

SENIOR SUBJECT INFORMATION BOOKLET 2021

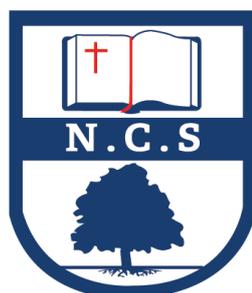
**Nowra
Christian
School**

Grow up into Christ



TABLE OF CONTENTS

A Note from the Principal	1
A Note from our School Counsellors	2
NSW Education Standards Authority (NESA) HSC Requirements	3
Distance Education	7
TAFE and other Vocational Courses	8
NSW Government Compulsory Attendance	9
Courses offered in 2021	
Maths Courses- Year 11 Students only	
Mathematics Standard 2	13
Mathematics Advanced	14
Mathematics Extension 1	15
Mathematics Extension 2	16
English Courses- Year 12 Students only	
English Standard	17
English Advanced	18
English Extension 1	19
English Extension 2	20
Other courses offered in 2021 -Years 11 & 12	
Ancient History	21
Biology	22
Chemistry	23
Community and Family Studies	24
Engineering Studies	25
Industrial Technology- Timber and Furniture	26
Music 1 & 2	27
Society and Culture	28
Visual Arts	29
NCS Courses offered in 2022	30





FROM THE PRINCIPAL

May, 2020

Dear Students and Parents/Carers,

Thus far, our 2020 school year has certainly been a demanding one as our wider community has faced the dual challenges of on-going drought and bushfires. Then our whole world has been unexpectedly confronted by the impact of the COVID-19 pandemic. As members of our Nowra Christian School community, you are to be congratulated for the wonderful way in which you have worked in partnership with our staff team. As we now look towards the 2021 school year, I trust that it may be a little less impacted by the types of events mentioned above.

Senior Secondary study at Nowra Christian School is a very significant time in the life of every student when major decisions are being made that will help to shape future directions. It is also an equally important time for parents as you accompany your sons and daughters on their journeys through the HSC. This 2021 Stage 6 Subject Selection Handbook contains a great deal of valuable information in relation to the stimulating range of courses available next year. I would commend the content of this booklet to your careful attention.

This Senior Secondary Information Booklet is specifically designed to assist students to make wise HSC subject selections. Some students will already have clear career preferences in mind. For others, future study pathways may be a little less certain. This booklet is designed to provide all students with practical advice and guidance.

NCS has a commitment to providing subject offerings that will enable our students to access the broadest range of courses that are delivered by universities and TAFE centres throughout Australia. We ensure that we offer the key subjects that the majority of students in NSW choose to undertake in preparation for tertiary studies. This subject offering is designed to equip our students with the required skills and knowledge to confidently enter the world of tertiary education, the workforce, mission field or volunteer work. Although we have a number of subjects offered, it does not mean that we can guarantee that any particular subject will be running. For this reason, we are asking students to inform us of their preferred subjects and we will carefully consider all of these requests.

Since 2000, Nowra Christian School has used the Focused Approach to deliver our HSC program. This approach enables our students to complete three (3) full HSC courses each year over a two (2) year period.

We know that the HSC years are demanding ones. For this reason, we have assembled an experienced staff team to assist our students to make the best decisions for their future pathways. Please be aware that decisions regarding who will teach specific subjects are still under consideration. There is no guarantee that the course contact person will become the teacher of that subject.

2019 was the first year that NCS successfully introduced a revised structure at the HSC level for the study of subjects in the areas of English and Mathematics. This model involves students being offered a choice of Mathematics subjects in Year 11 and English subjects in Year 12. Research shows that such a model provides the best academic outcomes for students

NCS employs committed Christian staff who deliver a high quality program from a genuine Christian worldview perspective. Our priority is to ensure that all students have clearly heard the gospel message and that they understand what it means to have a personal relationship with Christ. We trust that they will leave NCS with a genuine desire to faithfully serve the wider community.

Please be assured of the ongoing prayer support of our NCS staff as we uphold students and their families during this time of decision making.

Kind Regards,


Mr Rob Bray
PRINCIPAL



FROM OUR COUNSELLORS

Congratulations on nearing the end of your Junior Schooling! As well as a full two years of focused enquiry, learning and growth, you will no doubt also encounter some stresses and challenges along the way. These are a normal part of life and development and it is the way these are worked through, rather than their existence, that will be the refiners of your character, the foundation and test of your resilience, and the developer of your maturity.

This process starts with selecting subjects for Stage 6, which can sometimes hit as a sudden jolt that the pointy end of school has been thrust upon you. Choosing the right subjects for senior school can be both an exciting and daunting experience. These subjects will likely have at least some bearing on your post-school study or work options.

This booklet and information session is a way of easing you into this process and providing all you need to make wise and informed decisions concerning the best subjects to choose to study from the offers over the next two years. Whether you have known since before you could speak what you wanted to do when you grow up, and have a clear path on how to get there, or you have no idea where your career aspirations or even interests lie, the school and your parents are here to assist.

The best advice we feel we can communicate in this process is that the HSC is but one facet of your life – move through it and onward. It is important to carry it well, using its challenge as an opportunity to grow. However, with intense study and completion of assessment tasks in short time frames, stress can become an intrusive presence in the progress of working towards your HSC.

The following tips will help guide you through this time of choice and intense study:

1. Realistically assess your aptitude, ability and interest for a future career and the pathway to it before selecting subjects. For example there is no use in pushing yourself through 6 units of science to get into Vet Science, if you hate science or are allergic to pets. Or to select the subjects with higher weightings but little personal interest to you, only to enhance your marks.
2. In the absence of other clear reasons (ie subjects essential to your chosen area of tertiary study), we recommend that subjects are chosen based on enjoyment and interest. The subjects we tend to enjoy are usually the ones we do best in.
3. The HSC is but one of many pathways for accessing tertiary study and other post-school study and work options. These non-ATAR opportunities are vastly expanded from when your parents were at school, and continually growing.
4. Current statistics indicate your career is unlikely to be set in concrete, and is likely to change many times over your working life. You may one day work in a field not even invented yet!
5. Timetable your study and revision of work. As unexciting as it sounds, making time to read over the day's notes, and revising again within a two week period, is the most effective method for committing class work to memory.
6. Complete assessment tasks in small chunks by allotting several regular times over the assessment period. Last minute completion of tasks will increase stress which lessens the ability to think clearly and to concentrate.
7. Maintain balance across the different areas of your life.
 - Make sure you factor in time for doing things that you enjoy, relax you and keep you connected with other people. Do social things at appropriate times.
 - Maintain your work and co-curricular activities, within reason.
 - Stay connected with God through prayer and His word and in fellowship within your church/ youth group activities.
 - Do some form of exercise regularly to keep your mind fresh and your body active. Physical exercise is a great anxiety reducer, study circuit breaker, and also one of the best combatants to depression.
8. Make sure you get enough good sleep. Having screen-free time for at least half an hour before bed helps this. We recommend devices not be kept in rooms (alarm clocks work just fine!)
9. Remember schooling is important, but as with all of the HSC and beyond, we want to stress that it is not the be all and end of your future. There is full and rich life during and beyond the HSC. God calls us to live abundantly, including (and especially!) through the next two years!

If you find you are struggling with anxiety, not coping well or stressed during this time, we as counsellors are here to help you with strategies for dealing with these things.

counsellingteam@ncs.nsw.edu.au

NESA HSC REQUIREMENTS

The Government has appointed a group called the NSW Education Standards Authority (NESA) to determine courses that can be offered in all schools in NSW. In Stage 6, the first component of the course is called the Preliminary Course, with the second component being known as the HSC Course.

The HSC uses a standards-referenced approach to assessment and reporting. Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

All courses in the HSC are rigorous in terms of the standard of knowledge, skills and understanding expected of the students undertaking them.

To be awarded a Higher School Certificate, a minimum of 12 Preliminary units and 10 HSC units must be presented. Both Preliminary and HSC must include:

- at least six units from NESA Developed courses, including at least two units of English
- at least three courses of two units value or greater
- at least four subjects (including English)
- at most, six units in Science in Year 11 and 7 units of Science in Year 12 can count towards HSC eligibility

At our school, we are encouraging students to complete 12 units in both Preliminary and HSC.

However, for students wanting an Australian Tertiary Admission Rank (ATAR), used by the Universities Admissions Centre (UAC), the following eligibility guidelines apply:

- you must complete at least 10 units of ATAR courses. These ATAR courses must include:
 - eight units of Category A courses
 - two units of English
 - three NESA Developed courses of two units or greater
 - four subjects.

Parents, students and teachers are reminded that the ATAR ranking will have no impact on the Higher School Certificate. HSC marks report on what a student has achieved in each course, and a mark of 100 will be possible. Preliminary courses are assessed internally in accordance with our policies and assessment schedule that are distributed during Foundation Studies.

HSC courses are assessed both internally and externally. The internal assessment and the external examination will carry equal weighting in the determination of the student's HSC result. Each component will be worth 50%.

NESA HSC REQUIREMENTS

External assessment

External assessment refers to the externally set and marked HSC examination including written papers, submitted projects and products, performances and practical demonstrations.

Internal assessment

Internal assessment refers to the school-based assessment tasks that are developed, administered and marked by teachers and which comply with the NESA's mandatory assessment requirements.

All HSC candidates must participate in the HSC assessment scheme. You will receive an assessment mark from the school for each subject presented at the HSC. These marks are derived from a set of assessment guidelines produced by NESA. The official assessment period begins from the end of the Preliminary component for the course (approximately end of Term One). You will receive a detailed booklet on the overall philosophy of the scheme, the school policy and a copy of each subject's assessment schedule at the start of your senior schooling. Parents are advised to read it carefully when it is issued. Please note that if you do not follow the policies, your HSC may well be in jeopardy.

It is therefore imperative; both from the learning point of view and the HSC assessment point of view, that you note the school's Assessment Policy and take note of due dates, assessment requirements and that you seek to do your best in all assessment tasks.

HSC: All My Own Work

The HSC: All My Own Work program is designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies. All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed the HSC: All My Own Work program, or its equivalent. At NCS, students in Year 10 complete this program in Term Four.

Changing subjects during the Preliminary Course

We strongly discourage unnecessary changes to your pattern of study. The information night and this booklet, plus the availability of the staff to advise is all meant to give you advice to help you make and stick to your subject choice decisions. Changing levels within subjects can happen, but even this is really only advisable during the first half of Term One each year. Sometimes students decide to drop a subject and only present the bare minimum of 12 Preliminary and 10 HSC units. Again, we discourage this as many students end up wasting their extra time if they are only doing 10 units.

NB. The deadline for changing subjects in the Preliminary Course will be the end of the first week of Term One. Application must be made by completing the school's official form for changing a subject, signed by the parents and the teachers.

Dropping subjects

The school strongly advises against dropping subjects unless it is absolutely necessary to the student's well-being. Students wishing to drop a subject must apply via the NESA Liaison Officer for permission. Before permission is granted, the student must have satisfactorily completed an adequate number of units at Preliminary level. A letter outlining the wisdom of such a decision is sent to the parents and should be seriously considered before parental permission is given.

Dropping a HSC subject in Year 11 would only be considered under extreme circumstances as students have no knowledge of how they will perform in the next three subjects the following year and need to do everything possible to keep options open.

NESA HSC REQUIREMENTS

Attendance at school

Students need to understand that the school fulfills its duty of care to the students by ensuring that students are present in allocated classes, doing school work, during any non-face-to-face lessons. See pages 9 & 10 for the NSW Department of Education Compulsory Attendance Policy. Unless the student is attending a TAFE course, students are required to be at school during all morning 'non-face-to-face' periods. Permission to leave during non-face-to-face periods will only be considered for periods 5 and 6. Permission in these cases may only be granted if the request comes in advance from the student's parents. The school reserves the right to rescind permission at any time.

On the pages that follow are subject outlines for the subjects that may be completed in 2021 and 2022. Of course, like all schools, your school has limited resources and we need to be wise in the number of subjects that will run. If a subject is offered, this does not mean it will run unless there is a viable class.

The number required to make a viable class varies depending on the size of other classes and total enrolments, but full subjects with classes smaller than six students are very unlikely. To assist you with your planning, the school has established the following pattern.

