Chevalier College

FORTES IN FIDE | STRONG IN FAITH

A Guide to Stage 6
Years 11 and 12 Courses
2023

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Positions of Responsibility

Leadership Team

Principal	Chris McDermott
Deputy Principal	Barbara Santos
Assistant Principal – Learning and Teaching	Rebecca Graham
Assistant Principals – Wellbeing	Kelly Clunn and Marjolyn Tipping
Assistant Principal – Faith Formation and Mission	Phillip Lane
Co-Business Managers	Jacquie Daly and Will Rowland
Senior Manager – Marketing and Communications	Simone Wilson

MSC Community

Br Gerry Burke msc
Fr John Franzmann msc
Fr John Mulrooney msc

Leaders of Learning

Curriculum Administration	Andrew Langdon
Diverse Learning	Margaret Hampton
English	Luke McGinnity (Acting)
HSIE (Human Society and its Environment)	Andrew Gillespie
Languages	Bruce Woods
Mathematics	Abi Parsons
Performing Arts	Kate Price (Acting)
PDHPE/Wilderness	Matthew Heard
Religious Education	Jane Lowe
Science	Tim Byrne
Technologies and VET	Ingrid Jensen and Peggy Handley
Technology Integration	Peggy Handley
Visual Arts	Bruce Woods

Stage Coordinators

Stage 4	Wellbeing Focus	Kevin Brooks, Fiona O'Connell
	Academic Focus	Jo Crowe
Stage 5	Wellbeing Focus	Matthew Bourke, Julia Esposito
	Academic Focus	Leah Robertson
Stage 6	Wellbeing Focus	Natalie LaGarde, Luke Wilson
	Academic Focus	Margaret Maronese

Academic Development Coordinator

John Hargreaves

Careers Advisor

Donna Murchie

Senior School Courses

Curriculum at Chevalier College is characterised by its breadth and depth. There are far more courses available here than in many comparable schools. Such a breadth of curriculum demands a delicate balance of finances and any changes to course offerings have to be considered carefully. The college is committed to continuing to provide the best possible choices.

Board Developed Courses (BDC)

Courses with a syllabus written by the NSW Education Standards Authority (NESA) syllabus committees are known as Board Developed Courses (BDC). These may be used to count towards Australian Tertiary Admissions Rank (ATAR) and are defined in terms of:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- a performance scale (except for VET courses).

Each BDC is examined externally at the end of the HSC course.

Board Endorsed Courses (BEC)

Course syllabuses which have been written by Chevalier College teachers or by other people and then accredited by NESA are known as Board Endorsed Courses. They are known either as Content Endorsed Courses (CEC) or as School Developed Courses (SDC) and may be used to count towards HSC accreditation but not included in ATAR calculations.

Vocational Education and Training Courses (VET)

Vocational Education and Training enables students to gain qualifications for all types of employment and specific skills to help them in the workplace. These are courses which have dual accreditation with NESA and the Australian Skills Quality Authority (ASQA). This means that such courses can be used for accreditation towards the HSC and the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses are designed to meet industry training needs and are written in competency-based terms. Students receive special documentation showing the competencies gained. Students must complete a minimum of 70 hours work placement which is a mandatory NESA requirement to qualify for the HSC.

Year 11 and HSC Units

Most courses are divided into two parts – Year 11 and HSC. Those courses designated as Year 11 must be successfully studied before the HSC part of that course may be attempted. All courses offered for the HSC have a unit value. Most are 2 unit courses, involving at least 240 hours of study over the Year 11 and HSC years. There are extension courses in some subject areas. In English and Mathematics there are extension courses available at Year 11 and HSC levels. Extension courses in History and Music are offered and examined at HSC level only.

The Year 11 Course commences at the beginning of the Year 11 academic year and concludes with the Year 11 examinations at the end of Week 10, Term 3. The HSC Course commences at the beginning of Term 4, Year 11, and continues until the HSC examinations, with formal classes concluding at the end of Term 3, Year 12.

Courses offered at Chevalier College

All courses are of 2 unit value unless otherwise stated.

Courses with an asterisk will require approval from the Leader of Learning responsible for that course.

Year 11 and HSC Courses		Recommended and prerequisite experience	HSC Extensions
Agriculture	BDC	• Stage 5 Agriculture an advantage • A genuine interest and desire to study Agriculture.	
Ancient History	BDC	• A or B grade in English, C grades considered with consultation • Strong reading and writing skills • Year 11 English Advanced recommended	History Extension (1 unit)
Biology *	BDC	• Performance in Year 10 and ACER testing	Science Extension (1 unit)
Business Studies	BDC	• Year 11 Mathematics Standard 2 at a minimum • Year 11 English Standard or Advanced • Sound literacy skills	
Ceramics (1 unit)	CEC		
Chemistry *	BDC	• Stage 5 Mathematics 5.3 • Year 11 Mathematics Advanced recommended	Science Extension (1 unit)
Community and Family Studies	BDC	• Stage 5 Mathematics 5.2 • Year 10 English – assessment marks in the C range	
Computing Applications (1 unit)	CEC		
Dance	BDC	• Previous dance experience recommended	
Design and Technology	BDC	• Stage 5 iSTEM an advantage • Creative and critical thinking skills • Ability to collaborate and problem-solve • Sound level of literacy • Commitment to completing a quality major work	
Drama	BDC	• Year 11 English Advanced an advantage	
Earth and Environmental Science *	BDC	• Performance in Year 10 and ACER testing	Science Extension (1 unit)
Economics	BDC	• Year 11 Mathematics Advanced recommended • Year 11 English Advanced recommended • Sound literacy skills	
Engineering Studies *	BDC	• Stage 5 Mathematics 5.3 • Year 11 Mathematics Advanced recommended • Year 11 Physics recommended	
English Advanced *	BDC	• Year 9 English – A or B grade • Year 10 English – assessment marks in the A or high B range	
English Extension 1 (1 unit) *	BDC	• Year 9 English – A grade	English Extension 2

