each of Preliminary and HSC NESA Developed Course	<b>Exclusions:</b> None
<p><b>Course Description</b></p> <p>The <i>Physics Stage 6 Syllabus</i> involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.</p> <p>The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.</p> <p>Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.</p> <p>The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.</p> <p>The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.</p>	
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b></p> <p>Module 1: Kinematics Module 2: Dynamics Module 3: Waves and Thermodynamics Module 4: Electricity and Magnetism</p>	<p><b>HSC Course</b></p> <p>Module 5: Advanced Mechanics Module 6: Electromagnetism Module 7: The Nature of Light Module 8: From the Universe to the Atom</p>
<p><b>Particular Course Requirements</b></p> <p>Requirements for Depth Studies</p> <ul style="list-style-type: none"> <li>• A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.</li> <li>• At least one depth study must be included in both Year 11 and Year 12.</li> <li>• The two Working Scientifically outcomes of Questioning and Predicting and Communicating must be addressed in both Year 11 and Year 12.</li> <li>• 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.</li> </ul>	

# SOFTWARE DESIGN AND DEVELOPMENT



Image reference: <http://www.covariant-systems.com/services/software-design-development>.

<b>Course:</b> Software Design and Development	<b>Course No:</b> 15360
2 units for each of Preliminary and HSC NESA Developed Course	<b>Exclusions:</b> Computing Applications CEC
<p><b>Course Description</b></p> <p>The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.</p> <p>The HSC course builds on the Preliminary course and 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.</p>	
<p><b>Preliminary Course</b></p> <p>Concepts and Issues in the Design and Development of Software (30%)</p> <ul style="list-style-type: none"> <li>• Social and ethical issues</li> <li>• Hardware and software</li> <li>• Software development approaches</li> </ul> <p>Introduction to Software Development (50%)</p> <ul style="list-style-type: none"> <li>• Defining and understanding the problem</li> <li>• Planning and designing software solutions</li> <li>• Implementing software solutions</li> <li>• Testing and evaluating software solutions</li> <li>• Maintaining software solutions</li> </ul> <p>Developing software solutions (20%)</p>	<p><b>HSC Course</b></p> <p>Concepts and Issues in the Design and Development of Software (30%)</p> <ul style="list-style-type: none"> <li>• Social and ethical issues</li> <li>• Hardware and software</li> <li>• Software development approaches</li> </ul> <p>Introduction to Software Development (50%)</p> <ul style="list-style-type: none"> <li>• Defining and understanding the problem</li> <li>• Planning and designing software solutions</li> <li>• Implementing software solutions</li> <li>• Testing and evaluating software solutions</li> <li>• Maintaining software solutions</li> </ul> <p>Developing software solutions (20%)</p> <p>Options (20%)</p> <p>Study one of the following options:</p> <ul style="list-style-type: none"> <li>• Programming paradigms or</li> <li>• The interrelationship between software and hardware</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.</p> <p>It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.</p>	

Current course description 201506

# SPORT, LIFESTYLE & RECREATION

<b>Course:</b> Sport, Lifestyle & Recreation	<b>Course No:</b> 35015
<b>Units:</b> 2 units of Preliminary NESA Endorsed Course	<b>Exclusions:</b> Nil
<p><b>Course Aim:</b> The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.</p>	
<p><b>Course Description:</b></p> <p>Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.</p>	
<p><b>Course Topics:</b> The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There is no prescribed core component. Schools are able to select from these modules to develop programs that respond to student needs and interests. These include:</p> <ol style="list-style-type: none"> <li>1. Aquatics</li> <li>2. Athletics</li> <li>3. Dance</li> <li>4. First Aid and Sports Injuries</li> <li>5. Fitness</li> <li>6. Games and Sports Applications I</li> <li>7. Games and Sports Applications II</li> <li>8. Gymnastics</li> <li>9. Healthy Lifestyle</li> <li>10. Individual Games and Sports Applications</li> <li>11. Outdoor Recreation</li> <li>12. Resistance Training</li> <li>13. Social Perspectives of Games and Sports</li> <li>14. Sports Administration</li> <li>15. Sports Coaching and Training</li> </ol> <p>Note: 3-6 modules must be delivered throughout the 2 unit Preliminary Course</p>	



www.shutterstock.com · 187038437

<https://www.bing.com/images/search?q=sport+lifestyle+and+recreation&view>

# STUDIES OF RELIGION

<b>Course:</b> Studies of Religion I	<b>Course No:</b> 15370
1 unit for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Studies of Religion II
<p><b>Course Description</b> Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Nature of Religion and Beliefs           <ul style="list-style-type: none"> <li>- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.</li> </ul> </li> <li>▪ Two Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism           <ul style="list-style-type: none"> <li>- Origins</li> <li>- Principal beliefs</li> <li>- Sacred texts and writings</li> <li>- Core ethical teachings</li> <li>- Personal devotion/expression of faith/observance.</li> </ul> </li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ Religion and Belief Systems in Australia post-1945           <ul style="list-style-type: none"> <li>- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</li> </ul> </li> <li>▪ Two Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism           <ul style="list-style-type: none"> <li>- Significant people and ideas</li> <li>- Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics</li> <li>- Significant practices in the life of adherents.</li> </ul> </li> </ul>	



Image reference: <http://portal.waverley.nsw.edu.au/library/sor/>.