Subjects likely to be offered in "odd" years (e.g. 2021, 2023, etc.)	Subjects likely to be offered in "even" years (e.g. 2022, 2024 etc.)
Ancient History, Biology, Chemistry, Community & Family Studies, Engineering Studies, Industrial Technology (Timber Products and Furniture Technologies), Music 1, Society & Culture, Visual Arts	Design & Technology, Drama, Earth & Environmental Science, French Beginners, Geography, Modern History, PDHPE, Physics, Visual Design

Should sufficient student demand for other subjects be present, the school will explore its ability to offer that subject and may be able to modify its subject offerings. Note that we will not be able to offer all of these subjects

and both the subject list and descriptions are accurate without being prescriptive.

Distance Education, Advanced & Extension Courses

If you intend to study by Distance Education you must have demonstrated ability to study independently and have a reputation for excellent time and study management.

Students will be guided by their English and Mathematics teachers in regards to the most suitable level of study to maximise their future options. Extension classes for English and Mathematics will run before or after school. Students are strongly urged to follow their teacher's advice in these matters.

Subject Allocations - Part time and off-line options

Occasionally, at the school's discretion, students may be offered subjects which we refer to as part time or off-line options. This is done at the school's initiative in an attempt to meet students' needs, and students should not assume that this option will automatically be available to them. An off-line allocation means that a student will be able to study two subjects on the same line. A part time allocation is where a student is permitted to complete a subject with greatly reduced face to face teacher allocation. In both part time and off-line allocations, the following issues are considered by the school:

- Has the student demonstrated an aptitude for the subjects in the Junior years?
- Has the student demonstrated the ability to work independently, without direct supervision?
- Does the relevant subject have a significant proportion of practical/project work that the student can complete independently?
- Does the school have a suitably qualified teacher who has the capacity in his/her timetabled allocation to provide reasonable support to the student?
- Does the likely supervising teacher and the student have a relationship that will allow the more mature approach that off-line and/or part time study entails?

The final decision whether a student will be offered a part time or off-line subject remains with the school.

NESA HSC REQUIREMENTS

The final decision is made in consultation with the Principal, teachers, the student and the student's parents. If a student is allocated to an off-line or part time subject, they will need to be aware of the following:

Part-time allocations

- Students will be required to be in an allocated classroom or the Library, when not having face-to-face lessons – they are not to view these periods as off-campus time.
- Students must 'sign-in' each day, on the register at the Library desk, to indicate their attendance for these periods.
- Students should anticipate that their position studying a part-time subject will be reviewed at the end of Foundation Studies and throughout the Preliminary program. If the student does not maintain an acceptable standard, the student will not be permitted to progress the subject into the HSC course.

Off-line allocations

- The student will negotiate with relevant teachers to determine when he/she is attending lessons in what subject.
- Students are expected to use the Library for any non-face-to-face periods to maintain their learning in the affected subjects.
- Students should anticipate that their position studying an off-line subject will be reviewed at the end of Foundation Studies and throughout the Preliminary program. If the student does not maintain an acceptable standard, the student will not be permitted to progress the subject into the HSC course.

Pathway Students

What is meant by HSC "Pathways"?

The HSC can be accumulated over a period of five years from the completion of the first HSC course. This allows for flexible study arrangements and is often referred to by the term "Pathways". This avenue is open to both school students and adult learners. Pathways provisions

may also include: being able to repeat one or more HSC courses; recognition of prior learning, whereby you may be granted credit transfer towards your HSC, or advanced standing in a course; and even part-time traineeships (particularly helpful to adult learners).

Should you be considering a Pathway approach to obtaining an HSC whilst attending NCS, you will need to discuss the matter with a Senior Coordinator and the Principal who will determine, with the student and parents, a specific program of work over an agreed period of years.

How to apply for Disability Provisions

Disability Provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room.

The provisions granted are solely determined by how the student's exam performance is affected.

It is not embarrassing to apply for provisions, and more than 7000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA determines disability provisions for the Higher School Certificate examinations.

To apply for provisions, schools must submit an online application to NESA. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Disability Provisions include:

- diabetic needs
- rest breaks
- extra time for a reading/writing disability
- small group supervision
- readers and writers.

Please see Mrs Schipp for more information.



DISTANCE EDUCATION

Students who are passionate about studying a subject that is not offered at NCS may be eligible to study this subject through distance education. There are three distance education providers that NCS uses:

- Finigan School of Distance Education
- NSW School of Languages
- Dubbo School of Distance Education

Students who seek to study through distance education must have the following:

- A strong dedication to independent learning
- Home access to appropriate technology and internet
- Absolute determination to complete the course

Enrolment for distance education takes place prior to the student commencing their year of learning. This requires NCS to pay upfront fees. For this reason it is essential that the student is committed to completing their study with their distance education provider.

Students who enrol in distance education courses need to be committed to online learning. The student needs to maintain regular communication with their external teacher as well as sending off regular work and assessment tasks. Throughout their distance education course, students will be provided with opportunities to meet their teachers face to face and attend intensive lessons at respective distance education facilities.

Where to from here?

If you are interested in enrolling in a distance education course you must register your interest with Mrs Edwards (Careers Adviser). Your interest will then be taken to the Head of Secondary and the Principal for further consideration before any contact is made with the distance education provider.

Contact person

Mrs Edwards

TAFE is an excellent study option for students who desire a practical, hands on approach to learning. Students in Year 10, 11 and 12 who choose to enrol in a TAFE course as a subject for their HSC will be enrolled in a TVET course.

TVET stands for TAFE delivered Vocational and Education Training. TAFE NSW is a Registered Training Organisation (RTO) that delivers courses to students as part of their Higher School Certificate (HSC). Students who meet the NSW Education Standards Authority (NESA) requirements for the course will gain units of credit towards their HSC as well as a nationally recognised TAFE NSW qualification.

Studying a TVET course allows students to:

- gain practical, work-related skills to enhance their future employment opportunities
- complete units that count towards their Higher School Certificate (HSC)
- start or complete a nationally-recognised TAFE NSW qualification while still at school

There are two main types of TVET courses:

NESA Developed courses

These courses contribute to the Higher School Certificate (HSC) and allow you to sit for an optional examination which can contribute to an Australian Tertiary Admission Rank (ATAR), provided all HSC syllabus requirements are met – including 240 hrs of delivery.