Year 11 and HSC Courses		Recommended and prerequisite experience	HSC Extensions
		• Year 10 English – assessment marks in the A range • Year 11 English Advanced • Developed interest in literature and writing	(1 unit)
English Extension 2 (1 unit) *	BDC	• Invitation only in Year 12	
English Standard	BDC	• Year 9 English – C grade or above • Year 10 English – assessment marks in the C range	
English Studies	BEC	• Students who do not have a tertiary focus or who are on a vocational pathway	
Geography	BDC	• Strong literacy skills. • Year 11 Mathematics course an advantage	
History Extension (1 unit) *	BDC	• Year 11 English Advanced recommended • Year 11 History course • Strong reading and writing skills	
Industrial Technology	BDC	• Stage 5 Industrial Technology in the relevant area (unless the student demonstrates the commitment and ability to 'catch up' with workshop and manual skills)	
Information Processes and Technology	BDC	• Year 11 Mathematics course an advantage	
Investigating Science *	BDC	• Must be selected alongside another Stage 6 Science course	
Japanese Beginners	BDC		
Japanese Continuers	BDC	• Stage 5 Japanese completed to a satisfactory level	
Legal Studies	BDC	• Year 11 English Standard as a minimum • Strong reading and writing skills	
Mathematics Advanced *	BDC	• Stage 5 Mathematics 5.3 – B grade or above	
Mathematics Extension 1 (1 unit) *	BDC	• Stage 5 Mathematics 5.3 – A grade • Year 11 Mathematics Advanced	Mathematics Extension 2
Mathematics Extension 2 *	BDC	• Invitation only in Year 12	
Mathematics Standard	BDC	• Stage 5 Mathematics 5.2 required for Standard 2 • Stage 5 Mathematics 5.1 should consider Standard 1 only	
Modern History	BDC	• Year 11 English Advanced recommended • A or B grade in English, C grades considered with consultation • Strong reading and writing skills	History Extension (1 unit)
Music 1	BDC	• Stage 5 Music an advantage • Strong instrumental skills	
Music 2	BDC	• Stage 5 Music essential • Strong instrumental skills • Strong literacy skills	Music Extension (1 unit)

Year 11 and HSC Courses		Recommended and prerequisite experience	HSC Extensions
Music Extension (I unit)	BDC	• Invitation only in Year 12	
Personal Development, Health and Physical Education	BDC	• Stage 5 Mathematics 5.2 • Year 10 English – assessment marks in C range	
Photography, Video and Digital Imaging	BEC		
Physical Education Bushcraft (Wilderness) (1 unit)	BEC	• Stage 5 Wilderness desirable	
Physics *	BDC	• Year 10 Mathematics 5.3 – assessment marks in the A or B range • Year 11 Mathematics Advanced recommended	Science Extension (1 unit)
Society and Culture	BDC	• A or B grade in English, C grades considered with consultation • Year 11 English Advanced an advantage • Strong reading and writing skills	
Software Design and Development	BDC	• Stage 5 Mathematics 5.3 – desirable • Year 11 Mathematics Advanced • Experience in coding	
Sport, Lifestyle and Recreation (1 unit)	BEC	• Stage 5 Physical Activity and Sports Studies an advantage	
Studies in Catholic Thought (1 unit)	BDC		
Studies of Religion 1 (1 unit) *	BDC	• A or B grade in English, C grades considered with consultation	
Studies of Religion 2 (2 unit) *	BDC	• A or B grade in English, C grades considered with consultation	
Textiles and Design	BDC		
Visual Arts	BDC	• Stage 5 Visual Arts	
Vocational Education and Training • Business Services • Construction • Hospitality Food and Beverage • Hospitality Kitchen Operations • Primary Industries	BDC	• VET courses require a strong interest in the vocational area selected and a high level of discipline and motivation.	

Where courses do not achieve a viable number of students nominating to pursue it, that course may not proceed. There are also limits on the size of some courses.

Some points to take note of:

1. All students must choose one course in Religion: either Studies of Religion I, Studies of Religion II or Studies in Catholic Thought.
2. All students must choose one course from either English Standard, English Advanced or English Studies.
3. It is not possible to choose both English Advanced and English Standard.
4. It is not possible to choose both Mathematics Advanced and Mathematics Standard.
5. There are pre-requisites for all Extension courses.
6. Students cannot choose both Hospitality courses.

Cost

Please note that some courses involve costs additional to the college inclusive fees. These are:

- Agriculture
- Construction
- Design and Technology
- Hospitality
- Industrial Technology
- Primary Industries
- Textiles and Design
- Visual Arts
- Wilderness

For further information, please contact the college.

Distance Education

When a course is not run at the college, the college may permit a small number of students to study that course via Distance Education or as an external VET course. This provision is usually restricted, but consideration will be given to the needs and abilities of individual students.

Studying in a distance education mode, or as a non-school external provision, requires significant commitment and discipline. Students must work without the normal support of a classroom teacher. Work that is missed in other subjects for face-to-face experiences must be made up during the student's own time.

External VET courses will incur a cost additional to the college inclusive fees, which represents the gap between the amount charged to the college by the external VET provider and the amount of subsidised government funding received for the program. For 2022, the additional cost will be approximately $1500–$2500 per annum, depending on the course selected and must be paid upfront at the commencement of the year once invoiced via the family's college fees account. The cost may vary from year to year and is not refundable if the student does not complete the course or leaves the college, as the fee is charged by the external provider to the college regardless.

The Higher School Certificate

Requirements for the Award of the HSC

To be eligible for awarding of the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the HSC. This includes the completion of the practical, oral, project works and work placement required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the HSC examinations
- you must have studied at least twelve Year 11 units and a minimum of ten HSC units
- the pattern of Year 11 and HSC courses must meet the following criteria:
  - six of the Year 11 and six of the HSC units must be BDCs including at least two units of English
  - three courses must be of two units or greater
  - at least four courses must be studied.

Pathways to the HSC

It is possible to accumulate the HSC over five years from the time the first examination is taken. Such an arrangement requires careful planning. Students wishing to complete their HSC over more than two years must discuss this matter with the Assistant Principal – Learning and Teaching.

Credit Transfer

Some HSC courses enable students to gain credit in other courses, especially TAFE courses. Details of credit transfer arrangements are available from the Careers Advisor.

Year 11 Assessment

Assessment of satisfactory status in Year 11 courses will commence at the beginning of the year and continue to the end of Term 3. The HSC courses will commence at the beginning of Term 4. Students will be issued with an Assessment Schedule at the commencement of the Year 11 Course.

Satisfactory at Year 11 Level

To satisfactorily complete a course at Year 11 level students must:

- follow the course developed, or endorsed by NESA; and
- apply themselves with diligence and sustained effort for the set tasks and experiences provided in the course by the school; and
- achieved some, or all of the outcomes.

The Principal may determine that, as a result of a poor record of attendance, the course criteria have not been met.