# TEXTILES AND DESIGN



Image reference: [http://www.linux.bideford.devon.sch.uk/blogs/textiles/?page\\_id=107](http://www.linux.bideford.devon.sch.uk/blogs/textiles/?page_id=107)

<b>Course:</b> Textiles and Design	<b>Course No:</b> 15390
2 units for each of Preliminary and HSC NESA Developed Course	<b>Exclusions:</b> Fashion and Textiles TVET CEC 43480 Fashion Design and Technology TVET CEC 41016

## Course Description

The Preliminary 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 preliminary 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 Preliminary 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.

## Main Topics Covered

### Preliminary 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 Preliminary course students will undertake two preliminary textile projects. Preliminary 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. Preliminary 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



Image reference:

<http://www.timesfreepress.com/news/life/entertainment/story/2014/aug/31/turning-literature-visual-art-reflections-ga/265915/>.

<b>Course:</b> Visual Arts	<b>Course No:</b> 15400
<p>2 units for each of Preliminary and HSC          NESAs Developed Course  <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p><b>Course Description</b>          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.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
<p><b>Preliminary Course</b> learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>▪ the nature of practice in artmaking, art criticism and art history through different investigations</li> <li>▪ the role and function of artists, artworks, the world and audiences in the artworld</li> <li>▪ the different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>▪ how students may develop meaning and focus and interest in their work</li> <li>▪ building understandings over time through various investigations and working in different forms.</li> </ul> <p><b>HSC Course</b> learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>▪ how students may develop their practice in artmaking, art criticism, and art history</li> <li>▪ how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>▪ how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations</li> <li>▪ how students may further develop meaning and focus in their work.</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p><b>Preliminary Course:</b></p> <ul style="list-style-type: none"> <li>▪ Artworks in at least two expressive forms and use of a process diary</li> <li>▪ a broad investigation of ideas in art making, art criticism and art history.</li> </ul> <p><b>HSC Course:</b></p> <ul style="list-style-type: none"> <li>▪ development of a body of work and use of a process diary</li> <li>▪ a minimum of five Case Studies (4–10 hours each)</li> <li>▪ deeper and more complex investigations in art making, art criticism and art history.</li> </ul>	

# CONSTRUCTION – VET

Certificate II Construction Pathways (240 indicative hours)

AIS- RTO Number: 90413

NESA Developed Course

A total of 4 units of credit – Preliminary and HSC

Minimum mandatory work placement – 70 hours

Category B status for the Australian Tertiary Admission Rank (ATAR)

Exclusions with other Board Developed Courses – 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 Qualification(s)

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 CPC08v9

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

### Mandatory

Unit code	Unit title
CPCCCM1002A	Work effectively and sustainably in the construction industry
CPCCCM1003A	Plan and organise work
CPCCCM1004A	Conduct workplace communication
CPCCCM1005A	Carry out measurements and calculations
CPCCCM2001A	Read and interpret plans and specifications
CPCCOHS1001A	Work safely in the construction industry
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCCM2005A	Use construction tools and equipment

### Elective – minimum **110** HSC indicative hours

Unit code	Unit title
CPCCCA2001A	Handle carpentry materials
CPCCCA2002B	Use carpentry tools and equipment
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground
CPCCCM2004A	Handle construction materials
CPCCCM2006A	Apply basic leveling procedures
CPCCBL2001A	Handle and prepare bricklaying and bricklaying materials

## 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 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.

## School-based Apprenticeship/Traineeship

A school-based apprenticeship/traineeship is available. For more information: [www.sbatinnsw.info](http://www.sbatinnsw.info)

## More Information

For more information on this course: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/construction.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html)

# METAL AND ENGINEERING – VET

Certificate I Engineering (240 indicative hours)

AIS- RTO Number: 90413

NESA Developed Course	A total of 4 units of credit – Preliminary and HSC
Minimum mandatory work placement – 70 hours	Category B status for the Australian Tertiary Admission Rank (ATAR)
Exclusions with other NESA developed Courses	Industrial tech. metals and engineering industries focus area

## Course Description

This course provides students with the opportunity to obtain national vocational qualifications for employment in the manufacturing, engineering and related industries. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, technical drawing and engineering measurement. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, engineering draftsman, boat builder/repairer and mechanical, production or marine engineer, boiler maker and fabricator.

## AQF VET Qualification(s)

The Metals and Engineering 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 following qualification. (Actual qualification will depend on the number of competencies the student is assessed as competent in).