NESA Endorsed courses

These courses contribute to the Record of School Achievement (ROSA) or Higher School Certificate (HSC), but will not count towards your ATAR.

TAFE has not yet released the list of TVET courses for 2021. Mrs Edwards will advise students when this list becomes available.

The following is a list showing some of the courses that were offered at TAFE for 2020.

<p>NESA Developed (Category B Courses)</p> <ul style="list-style-type: none"> • Automotive- Vehicle Mechanical • Electrotechnology Career Start • Financial Services - Accounts Administration • Hospitality - Food & Beverage • Human Services - Health Services Assistance • Human Services- Individual Support (Ageing) • Information Digital Media & Technology (Networking & Hardware) • Metals & Engineering • Primary Industries - Conservation and • Tourism Travel and Events- Events <p>*Only 2 units of a category B subject can contribute towards an ATAR.</p>	<p>NESA Endorsed Courses</p> <ul style="list-style-type: none"> • Animal Studies • Beauty Services- Makeup • Community services • Early Childhood Education and Care • Maritime Operations • Salon Assistant • Skills for Work & Vocational Pathways
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Students who wish to study at TAFE need to be aware that if the TAFE course is in place with a line of study at NCS, students will be charged the normal school fees.

Students who wish to study a course through an external provider while studying at NCS need special approval as additional fees may apply.

Contact person

Mrs Edwards

Compulsory School Attendance

Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. Schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

What are my legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The *Education Act 1990* requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with NESAs for home schooling.

Once enrolled, children are required to attend school each day it is open for students. **The importance of arriving on time.** Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Help students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduce classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a

- verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the

principal will discuss their decision with you and the reasons why. Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An *Application for Extended Leave* may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.



**My child won't go to school.
What should I do?**

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as undertakings) to support your child's attendance at school.

- Application to the Children's Court
– Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department may apply to the Children's Court for a *Compulsory Schooling Order*. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

Working in Partnership

The Department of Education recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

If a student misses as little as 8 days in a school term, by the end of primary school they'll have missed over a year of school.

Further information regarding school attendance can be obtained from the following websites:

Policy, information and brochures:

<http://www.schools.nsw.edu.au/studentsupport/programs/attendance.php>

The school leaving age:

<http://www.schools.nsw.edu.au/leaving-school/index.php>

Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on 131 450. You will not be charged for this service.

For further advice and questions contact your educational services team

T 131 536

Learning and Engagement

Student Engagement & Interagency Partnerships

T 9244 5129 www.dec.nsw.gov.au

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NSW Department of Education



NOTES



COURSES OFFERED IN 2021

MATHS COURSES- YEAR 11 STUDENTS ONLY

MATHEMATICS STANDARD 2
MATHEMATICS ADVANCED
MATHEMATICS EXTENSION 1
MATHEMATICS EXTENSION 2

ENGLISH COURSES - YEAR 12 STUDENTS ONLY

ENGLISH STANDARD
ENGLISH ADVANCED
ENGLISH EXTENSION 1
ENGLISH EXTENSION 2

ANCIENT HISTORY

BIOLOGY

CHEMISTRY

COMMUNITY AND FAMILY STUDIES

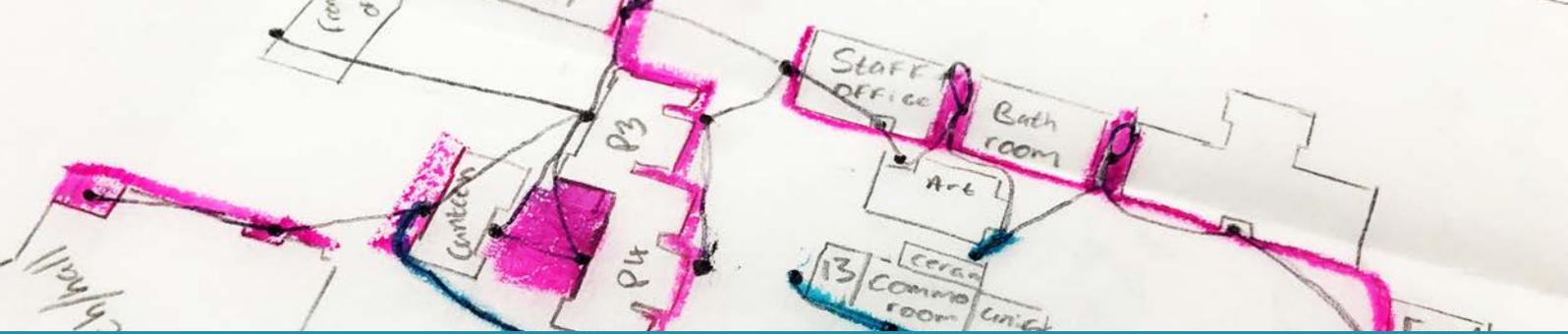
ENGINEERING STUDIES

INDUSTRIAL TECHNOLOGY
TIMBER & FURNITURE

MUSIC 1 & 2

SOCIETY AND CULTURE

VISUAL ARTS



MATHEMATICS STANDARD 2

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. The course content has an emphasis on integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage the transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects. The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

Main Topics in the Preliminary Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Main Topics in the HSC Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

HSC External Assessment

- A two and a half hour written examination consisting of:
- Multiple choice questions
- Short answer questions.

Particular Course Requirements

This course is for students who have completed a minimum of Stage 5.1 course in Year 9 & 10.

Approved calculators as well as compasses, set squares, a protractor and a mathematical curve-drawing template may be used in the exam.

A formula sheet will be provided

Contact person for this course

Mr Clarke



MATHEMATICS ADVANCED

Students will only be permitted to study Mathematics Advanced after consultation with their Mathematics teachers. If a student wishes to complete a higher level against the teachers' advice, parents will be informed that this is the case. The content and depth of treatment of this course indicates 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. The course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. It has general educational merit and is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the Life Sciences or Commerce.

Main Topics in the Preliminary Course

- Working with functions
- Trigonometry
- Exponential and logarithmic functions
- Statistical analysis & probability
- Tangent to a curve and derivative of a function

HSC External Assessment

A three hour written examination consisting of:

- Multiple choice questions
- Short answer questions.