In addition, students at Chevalier College must:

- hand in set work (failure to submit work will jeopardise their status);
- complete assessment tasks to a satisfactory standard; and
- behave in a manner which is acceptable according to school standards.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. An N determination will then apply and the student may be unable to enter for the HSC examination in that course.

HSC Assessment

Each course has specific assessment requirements which relate to prescribed performance criteria and which are weighted accordingly. An assessment schedule which describes the requirements for HSC courses is issued to each student for each course at the beginning of the HSC.

Important Points in Relation to Assessment Tasks

If a task is not submitted and there is no satisfactory reason given and supported by some form of certification such as a doctor's certificate, a mark of zero will be awarded.

- Students must make sure that each task is submitted to the teacher concerned PRIOR to the time for submission.
- If it is obvious that a task will be late or missed, 48 hours' notice must be given before an extension will be considered.
- Absences from school prior to the due date of an assessment in order to prepare for the task are not acceptable.
- Arrangements such as holidays should not be made during times where assessment tasks are due.
- Students are required to complete the 'All My Own work' course at the beginning of the Year 11 year. Students should also make themselves aware of the meaning of plagiarism and that it may result in zero marks.
- It is the duty of the student to make sure that he/she collects and is aware of assessment tasks.
- Computer/printer failure is not considered a satisfactory reason for non-submission.

The college's Assessment Handbook is available through Student Central and the college web-site.

HSC Results

Three marks will appear for each course on the Higher School Certificate Record of Achievement: the examination mark, the assessment mark and the final HSC mark. The examination mark and the assessment mark each constitute 50% of the HSC mark. The assessment marks sent in by the school are moderated by matching the assessment marks to the school group's performance in the external exam.

Australian Tertiary Admissions Rank (ATAR)

In order to be eligible for placement at a University, students must have an Australian Tertiary Admissions Rank (ATAR). The ATAR is calculated from the best ten Board Developed Course (BDC) units, including at least two units of English.

It is important to know that:

- the ATAR is calculated by the universities in NSW and the ACT and is released by the Universities Admissions Centre (UAC)
- the ATAR serves only one purpose – to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR is not useful for any other purpose.
- Students who do not intend to follow a university pathway directly after school may be best served by a range of non-ATAR courses.

The following apply to ATAR calculations:

- Assessment for ATAR will be based on HSC work only (assessment of Year 11 work will determine whether HSC courses may be attempted).
- ATAR calculations are based 50% on school assessments and 50% on HSC exam mark after moderation and scaling of marks.
- The best two units of English will be counted.
- The best eight units chosen from the remaining units will be counted.

- A maximum of two units from category B courses may be included (category B courses include all VET courses).
- Students who wish their VET course to count towards their ATAR must sit for the HSC exam in that course.
- If more than ten Board-Developed units are attempted, two units of English and the next best eight units are counted towards ATAR.

Reporting in the HSC

The HSC reports that you will receive from NESA provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each course.

The mark achieved in each 2-unit course will be on a scale of 0 to 100. The mark 50 will represent the minimum standard expected.

There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 to 100 will correspond to the highest level of achievement.

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

- the HSC Testamur (official certificate confirming your achievement of the requirements for the award)
- the Record of Achievement (this lists the courses you have studied and reports the marks and bands you have achieved)
- Course Reports (for every HSC BDC you will receive a report showing marks, performance scale and band descriptions together with a graph showing the state-wide distribution of marks in the course).

Advice when Choosing

- Listen to advice from your teachers
- Realistically estimate your abilities
- Choose courses which suit your interests and abilities
- Choose a broad enough range of courses so as not to limit future goals.
- Start with a positive attitude to work at the beginning of the course and maintain this at all times.

Any change of course must be completed by the end of Week 5, Term 1 of the Year 11 year. It is advisable, however, for students to make changes as early in Term 1 as possible, before they miss too much work in the course they are changing to.

It is important to realise that University is not appropriate for many students and that to gain a placement at University straight from the HSC is difficult. Mature entry or entry through TAFE is the better path to follow for some. Details of credit transfer to Universities is available from the Careers Advisor.

Course Selection Process 2022

The Course Selection process for Year 10 in 2022 will place emphasis on effectively educating students about the appropriate pathways towards various post-school destinations, and the foundations required to access some courses.

Chevalier has the widest possible range of courses, from complex academic courses, to creative and performing arts, to technical and vocational courses in industries where there is a significant demand for skilled personnel. There is always an appropriate selection for each student.

For students, the pathway to selecting the best courses for their future involves:

- being informed about the range of future careers and vocations and the education and training requirements to begin employment in those areas

- understanding the content, assessment and demands of various courses of study offered by Chevalier
- deciding on an ATAR or non-ATAR pathway based on information from the Universities Admission Centre and the Vocational Education Coordinator
- seeking advice from Leaders of Learning about their suitability for various courses and having their proposed course selection endorsed
- informing the college of their preferred selections for 2023-2024 through an on-line survey, to enable to creation of course "lines"
- engaging in an interview with a senior member of staff and negotiating a package of courses that will provide a productive and engaging pathway towards a preferred HSC outcome.

Course descriptions

Agriculture (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard
None

Course description
The Year 11 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 examines the complexity and scientific principles of the components of agricultural production, with an emphasis on the place of the farm in the wider economic, environmental and social environment. The form of a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from a national and international perspective. This is achieved through the farm product study.

Main topics covered

Year 11 Course

- Overview of Australian Agriculture (15% of indicative hours)
- Farm Case Study (25% of indicative hours)
- Plant Production (30% of indicative hours)
- Animal Production (30% of indicative hours)

HSC Course

- Core Topics (80% of indicative hours)
  - Farm product study (30% of indicative hours)
  - Plant and Animal production (50% of indicative hours)
- Elective (20% of indicative hours each) ONE of the following:
  - Agrifood, Fibre and Fuel Technologies
  - Climate Challenge
  - Farming for the 21st Century

Particular course requirements
Approximately 30% of the course time involves practical work, including plant and livestock husbandry, research projects using the school farm and a farm case study of a local property.

Contact: Ingrid Jensen and Peggy Handley

Ancient History (BDC)

Year 11 then HSC | **2 Unit** | **Category A** | **HSC and ATAR Credit**

Assumed knowledge or recommended standard

A sound standard of written expression.

Year 11 course structure and requirements

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

Main topics covered

The Year 11 course comprises three sections. Students are required to study all three sections of the course.

Year 11 course (120 hours)	Indicative hours
Investigating Ancient History • The Nature of Ancient History • Case Studies Each case study should be a minimum of 10 indicative hours.	60
Features of Ancient Societies	40
Historical Investigation	20

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past. The course comprises four sections. Students are required to study all four sections of the course.