- Certificate I in Engineering (MEM10105)
- Statement of Attainment towards Certificate I in Engineering (MEM10105)

## Units of competency:

### Compulsory

Unit code	Unit title
N/A	Manufacturing and related services industries induction
MEM09002B	Interpret technical drawings
MEM12023A	Perform engineering measurements
MEM12024A	Perform computations
MEM13014A	Apply principles of occupational health and safety in the work environment
MEM14004A	Plan to undertake a routine task
MEM15002A	Apply quality systems
MEM15024A	Apply quality procedure
MEM16007A	Work with others in a manufacturing, engineering or related environment
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations

### Elective – minimum **110** HSC indicative hours

Unit code	Unit title
MEM05004C	Perform routine oxy acetylene welding
MEM05005B	Carry out mechanical cutting
MEM05007C	Perform manual heating and thermal cutting
MEM05012C	Perform routine manual metal arc welding
MEM07032B	Use workshop machines for basic 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 (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 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.

## School-based Apprenticeship/Traineeship

A school-based apprenticeship/traineeship is available. For more information: [www.sbatinnsw.info](http://www.sbatinnsw.info)

## More Information

For more information on this course: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/metals-engineering.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/metals-engineering.html)

## **Other Options Available**

### **TVET Courses:**

<b>Animal Studies</b>	<b>Aged Care (ATAR)</b>
<b>Automotive Mechanical (ATAR)</b>	<b>Automotive Spray (ATAR)</b>
<b>Aviation (Block Delivery)</b>	<b>Beauty (Therapy)</b>
<b>Business Services (ATAR)</b>	<b>Children's Services</b>
<b>Community Services Work</b>	<b>Dental Assisting</b>
<b>Electrotechnology (ATAR)</b>	<b>Financial Services (ATAR)</b>
<b>Fitness</b>	<b>Hairdressing</b>
<b>Health Services Assistance (ATAR)</b>	<b>Horse Industry Studies</b>
<b>Hospitality (ATAR)</b>	<b>Indigenous Primary Health Care</b>
<b>Information and Digital Technology (ATAR)</b>	<b>Marketing</b>
<b>Media</b>	<b>Plumbing</b>
<b>Retail (ATAR)</b>	

<b>Speak To:</b>	Careers Adviser Mrs Knight and get specific course information
<b>Delivery:</b>	Thursday afternoons from 1.00 pm to 5.00 pm
<b>Applications forms:</b>	Available from Mrs Knight early August and will be given to all students who have indicated an interest in TVET courses.
<b>Costs:</b>	<b>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.</b>
<b>Transport to Classes:</b>	Students are responsible for their own transport from school to classes.
<b>Please note:</b>	<i>All courses are run subject to demand.</i>

### **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, Plumbing.

### **OTEN – Distance Education Courses Include:**

Accounting	Aged Care Work
Business Services	Children's Services
Community Services	Electrotechnology
Financial Services	Information Technology
Media-News Journalism	Property Services-Real Estate
Retail Services	Tourism/Events

### **Further External Courses on Offer**

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

These 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

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



## Selection of Courses of Study Years 11 and 12 (Stage 6) 2018 – 2019

In order to meet the requirements of the National Education Standards Authority and the policies of the College, students must undertake:

- English
- Mathematics
- Studies of Religion (1 unit)
- Four other courses – 8 units of Courses (English + Mathematics + 8 other units)

English and Mathematics are **compulsory** and students should discuss the appropriate level for them with their teacher or the relevant Head of Department. Students wishing to attempt English Extension and/or Mathematics Extension should obtain signed approval from the relevant Head of Department. If you wish to participate in Extension Maths or Extension English you must place **number 1 in order of preference box**.

Students, after consultations with their parents and teachers, are invited to make their selection of courses from the following list. Students should select five Courses in **order of preference** by placing the numbers 1 to 5 in the appropriate boxes. (1 indicating first preference, 5 indicating fifth preference). These selections must add up to a minimum of 12 units. Please be aware that higher preferences (1, 2, 3 and 4) will have a greater effect on the subjects that are offered.

**Student's Name:** \_\_\_\_\_

<u>Course Name</u>	Preference (1 to 5)	<u>Course Name</u>	Preference (1 to 5)
Agriculture		Industrial Technology – Timber Products and Furniture Technologies	
Ancient History		Investigating Science	
Biology		Legal Studies	
Business Studies		Maths Extension 1 (1 Unit)	
Chemistry		Modern History	
CAFS (Community & Family Studies)		Music	
Design and Technology		PD/H/PE	
Drama		Physics	
Economics		Software Design and Development	
English Extension (1 unit)		Sport, Lifestyle and Recreation	
Food Technology		Textiles and Design	
French Continuers		Visual Arts	
Geography		Construction VET	
Industrial Technology – Graphics		Metal and Engineering VET	

TVET course of interest: \_\_\_\_\_

English extension: \_\_\_\_\_ (Head of Department)

Maths extension: \_\_\_\_\_ (Head of Department)

Parent Name \_\_\_\_\_ Parent Signature: \_\_\_\_\_