Main Topics in the HSC Course

- Graphing techniques
- Trigonometric functions and graphs
- Geometrical applications of differentiation
- Integration
- Financial mathematical modelling
- Statistical Analysis

Particular Course Requirements

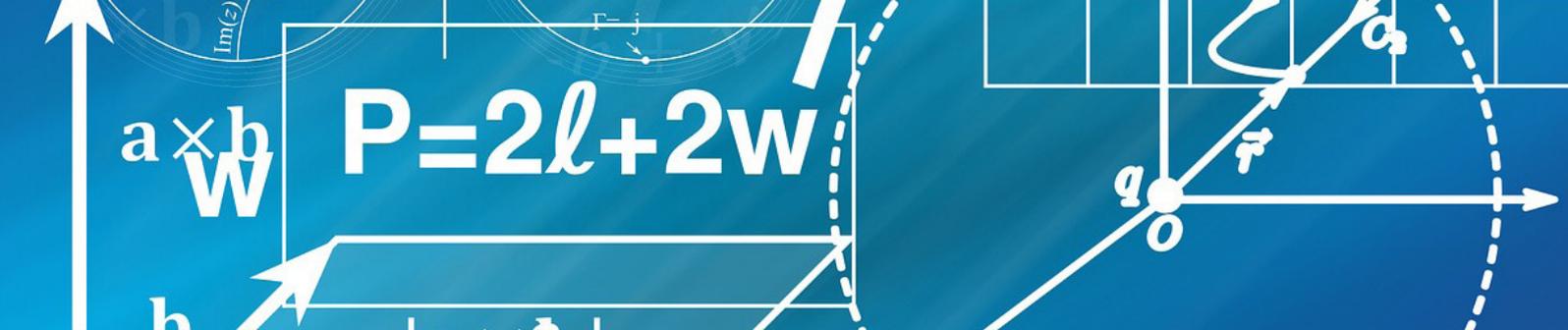
This course is for students who have completed a minimum of Mathematics 5.3 in Years 9 & 10.

Approved calculators may be used in the exam.

A reference sheet will be provided.

Contact person for this course

Mrs Toole



MATHEMATICS EXTENSION 1- 1 UNIT

The content of the Mathematics Extension 1 Course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 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.

Main Topics in the Preliminary Course

- Further functions
- Polynomials
- Inverse trigonometric functions
- Further trigonometric identities
- Further Calculus - rates of change
- Permutations and combinations

HSC External Assessment

A two hour written examination consisting of:

- Multiple choice questions
- Short answer questions

Main Topics in the HSC Course

- Mathematical Induction
- Introduction to vectors
- Trigonometric equations
- Applications of calculus
- The binomial distribution

Particular Course Requirements

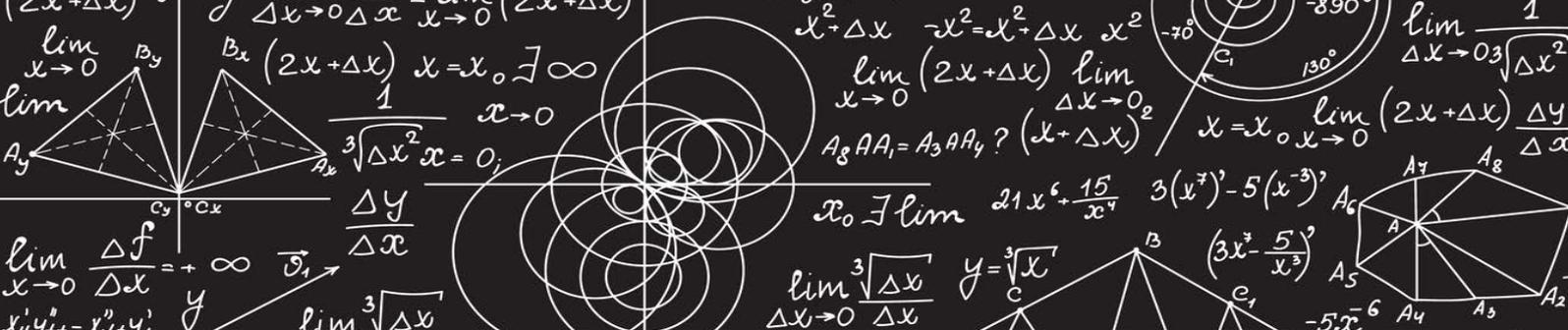
This course is for students who have excelled in the Stage 5.3 course in Year 9 & 10.

Approved calculators may be used in the exam.

A reference sheet will be provided.

Contact person for this course

Mrs Toole



MATHEMATICS EXTENSION 2- 1 UNIT

Mathematics Extension 2 is designed for students with a special interest in Mathematics who have shown that they possess outstanding mathematical ability and aptitude for the subject. The course offers a suitable preparation for study of Mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level in school Mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of Mathematics as well as an adequate foundation for the further study of the subject.

Main Topics in the HSC Course

- Further proofs by mathematical induction
- Further work with vectors
- Complex numbers
- Integration
- Mechanics

HSC External Assessment

A three hour written examination consisting of:

- Multiple choice questions
- Short answer questions

Particular Course Requirements

This course is for students who have excelled in the Preliminary Mathematics Extension 1 course. Students must possess outstanding mathematical ability and aptitude to solve abstract mathematical problems creatively.

Approved calculators may be used in the exam.

A reference sheet will be provided.

Contact person for this course

Mrs Toole



ENGLISH STANDARD

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

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

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

Main Topics in Year 11 **The course has two sections**

Reading to Write: Transition to Senior English. This content is common to the English Standard and English Advanced courses. Students explore texts and consolidate skills required for senior study.

Two additional modules: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning.

Main Topics in Year 12 **The course has two sections**

Texts and Human Experiences. This course is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses. Students analyse and explore texts and apply skills in synthesis.

Three modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

HSC External Assessment

Two HSC examinations:

Paper One: A 90 minute examination

Paper Two: A two hour written examination consisting of:

- Short answer questions
- Extended response questions

Contact person for this course

Mrs Thompson



ENGLISH ADVANCED

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

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

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

Year 11 Course Content

The course has two sections:

Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.

Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

Year 12 Course Content

The course has two sections:

The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.

Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

HSC External Assessment

Two HSC examinations:

Paper One: A 90 minute examination

Paper Two: A two hour written examination consisting of:

- Short answer questions
- Extended response questions

Contact person for this course

Mrs Thompson



ENGLISH EXTENSION 1

1 unit for Year 11 (Preliminary) and Year 12 (HSC).

Prerequisites:

(a) English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

In the English Extension 1 Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

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

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

Year 11 Course Content

The course has one mandatory module: Texts, Culture and Value as well as a related research project.

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

Year 12 Course Content

In the English Extension 1 course students are required to study:

- at least **three** prescribed texts for the elective study which must include two extended print texts.
- at least **TWO** related texts.

HSC External Assessment

A two hour written examination consisting of:

- An analytical question
- And/or
- A creative writing question

Contact person for this course

Mrs Thompson



ENGLISH EXTENSION 2

This is a ONE unit course designed for students to develop a sustained composition, and to document their reflection on this process.

Note: There is no Preliminary Course for this subject.

Extension 1 English is a prerequisite for English Extension 2.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. Students are required to complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia.

HSC External Assessment

There is no HSC examination for English Extension 2.

The Major Work and the Reflective Statement will be awarded separate marks, out of 40 and 10 respectively.

Contact person for this course

Mrs Thompson



ANCIENT HISTORY

The study of Ancient History on the surface appears outdated or irrelevant in the 'Information Age' in which we are continually living in the now of the next digital moment. As Christians, the study of the past is vital to a foundational understanding that the Christian faith is based on God's sovereign action in all human history. As we study the ancient past, we learn about our present situation and our potential futures. We can learn from the ancient past, there was no golden age of perfection, and we are not on an upward trajectory of continuous human progress. We learn from Ancient History that all ages, modern and ancient, are full of God's common grace and that we are all victims of the common curse of living in a fallen world. We can be made humble through an appreciation of our role in God's unfolding plan. The Stage 6 Ancient History courses seek to build student capacity in the comprehension and analysis of ancient artefacts and documents. Students are encouraged to foster logical analyses of sources and to construct reasoned arguments in which they substantiate their ideas with evidence. It is a primary objective of the Stage 6 Ancient History courses to foster independent and critical inquiry and to grow students' ability to pursue coherent and methodical research, students are encouraged to refine further and develop essential communication skills.

Ancient History is a stimulating field of inquiry that enables students' curiosity and imagination, growing compassion for humanity by introducing students to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world.

Main Topics in the Preliminary Course

- Investigating Ancient History
- The Nature of Ancient History - Historical Authentication and Reliability - Homers' Troy
- Case Study A - Thera - Bronze Age Greece
- Case Study B - Persepolis - Near East
- Features of Ancient Societies
- Weapons and Warfare in Greece and Persia
- Historical Investigation
- Representations of Ancient History in Film

Main Topics in the HSC Course

- Core Study: Cities of Vesuvius - Pompeii and Herculaneum
- Ancient Societies
 - Bronze Age - Spartan Society to the Battle of Leuctra 311BC (Depending on student interest)
- Personalities in their Times
 - The Near East - Xerxes
- Historical Periods
 - The Greek World - 500 - 440BC

HSC External Assessment

A three hour written examination consisting of:

- Objective response questions
- Short answer questions
- Extended response questions

Contact person for this course

Mrs Hetherington

The Biology Stage 6 course explores the diversity of life from a molecular to a biological systems level. It 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.

Biology has a practical emphasis and focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. Students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

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

Main Topics in the Preliminary Course

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

Main Topics in the HSC Course

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

HSC External Assessment

A three hour written examination consisting of:

- Objective response questions
- Short answer questions

Particular Course Requirements

15 hours must be allocated to depth studies within the 120 indicative course hours.

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.

Contact person for this course

Mrs Edwards



CHEMISTRY

Chemistry is the study of the physical and chemical properties of substances, with a focus on interactions between substances. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level. The Preliminary course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances. It does this by focusing on increasing students' understanding of the Earth's resources; the development of increasingly sophisticated methods to extract and use metals; the importance of water on Earth; and high energy carbon compounds.

The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials; the design and production of new materials; the type and effect of chemicals that have been released as a result of human technological activity; and the way in which environmental problems could be reversed or minimised.

Students work individually and with others in practical, field and interactive media experiences related to chemistry. They undertake experiments and evaluate competing theories. They also assess the impact of scientific decisions on society, based on an understanding of chemistry. It will be expected that students have achieved at a substantial level or better in Stage 5 Science. Students are required to do a significant amount of calculations, this course is appropriate for students doing Mathematics Advanced.

Main Topics in the Preliminary Course

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

HSC External Assessment

A three hour written examination consisting of:

- Objective response question
- Short-answer questions

Contact person for this course

Miss Axtens

Main Topics in the HSC Course

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

Particular Course Requirements

15 hours must be allocated to depth studies within the 120 indicative course hours.

Scientific investigations include both practical 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.



COMMUNITY AND FAMILY STUDIES

Community and Family Studies (CAFS) is an interdisciplinary course which draws upon family studies, sociology, development, psychology and students' general life experiences. CAFS develops students' knowledge, skills and attitude relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living by exploring life issues that are important to all young people.

The Preliminary course focuses on the individual and their interactions with personal groups, family and community. The HSC course builds upon this by examining how the wellbeing of individuals, families and communities is affected by broader societal influences including sociocultural, economic and political factors.

The dynamic nature of this subject places particular importance on the skills of inquiry and investigation. Students are required to develop and utilise research skills in planning, collecting, recording, interpreting, analysing and presenting as they employ various research methodologies to complete an Independent Research Project (IRP).

Main Topics in the Preliminary Course

- Resource Management
- Individuals and Groups
- Families and Communities

Main Topics in the HSC Course Core Modules

- Research Methodology- Independent Research Project
- Groups in Context
- Parenting and Caring

Option Modules (select TWO):

- Family and Societal Interactions
- Social Impact of Technology
- Individuals and Work.