Year 12 course (120 hours)	Indicative hours
Core Study: Cities of Vesuvius – Pompeii and Herculaneum	30
Ancient Societies	30
Personalities in their Times	30
Historical Periods	30

Future studies

History teaches students valuable life skills and prepares them for future employment. Skills such as critical thinking, Research, Analysing texts, debating, forming an argument, gain confidence, thinking "on their feet", problem solving, and written skills.

History provides a valuable basis for careers such as law, journalism, teaching, architecture, advertising, tourism, building restoration, town planning, research, public service, librarianship, politics, public relations, and many others.

From a personal perspective, the study of History is essential in the formation of a well-informed, tolerant and well balanced citizens.

Contact: Andrew Gillespie

Biology (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

Students wishing to study Biology should have a good understanding of Stage 5 Science and Band 9 in Literacy and Numeracy in Year 9 NAPLAN.

Course description

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

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.

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.

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.

Main topics covered

Year 11 Course

Cells as the Basis of Life	Cells are the basis of life.
Organisation of Living Things	Multicellular organisms typically consist of a number of interdependent transport systems that range in complexity and allow the organism to exchange nutrients, gases and wastes between the internal and external environments.
Biological Diversity	Biodiversity is important to balance the Earth's ecosystems. Biodiversity can be affected slowly or quickly over time by natural selective pressures.
Ecosystem Dynamics	The Earth's biodiversity has increased since life first appeared on the planet.

HSC Course

Heredity	Life continues through the processes of reproduction and heredity.
Genetic Change	Students learn about natural and human-induced causes and effects of genetic change, including mutations, environmental pressure and uses of biotechnology.
Infectious Disease	This module examines the treatment, prevention and control of infectious disease both locally and globally.
Non-infectious Disease and Disorders	Students engage with the study of non-infectious disease and disorders, including their causes and effects on human health.

Particular course requirements

Both the Year 11 and 12 courses have 120 indicative hours with scientific investigations including both practical investigations and secondary-sourced investigations. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and HSC course and must each occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12. At least one depth study must be included in both Year 11 and HSC.

Future studies

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.

Contact: Tim Byrne

Business Studies (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

None

Course description

Business Studies investigates the role, operation and management of small businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

Main topics covered

Year 11 Course

- Nature of Business: Role of business, types of businesses, influences in the business environment, business growth and decline
- Business Management: Nature of management, management approaches, management process, management and change
- Business Planning: Small to medium enterprises, influences in establishing a small to medium business, the business planning process, critical issues in business success and failure

HSC Course

- Operations: Role of operations management, influences, operations processes, operations strategies
- Marketing: Role of marketing, influences on marketing, marketing processes, marketing strategies
- Finance: Role of financial management, influence on financial management, financial management strategies
- Human Resources: Role of human resource management, key influences, processes of human resources management, strategies in human resources management, effectiveness of human resources management

Particular course requirements

Each topic is studied in the context of case studies where what is being considered in the course is applied in practical situations.

Future studies

Business studies, economics, financial management, small business, law, human resources, industrial relations.

Contact: Andrew Gillespie

Ceramics (CEC)

Year 11 then HSC | **1 Unit** | **HSC Credit only**

Assumed knowledge or recommended standard

It is recommended, although not essential, that a student has successfully completed Stage 5 Visual Arts.

Course description

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Main topics covered

This is a 1 unit course. The topics cover both practical and theoretical studies in Ceramics. Students will complete 3 modules in Year 11.

Modules include:

- Hand building
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media

The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. Students are required to maintain a process diary or work book as well as submit required tasks for assessment.

Contact: Bruce Woods

Chemistry (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

Students wishing to study Chemistry should have an in-depth understanding of Stage 5 Science, Band 9 in Literacy and Numeracy in Year 9 NAPLAN, achieved a minimum B grade in Stage 5 Mathematics 5.3 and are recommended to be studying Year 11 Mathematics Advanced.

Course description

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

The 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.

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.

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.

Main topics covered

Year 11 Course

Properties and Structure of Matter	Students analyse trends and patterns in relation to the properties of pure substances and use these to predict the properties of other pure substances.
Introduction to Quantitative Chemistry	Students are introduced to the quantitative nature of chemistry.
Reactive Chemistry	All chemical reactions involve the creation of new substances and associated energy transformations, which are commonly observable as changes in the temperature of the surroundings and/or the emission of light.
Drivers of Reactions	Students investigate factors that initiate and drive a reaction. They examine the relationship between enthalpy and entropy in calculating the Gibbs free energy.

HSC Course

Equilibrium and Acid Reactions	Chemical systems may be open or closed. They include physical changes and chemical reactions that can result in observable changes to a system.
Acid/base Reactions	Students analyse how and why the definitions of both an acid and a base have changed over time, and how the current definitions characterise the many chemical reactions of acids.
Organic Chemistry	Students focus on the principles and applications of chemical synthesis in the field of organic chemistry.
Applying Chemical Ideas	The identification and analysis of chemicals is of immense importance in scientific research, medicine, environmental management, quality control, mining and many other fields.

Particular course requirements

Both the Year 11 and 12 courses have 120 indicative hours with scientific investigations including both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and HSC course and must each occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. A minimum of 15 hours of in-class time is allocated in both Year 11 and HSC. At least one depth study must be included in both Year 11 and HSC.

Future studies

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.

Contact: Tim Byrne

Community and Family Studies (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

None

Course description

Our society today is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society required a comprehensive knowledge of its complex nature. Consequently, 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.

Main topics covered

Year 11 Course

- Resource Management (20% of indicative hours): Basic concepts of resource management.
- Individuals and Groups (40% of indicative hours): The individual's role, relationships and tasks within and between groups.
- Families and communities (40% of indicative hours): Family structures and functions, and the interaction between family and community.

HSC Course

Core Topics

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

Option Modules (25% of indicative hours) – students select one option from:

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

Contact: Matthew Heard

Computing Applications (CEC)

Year 11 **1 Unit** **Year 11 Credit only**

Assumed knowledge or recommended standard

None

Course structure and requirements

The aim of Computing Applications Stage 6 is to develop students' capacity to be critical, ethical, competent and confident users of information and communication technologies in order to participate in a range of work, study and other life situations.