HSC External Assessment

A three hour written examination consisting of:

- Objective response questions
- Short answer questions
- An extended response question

Particular Course Requirements

As part of the HSC, students are required to complete an Independent Research Project (IRP) in the context of the HSC core module- Research Methodology. The IRP forms part of the internal HSC assessment program.

Contact person for this course

Mrs Dallimore



ENGINEERING STUDIES

Engineering Studies provides students with the opportunity to study the technologies of the future. Understanding these advances will give students an advantage in the workplaces and industries of the 21st century.

Students will develop an understanding of the scope of engineering as an applied science, develop communication skills in writing and presenting reports, and be introduced to leadership, teamwork and problem solving skills. The subject also promotes environmental, economic and global awareness, engagement with information technology and self-directed learning.

This subject is unique in that it provides an opportunity for students to follow a number of pathways including university study, vocational education and training, and the workplace. The syllabus is inclusive of the needs, interests and aspirations of all students and can be adapted to provide opportunities and challenges to students of varying levels of ability. The course builds on and continues the learning areas developed in the Stage 4 Technology (Mandatory) course.

The Engineering Studies syllabus comprises a Preliminary and HSC course made up of four compulsory modules.

Main Topics in the Preliminary Course

- Engineering Fundamentals
- Engineered Products
- Braking Systems
- Focus: Biomedical Engineering

HSC External Assessment

A three hour written examination consisting of:

- Multiple-choice questions
- Short-answer questions

Contact person for this course

Mr Petts

Main Topics in the HSC Course

- Civil Structures
- Personal and Public Transport
- Focus: Aeronautical Engineering
- Focus: Telecommunications Engineering

Particular Course Requirements

There is no prerequisite study for the Preliminary course. During the Preliminary course students are required to produce only one component of an Engineering Report from the Braking Systems and Biomedical module. During the HSC course students are required to produce two complete Engineering Reports; one of those reports has to be from the Focus module. One report from each course must be collaborative.



INDUSTRIAL TECHNOLOGY- TIMBER & FURNITURE

Industrial Technology - Timber Products and Furniture Technologies is a Category A subject in which students develop a broad range of skills and knowledge related to Timber Products and Furniture Technologies. Students learn processes, skills and practices relevant to the design, management, communication and construction of practical projects.

The subject will culminate in the construction of a Major Project and associated portfolio. This will involve the use of power tools, hand tools and machinery in a practical classroom environment.

Main Topics in the Preliminary Course

- Introductory Project- Small Lidded Container
- Industry Study
- Preliminary Major Project- Item of Furniture

Main Topics in the HSC Course

- The development, management and communication of a Major Practical Project and Folio
- Broad Study of Timber Industries

HSC External Assessment

Major Project and related management folio

A 1.5 hour written examination consisting of:

- Objective response questions
- Short answer questions
- One extended response question

Particular Course Requirements

In the Preliminary Course, students must design, develop and construct a minimum of two projects including a management folio. In the HSC Course, students must design, develop and construct a major project with a management folio. Materials for the major project will be at the student's expense.

Contact person for this course

Mr Lawrence



MUSIC 1

The purpose of Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the design to continue learning in formal and informal music settings.

The course serves as a pathway for further training and employment in the music industry or in contemporary music fields after school. Music 1 offers an opportunity for students to develop skills and understanding of the fundamentals of music by building on the 7-10 mandatory course.

It caters for a wide range of musical backgrounds, including those with formal musical backgrounds as well as those with only informal experience.

Main Topics in the Preliminary Course

Core Topic

- Australian Music

Option Modules (2 will be selected):

- Theatre Music
- Music of a Culture
- Music of the 18th Century
- Baroque Music

HSC External Assessment

- A one hour written examination consisting of four short answer questions
- A practical examination involving one core performance and three choices from the electives:
 - Performance
 - Composition
 - Musicology (Viva Voce)

Music 2 option

If any student is interested in undertaking the Music 2 course, please consider speaking with Mr West to learn what is involved in the course.

Contact person for this course

Mr West

Main Topics in the HSC Course

Core Topic

- An Instrument and its Repertoire

Option Modules (2 will be selected):

- Music for Small Ensembles
- Music of the 20th and 21st Century
- Popular Music
- Music and Religion

Particular Course Requirements

Students will be required to perform in front of small and large audiences in preparation for various performance tasks. Students must have access to their own instrument that they are willing to bring to class for required lessons. It is expected that practice for performance is on-going out of school hours to ensure all performances are ready.



SOCIETY AND CULTURE

The central idea of Society and Culture is for students to develop social and cultural literacy through a dynamic and vibrant multidisciplinary approach. Students will investigate the interactions of individuals in societies and how they interact with cultures and environments. Society and Culture draws on the social research methodologies of anthropology, communications theory, cultural studies, media studies, philosophy, social psychology and sociology. We hope that students studying Society and Culture will be provided with the essential concepts, skills, competencies and knowledge to think independently and actively serve and contribute to all levels of society in Australian and globally.

A substantial and fundamental feature of the HSC course, is the Personal Interest Project (PIP), in which students engage in a full social research methodology to produce original research reflecting the personal interests and experiences of the student.

Society and Culture is a vital course in the formation of young Christian disciples as it fosters comprehension, compassion and a radical care for sharing the gospel to people of all nations.

Main Topics in the Preliminary Course

- The Social and Cultural World - Focus Study: Amish in North America and Canada
- Personal and Social Identity - Focus Study: Processes of socialisation of Yolngu People of Arnhem Land
- Intercultural Communication - Focus Study: Exploring intercultural communication in Japan

HSC External Assessment

A two hour written examination consisting of:

- Objective response questions
- Short-answer questions
- Two extended response questions

Contact person for this course

Mrs Hetherington

Main Topics in the HSC Course

Core Topics

- Personal Interest Project- Students' Own Choice
- Social and Cultural Continuity and Change - Focus Study: Contemporary China

Depth Studies (select TWO):

- Social Inclusion and Exclusion - Focus Study: South Sudanese Refugees in Australian Society
- Social Conformity and Nonconformity - Focus Study: Zone a Defendre, French Green anarchist communities established to block proposed developments.