Through the study of Computing Applications students will develop:

1. Skills in, and understanding of a range of computer software and related terminology
2. Knowledge and understanding of the development of computer-based systems, their operations and functions
3. Skills in demonstrating the methods, processes and application of project management techniques to solve problems in a range of contexts
4. Knowledge and understanding of the ethics of current and emerging computer-based technologies and their effects on society
5. Skills in critical evaluation of the appropriateness of computer software in a variety of contexts.

Contact: Ingrid Jensen and Peggy Handley

Dance (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

It is recommended, but not essential, that the student has studied Dance in Years 9 and 10 and/or is involved in additional dance lessons and performances either within or outside the school. It is compulsory for students to attend all dance-related excursions.

Course Description

In the Year 11 and HSC Dance course, students study dance as an art form with core studies in the interrelated components of Performance, Composition and Appreciation. The knowledge and skills that students gain in Year 11 provide the fundamentals of dance as an art form and are implicit in the content for Year 12.

Main Topics Covered

Year 11 Course

The Year 11 course comprises three components:

- Performance: Students study dance technique and performance quality
- Composition: Students study choreography through a series of problem-solving exercises and compose their own dance
- Appreciation: Students study and analyse Australian and international dance works and artists

HSC Course

The HSC course comprises four components.

- Core Performance (20% of indicative hours of course time): Students learn and perform a dance, further developing skills learnt in Year 11 Dance. Students will respond to questions in an interview situation to demonstrate their knowledge of dance theory.
- Core Composition (20% of indicative hours): Students compose movement in response to an intent for another dancer using and building on skills learnt in Year 11 Dance. Students must respond to questions in an interview situation to demonstrate their knowledge of composition processes.
- Core Appreciation (20% of indicative hours): Students study specific choreographers and prescribed works. They analyse the use of components of dance, structure and the use of motif and phrase to interpret and evaluate professional dance works from international dance artists.
- Major Study (40% of indicative hours): Students choose ONE of the following five options listed below:
  - Major Study Performance: Students repeat a similar process to Core Performance, only with a greater focus on the ability to interpret and communicate an intent. They must perform a solo dance work for the HSC.

- Major Study Composition:	Students repeat a similar process to Core Composition, only with choreography for 2-3 dancers, who perform the choreography for the HSC Dance Examination.
- Major Study Appreciation:	Students study a set of seminal work, as well as two prescribed eras and prescribed artists for study. Students analyse and critically write about the studied dance works and eras.
- Major Study Dance and Technology Option 1: Virtual Body:	Students explore the use of computer technology for choreographing movement in the use of 3D animation software. They investigate the application of computer-based technologies in the works of professional choreographers.
- Major Study Dance and Technology Option 2: Film and Video:	Students choreograph a work, specifically with the camera viewpoint in mind, after researching types, functions and examples of dance film/video. Students develop an intent and choreograph movement using 2-3 dances to create a unified dance film that communicates an intent to an audience.

Contact: Kate Price (Acting)

Design and Technology (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

None

Course description

Design and Technology is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design and production.

Design and Technology has a unique focus on creativity, innovation and the successful implementation of innovative ideas. Students are provided with the opportunity to develop specific production and manufacturing skills and demonstrate insight into the future uses of technology whilst also addressing issues and consequences including environmental and social impacts.

Main topics covered

Year 11 Course

The Year 11 course involves a minimum of two design projects. Each project will place emphasis on the development of different skills and knowledge in designing and producing. Students participate in hands-on, practical activities designed to develop knowledge and skills in designing and producing.

Design projects involve the design, production and evaluation of a product, system or environment. Evidence of design processes are recorded in a design folio whereby students are encouraged to communicate their design ideas, using a range of appropriate media. Study includes:

- design process theory and practice
- creative and collaborative approaches to design
- manufacturing and production
- computer-based technologies.

HSC Course

The HSC course includes:

- designing and producing a Major Design Project (MDP)
- a case study of an innovation
- the study of innovation and emerging technologies, historical and cultural influences and their impact on society and the environment.

The MDP involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity of their choice.

The MDP comprises 60% of their HSC mark. Students may apply design skills to agricultural systems, computer programming, fashion design, interior design, product design, landscape design, etc. Students work independently completing their MDP and design folio with the teacher.

Cost

Please note that this course may involve costs additional to the college Inclusive Fees. Materials for the major project, in excess to that covered by the inclusive fees, will need to be supplied by the student at their own cost. Potential additional costs will be discussed with the student and communicated to the parents once the concept for the major project has been established.

Contact: Ingrid Jensen and Peggy Handley

Drama (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

It is highly recommended, but not essential, that the student has studied Drama in Years 9 and 10. It is expected that students will involve themselves in at least one co-curricular production either within or outside the school. It is compulsory for students to attend all drama-related excursions.

Course description

The Year 11 and HSC course are designed for students to experience, understand, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture through making, performing and critically studying drama and theatre. In addition, students are required to keep a logbook which records and evaluates class work and the development of performance tasks.

Main topics covered

Year 11 Course

The Year 11 course comprises three components:

- Improvisation, Play-building and Acting
- Elements of Production in Performance
- Theatrical Tradition and Performance Styles

HSC Course

The HSC course comprises four components:

- Australian Drama and Theatre
- Group Performance
- Studies in Drama and Theatre
- Individual Project

Students are required to study **two core components** and **two elective components** as outlined below.

Core Topics

- Australian Drama and Theatre
- Group Performance

Elective

Studies in Drama and Theatre (one topic from a choice of seven topics)

Elective

Individual Project (one project to be chosen)

- Critical Analysis: choose one of the following:
  - Director's Folio
  - Portfolio of Theatre Criticism
  - Applied Research
- Design: choose one of the following:
  - Set or Costume
  - Lighting
  - Promotion and Program
- Performance
- Script-writing
- Video Drama

Contact: Kate Price (Acting)

Earth and Environmental Science (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

Students wishing to study Biology should have a good understanding of Stage 5 Science and Band 9 in Literacy and Numeracy in Year 9 NAPLAN.

Course description

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

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

The course involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.

The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.

Main topics covered

<u>Year 11 Course</u>

Earth's Resources	This module investigates compositional layers of the Earth. Students engage with rock composition and the origins of the component materials, including minerals.
Plate Tectonics	The Earth's surface is made of a series of tectonic plates that move and interact with one another. Solid evidence for the theory of plate tectonics was not proposed until the early 20th century.
Energy Transformations	Earth's processes require energy. This energy may be transformed from one form into another or transferred between objects.
Human Impacts	Humans use the Earth's resources to maintain life and provide infrastructure. However, natural resources are not infinite.

<u>HSC Course</u>

Earth's Processes	Since the formation of the Earth, both the atmosphere and lithosphere have been continually changing, each influencing the other.
Hazards	Natural disasters such as earthquakes, volcanic activity and cyclones have a significant impact on the Earth's environment, and often affect thousands of people, causing enormous damage.
Climate Science	A significant global concern of governments and non-government bodies relates

	to natural and scientific evidence of anthropogenic climate variation.
Resource Management	Australia is rich in both renewable natural resources (eg agricultural production, sunlight) and non-renewable natural resources (eg minerals, fossil fuels).

Particular course requirements

Both the Year 11 and 12 courses have 120 indicative hours with scientific investigations including both practical investigations and secondary-sourced investigations. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and HSC course and must each occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. A minimum of 15 hours of in-class time is allocated in both Year 11 and HSC. At least one depth study must be included in both Year 11 and Year 12.

Future studies

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

Contact: Tim Byrne

Economics (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

None. Students do not need to have done Commerce in Years 9 and 10 since this course covers completely different material. The course assumes no previous knowledge of Economics. Some basic application of mathematics involving graphical analysis and simple algebra is involved.

Course description

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes affect individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Main topics covered

Year 11 Course

- Introduction to Economics: Role/function of an economy; Types of Economies; Structure of Economies; Economic issues
- Consumers and Business: Consumer income, spending, choices; Firms and Production; Business Behaviour, Issues
- Markets: Demand. Supply, Price Determination Market structures, Alternatives to market solutions
- Labour Markets: Labour Market; Demand/Supply at work, wage outcomes; Labour Market institutions; Trends
- Financial Markets: Borrowing; Lending; Types of financial markets; Money Supply; Demand for Money; Interest rates; Share Market, Regulation/Government Policy
- Government in the Economy: Government Intervention; Role of Government; Constraints; Influences on Policy

HSC Course

- The Global Economy: Globalisation; Trade; Protection; Economic Growth and Development; Impact of globalisation

  Australia's Place in the Global Economy: Nature of trade; Trade Issues; Trade agreements; Exchange Rates; Protection
- Australia's Place in the Global Economy: Nature of trade; Trade Issues; Trade agreements; Exchange Rates; Protection
- Economic Issues: Unemployment, inflation, External problems; Environment; Wealth and Income Distribution
- Economic Policies and Management: Fiscal Policy, Monetary Policy, Micro-economic Policy, Trade Policy; Incomes Policy; Labour Market Policy

Future studies

Economics, commerce, business studies, arts, science, politics, government, labour studies, studies in society, sociology, industrial relations, international studies.

Contact: Andrew Gillespie

Engineering Studies (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

Students wishing to study Engineering Studies should have achieved Band 9s in Literacy and Numeracy in Year 9 NAPLAN, achieved a minimum B grade in Stage 5 Mathematics 5.3 and are recommended to be studying Year 11 Mathematics Advanced and Physics.

Course description

This course is directed towards the application and advancement of skills associated with mathematics, science and technology and is integrated with business and management. It will provide students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The course promotes environmental, economic and global awareness, problem solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team.

In the Engineering profession an Engineering report contributes to the effective management, communication, decision-making and team work by providing a synthesis of the various elements that are relevant to a given project.

In the Year 11 course students will learn to understand the significance of an Engineering Report and then develop an Engineering Report.

In the HSC course students must produce one Engineering Report from either of the two Engineering application modules of Civil Structures or Personal and Public Transport, and one from either of the two engineering focus modules of Aeronautical Engineering or Telecommunications Engineering.

Main topics covered

<u>Year 11 Course</u>

There are four compulsory modules. The core units are:

- Engineering Applications Module 1, 2 and 3
  - Engineering Applications Module 1: Engineering Fundamentals
  - Engineering Applications Module 2: Engineered Products
  - Engineering Applications Module 3: Braking Systems
  - Engineering Focus 1: Bio-Engineering

<u>HSC Course</u>

There are four compulsory modules. Each module is 30 hours indicative time.

- Engineering Applications Module 1 and 2
  1. Civil Structures
  2. Personal and Public Transport
- Engineering Focus Modules 1 and 2
  1. Aeronautical Engineering
  2. Telecommunications Engineering

Future studies

Economics, commerce, business studies, arts, science, politics, government, labour studies, studies in society, sociology, industrial relations, international studies.

Contact: Ingrid Jensen and Peggy Handley

English Advanced (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

This course cannot be taken with English Standard, ESL English or English Studies. Students considering this course should have excellent literacy skills, a genuine love of literature, including Shakespeare, and a capacity to think analytically. It is an academically demanding course that should be considered by those who have demonstrated high achievement in Stage 5 English.

Course structure and requirements

Year 11 course (120 hours)	Indicative hours
Common module: Reading to Write	40
Module A: Narratives that Shape our World	40
Module B: Critical Study of Literature	40
Text requirements	
There are no prescribed texts for Year 11. Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.	

Year 12 course (120 hours)	Indicative hours
Common module: Texts and human experiences	30
Module A: Textual conversations	30
Module B: Critical study of literature	30
Module C: The craft of writing Optional: This module may be studied concurrently with the common module and/or Modules A and B	30
Text requirements	
Students are required to closely study **four prescribed texts**, one drawn from each of the following categories: • Shakespearean drama • prose fiction OR print nonfiction • poetry OR drama The remaining text may be film, media or digital text **or** may be selected from one of the categories above. The selection of texts for Module C: The craft of writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course. Students must study ONE related text in the common module: Texts and human experiences.	

Future studies

A sound qualification in English provides access to an array of careers. Some careers which presuppose a considerable competence in English include: teaching, the law, media, executive positions, selling, public relations, advertising and the public service. This competency can usually be demonstrated by achievement in Standard English but a few Tertiary courses may require previous study of HSC Advanced English. The study of English inspires some people to become novelists, poets or playwrights. English literature opens a door to immense intellectual enjoyment and pleasure and provides insight into humanity as a whole as well as an increased understanding of ourselves.

Contact: Luke McGinnity (Acting)

English Extension 1 (BDC)

Year 11 then HSC	1 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

This course is an extension of the English (Advanced) course taken in the Year 11 and HSC years. The Year 11 course is Assumed knowledge or recommended standard for the HSC Extension Course 1 and also for HSC Extension Course 2. English Extension 1 cannot be taken with English (Standard) Course nor with Fundamentals of English nor with English ESL. Students undertaking this course require a very high standard of literacy and a capacity to think analytically.