Particular Course Requirements

Students will be required to complete a Personal Interest Project (PIP) as part of their External HSC assessment in which they can select a topic of their choice. This is a major piece of research work related to an area that they have a specific interest in which relates to the varied issues of society and culture touched on in the course. Students will be expected to implement a variety of primary research methodologies and to produce an academic report on their research findings. The PIP contributes 40% to students' External HSC mark.



VISUAL ARTS

The knowledge, understanding, skills and values gained through studying Visual Arts assists students in building conceptual and practical skills which can be applied in art, craft, design and related careers. Career choices could include Advertising Artist/Illustrator, Designer, Architect, Animator, Film maker, Photographer, Set/ Costume designer, Industrial Designer, Art educator or Artist.

The Visual Arts represents the personal and cultural footprints left behind by artists and communities throughout the ages. Encouraging interest and enjoyment in the production and appreciation of art, the subject seeks to build informed citizens, discerning audiences for art and to acknowledge and respect cultural diversity. Visual Arts is of great relevance to students' loves and enables them to gain increasing intellectual autonomy evident in interpretations of their own work and the work of others. Students develop critical skills- analysis, reflection, judgement and appreciation of the visual arts and the world.

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 stage 4 and 5, it also caters for students with limited experience in Visual Arts.

Main Topics in the Preliminary Course

- Artworks in at least two expressive forms and use of a Visual Arts Process Diary
- A broad investigation of ideas in Art Criticism and Art History

Main Topics in the HSC Course

- Development of a body of work and use of a Visual Arts Process Diary
- A minimum of five case studies
- Deeper and more complex investigations in Art Making and Art Criticism/Art History

HSC External Assessment

- Submission of Body of Work
- 1.5 hour written examination consisting of short answer and extended response

Particular Course Requirements

Students are required to submit a highly resolved body of work in Term 3 for their HSC major work. Students will be required to complete some of this artwork out of class time. Materials for the body of work will be at the student's expense.

Contact person for this course

Mrs Stewart



2022 COURSE DESCRIPTIONS IN BRIEF

Design and Technology – 2 Unit

Design and Technology is a 2 Unit subject and is ideal for students seeking a more practical aspect to their HSC Studies.

The aim of the course is for students to experience the importance of design using a range of materials and technologies. This involves a series of design projects culminating in a Major Design Project of the student's choice.

Documentation plays a vital role (in the form of detailed reports on the design process) and the Major Project Report (folio) together with the Major Design Project contributes 60% towards your HSC Mark, with 40% coming from the D&T HSC exam.

Drama – 2 Unit

Drama is an art form that explores the world through drama. This subject is designed for students to experience, understand, enjoy and value drama as a social, creative art. Through the making, performing and critical study of drama and theatre we express human experience, interpret culture and analyse complex social issues through a theatrical lens.

Although open to all students, the course is best suited to students that have completed the 200 hour Stage 5 Drama Course and / or have demonstrated interest and commitment in Drama. The course has a mandatory group performance component and students taking Drama must be willing to collaborate in group settings and perform in front of live audiences on a regular basis.

Earth and Environmental Science – 2 Unit

Earth and Environmental Science explores geology and environmental issues so that students gain an understanding of how to live sustainably on the planet. Students undertake secondary-sourced and practical investigations, including fieldwork, to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course.

French (Beginners) - 2 Unit

Language is the basis of all communication and human interactions. By learning French, you develop knowledge, understanding and skills for the dynamic world of the 21st century. As part of this course, students would be strongly encouraged to participate in our 'in-country' exposure opportunity. Learning French improves intellectual development, enhances literacy skills, creativity, analysis, negotiation and problem-solving. French study also provides opportunities for future employment, both domestically and internationally, in areas such as commerce, hospitality, education, marketing, international relations, media and tourism. When Jesus instructed his disciples to, "Go into all the world and preach the gospel", He wasn't just referring to English speakers! Learning your first foreign language equips you to learn others. So, why wouldn't you learn French?



2022 COURSE DESCRIPTIONS IN BRIEF

Geography – 2 Unit

In Geography you will study aspects of the physical and human environment including ecosystems, urban places and businesses. You will look at the role of individuals, groups and governments, in causing and managing issues. Geography asks you to gather knowledge of the interconnections of phenomenon on local and global scales. You should choose Geography if you have an interest in looking at the world analysing problems and creating solutions and if you have enjoyed participating in fieldwork. Geography has many excellent career links. Geography is a discipline which underpins many vocations in areas of data, environment, science, human development and urban planning. This means there are a range of jobs for geographers such as spatial analysts and creators, meteorologists, politicians, environmental managers, business owners and surveyors.

Modern History – 2 Unit

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority in the modern world in the period 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

Personal Development, Health and Physical Education – 2 Unit

PDHPE deals with a wide range of issues concerning personal and community health, principles of movement and analysis of physical performance. It combines rigorous academic study with some practical activities that help improve the students' understanding of the theory. There is an emphasis in the course on the knowledge, skills and attitudes related to healthy living and individual lifestyles, as well as the health status of the wider community.

Physics – 2 Unit

Physics is the study of energy and matter in the universe. Through Physics we gain an understanding of the basic laws of energy and matter, and can use these laws to further scientific advancement and develop technologies of the future.

The study of Physics in Stage 6 enables students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply scientific skills and processes to examine physics models and practices and their applications.

Visual Design- 2 Unit

Designed images and objects such as ceramics, jewellery, clothing, furniture, posters, publications and built environments are closely related to the works produced by artists. Students develop and give form to their ideas in the different fields of graphic design, wearable design, product design and interior/exterior design. Students pursue their interests in products, materials, techniques and technologies that have a personal and social relevance and provides course modules that challenge and extend their intellectual and technical skills to combine aesthetic and utilitarian function.

Visual Design is a NESAs Endorsed Course (counts toward your HSC but not your ATAR).



2021 Stage 6 Subject Lines Survey will be online

Please note that the class' responses to this survey may necessitate some modifications and we may have to move some subjects between lines and ask you to complete a second survey. Note also that your response to this survey DOES NOT GUARANTEE that you will get exactly the subjects that you ask for.

If you are unsure of anything here, please talk to the teacher named in the Elective Booklet before submitting this survey.

Teachers named in the Subject Elective Booklet may not necessarily be the teacher assigned to teach the subject in 2021.

Please complete the online survey by 8:30 am Tuesday 9th June 2020