Course structure and requirements

Year 11 course (60 hours)	Indicative hours
Module: Texts, Culture and Value	40
Related research project This project may be undertaken concurrently with the module	20
Text requirements	
Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project	

Year 12 course (60 hours)	Indicative hours
Common module: Literary Worlds with ONE elective option	60
Text requirements	
The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts Students are required to study at least TWO related texts	

Contact: Luke McGinnity (Acting)

English Extension 2 (BDC)

HSC only	1 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

HSC Extension 1 and HSC Advanced English must be taken if HSC Extension 2 is to be studied. Students must have studied the English Extension 1 course in the Year 11 year.

Course description

In the HSC English Extension 2 course students develop a sustained composition and document their research and progress during this process. Students must be independent and self-directed learners. There is No exam in the HSC for this course and the final work is submitted to the BOSTES at the end of August.

Year 12 course (60 hours)	Indicative hours
The Composition Process Major Work Reflection Statement The Major Work Journal	60
Text requirements	
Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work, Journal and Reflection Statement	

For the **Year 12 English Extension 1** course students are required to:

- complete the Year 11 English Extension course as a prerequisite
- complete 60 indicative hours
- undertake ONE elective option from the common module.

For the **Year 12 English Extension 2** course students are required to:

- be undertaking study of the Year 12 English Extension 1 course
- complete 60 indicative hours
- complete a Major Work and Reflection Statement
- document coursework in a Major Work Journal.

The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition.

Contact: Luke McGinnity (Acting)

English Standard (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

This course cannot be taken with any course in English.

Course description – This is the English course that will be studied by the majority of students

In the Year 11 English (Standard) course students explore the ways events, experiences, ideas and processes are represented in and through a wide range of multi-modal texts. This year students have studied Fiction and Non-fiction Texts.

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

Main topics covered

Year 11 course (120 hours)	Indicative hours
Common module – Reading to Write: Transition to Senior English	40
Module A: Contemporary Possibilities	40
Module B: Close Study of Literature	40
Text requirements	
There are no prescribed texts for Year 11. Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film.) Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support the study of texts with their own wide reading.	

Year 12 course (120 hours)	Indicative hours
Common module – Texts and Human Experiences	30
Module A: Language, Identity and Culture	30
Module B: Close Study of Literature	30
Module C: The Craft of Writing **Optional:** This module may be studied concurrently with the common module and/or Modules A and B	30
Text requirements	
Students are required to closely study **three types of prescribed texts**, one drawn from each of the following categories: • prose fiction **OR** print nonfiction • poetry **OR** drama	

- film **OR** media

The selection of texts for *Module C: The Craft of Writing* does not contribute to the required pattern of prescribed texts for the course.

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

Future studies

A sound qualification in English provides access to an array of careers. Careers which presuppose a considerable competence in English include teaching, media, executive positions, selling, public relations and the public service. The study of English inspires some people to become novelists, poets or playwrights. English literature opens a door to immense intellectual enjoyment and pleasure and provides insight into humanity as a whole as well as an increased understanding of ourselves.

Contact: Luke McGinnity (Acting)

English Studies (BEC)

Year 11 then HSC	2 Unit	Category B	HSC Credit only

Assumed knowledge or recommended standard

This course cannot be taken with English Advanced or English Standard.
This course should be considered by those students who do not need an ATAR

Course description

In the English Studies course students develop proficiency in English to enhance their personal, social and vocational lives. Students respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources to fulfil a range of purposes.

Main topics covered

Year 11 Course

The course involves study of the Mandatory Module 'Texts and Human Experiences.'

In addition to this, a further three to four modules are studied with a focus on:

- reading, viewing, listening to and composing a wide range of texts, including print texts and multi-modal texts
- study of at least one substantial print text and at least one substantial multi-modal text
- being involved in planning, researching and presenting activities as part of individual and collaborative projects
- engagement with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- development of a portfolio of texts in a number of forms.

HSC Course

This course has a similar format and focus, with a Mandatory Module titled We are Australians; English in citizenship, community and cultural identity.

Contact: Luke McGinnity (Acting)

Geography (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

None. However, students who have acquired geographic skills in the 7-10 Geography courses will have an advantage.

Course description

HSC Geography investigates both the biophysical environment and human geography. It combines developing a deeper understanding of the biophysical environment and its processes with an examination of human activity and the impact of human activity. Students have the opportunity to enquire about and investigate the unique characteristics of our world through research, fieldwork, mastery of geographical skills and the study of contemporary geographical issues. Environmental management is an important theme in the course. Students also have the option of studying particular aspects of human geography such as cultural integration, political geography and economic development in major nations. Case studies are integral to developing knowledge and understanding. Specific studies of biophysical and human processes, interactions and trends should make the HSC Geography student a more informed and effective community participant. Studies in Geography also assist students to develop skills in independent learning, analysis, problem solving and communication.

Main topics covered

Year 11 Course

Biophysical Studies:	The nature and functioning of the Atmosphere, Hydrosphere, Lithosphere and Biosphere and associated management issues
Global Challenges:	Population Geography, Cultural Integration, Political Geography, Development Geography, Natural Resource Use
Senior Geography Project	

HSC Course

Ecosystems at Risk:	Nature of ecosystems and their interaction, vulnerability, management and protection
Urban Places:	World cities, megacities, urban dynamics
People and Economic Activity:	Global economic activity, detailed study of one economic activity in a global context, factors affecting environmental, social and economic impacts.
Key concepts incorporated across all topics:	Change, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.

Students complete a senior geography project (SGP) in the Year 11 course and must undertake Fieldwork in both the Year 11 and HSC Courses. Students will be required to submit both oral and written geographic reports.

Future studies

Geography is useful in the fields of science, engineering, mathematics, computing, commerce, environmental studies, urban and regional planning, design, humanities, agriculture, and resource management.

Contact: Andrew Gillespie

History Extension (BDC)

HSC only	1 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

Students must have completed Year 11 Modern History and/or Year 11 Ancient History with a high level of achievement and must be undertaking HSC Modern History and/or HSC Ancient History. A high standard in English is necessary for success in this course.

Course structure and requirements

Year 12 course (60 hours)	Indicative hours
Constructing History • Key Questions • Case Studies	40 (minimum)
History Project	20 (maximum

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

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

Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.

Contact: Andrew Gillespie

Industrial Technology (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

None.

Course description

Industrial Technology Stage 6 consists of project work and industry study that develop a broad range of skills and knowledge related to the industry focus area chosen and an introduction to industrial process and practices.

The focus areas offered are Graphics Technologies, Timber Products and Furniture Technologies and Metal Technologies. Students choose to study one focus area. One or both focus areas may run, depending on student demand.

Main topics covered

Year 11 Course

In the Year 11 Course, students must design, develop and construct a number of projects and undertake the study of an individual business within the industry. Each project must include a management folio.

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

- Industry Study (15% of indicative hours) Structural, technical, environmental and sociological factors, personal issues and WHS
- Design (10% of indicative hours) Elements and Principles of design, types of design, quality, influences affecting design
- Management and Communication (20% of indicative hours) Manage work through the completion of a management folio link to each project produced
- Production (40% of indicative hours)
- Industry Related Manufacturing Technology (15% of indicative hours).

HSC Course

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

The following sections are taught in relation to the relevant focus area through the development of a major project and folio and a study of the relevant industry:

- Industry Study (15% of indicative hours)
- Major Project (design, management, communication, production) (60% of indicative hours)
- Industry Related Manufacturing Technology (25% of indicative hours).

Costs

Please note that this course may involve costs additional to the college Inclusive Fees. Materials for the major project, in excess to that covered by the inclusive fees, will need to be supplied by the student at their own cost. Potential additional costs will be discussed with the student and communicated to the parents once the concept for the major project has been established.

Contact: Ingrid Jensen and Peggy Handley

Information Processes and Technology (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

None.

Course description

The Information Processes and Technology course, teaches students about information-based systems. It covers the processes of collecting, organizing, analysing, storing and retrieving, processing, transmitting and receiving, and displaying, as well as the technologies that support them. With this background, students will be well placed to adapt to new technologies as they emerge.

Through this course, students will gain a good working knowledge of:

- the key concepts of data
- information and systems
- the interactive nature of effective information-based systems
- available and emerging information technologies
- the social and ethical issues associated with the use of information technology and information systems, such as equity and access, privacy, freedom of information and copyright
- the communication, personal and team skills necessary to ensure that an information systems solution is appropriate for the needs of the users
- related issues such as project management, documentation and user interfaces.

Students will be able to: select the most appropriate technology for a given situation, as well as design and implement an information-based system using a creative and methodical approach.

Main topics covered

Year 11 Course

- Introduction to Information Skills and Systems (20% of indicative hours)
- Tools for Information Processes (50% of indicative hours)
- Developing Information Systems (30% of indicative hours)

HSC Course

- Project management (20% of indicative hours)
- Information Systems and Databases (20% of indicative hours)
- Communication (20% of indicative hours)
- Option strands, the study of two information systems taken from Transaction Processing Systems, Decision Support Systems, Automated Manufacturing Systems and Multimedia Systems (40% of indicative hours)

Contact: Ingrid Jensen and Peggy Handley

Investigating Science (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

Students wishing to study Investigating Science should have a good understanding of Stage 5 Science, a Band 9 in Literacy and Numeracy in Year 9 NAPLAN, and be studying another Year 11 Science course. Investigating Science is recommended as a companion course to Biology, Chemistry, Earth and Environmental Science or Physics.

Course description

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

Main topics covered

Year 11 Course

Cause and Effect – Observing	Observation instigates all scientific experimentation. Investigative scientific processes can only be applied to phenomena that can be observed and measured.
Cause and Effect – Inferences and Generalisations	Scientific inquiry follows on from humans making inferences and generalisations from commonly held understandings.
Scientific Models	Scientific models are developed as a means of helping people understand scientific concepts and representing them in a visual medium.
Theories and Laws	The term 'science' comes from the Latin 'scientia', which means 'a knowledge based on demonstrable and reproducible data'.

HSC Course

Scientific Investigations	Students learn that the experimental method is a dynamic process influenced by initial observations, new evidence, unexpected results or phenomena arising from the investigation.
Technologies	The rapid development of new technologies has enhanced industrial and agricultural processes, medical applications and communications.
Fact or Fallacy?	The scientific process is the most powerful tool available for generating knowledge about the world.
Science and Society	Those who pursue the study of science have created processes, tools and products that challenge and influence society and some of its belief systems, ethics and societal norms.

Particular course requirements

Both the Year 11 and 12 courses have 120 indicative hours with scientific investigations including both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must each occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. The depth study has a minimum of 30 hours of in-class time is allocated in both Year 11 and Year 12. At least one depth study must be included in both Year 11 and Year 12.

Future studies

The study of Investigating Science provides students with a valuable foundation at university and other tertiary institutions. This includes courses both within and outside the field of science. 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.

Contact: Tim Byrne

Japanese Beginners (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

Japanese Beginners is intended to cater only for students with no prior knowledge or experience of the Japanese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5. For the purpose of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language.

Course description

The Japanese Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Japanese at senior secondary level.

In the Year 11 and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Opportunities for students of Japanese **may** exist for their participation in the college's sister school program including an educational of tour of Japan.

Main topics covered

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

Contact: Bruce Woods

Japanese Continuers (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Prerequisite

A satisfactory standard in the study of Japanese in Stage 5.

Course description

The study of Japanese opens students to the cultural richness of other peoples and invites an international perspective to their learning. It also helps students learn other languages later in life through the development of language acquisition skills, while providing an opportunity to reflect on their own culture.

In the Preliminary and HSC Courses students will learn about different facets of Japanese language and culture through the study of prescribed themes.

Main topics covered

The theme, the individual, enables students to explore aspects of their personal world, for example, sense of self, school life and aspirations for the future, relationships, and leisure activities.

The theme, the Japanese-speaking communities, explores topics from the perspective of everyday life in communities, encouraging students to reflect on their own culture in relation to another.

The theme, the changing world, explores the concept of change as it affects aspects of the world of work, travel and tourism, youth culture, the media and current issues such as the environment and technology.

Contact: Bruce Woods

Legal Studies (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

None.

Course description

The Year 11 course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, the specific nature of the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

Main topics covered

Year 11 Course

- The Legal System — Basic legal concepts, sources of contemporary Australian law, classification of law, law reform, law reform in action.
- The Individual and the Law — Rights and responsibilities, resolving disputes, contemporary issue: the individual and technology.
- Law in Practice — Designed to deepen understanding of the principles of law studied earlier.

HSC Course

- Core: Crime — Nature of crime, criminal investigation, criminal trial process, sentencing and punishment, young offenders, international crime.
- Core: Human Rights — Nature and development, promoting and enforcing human rights, contemporary Human Rights issues.
- Options: — Two options chosen from the following:
  - Consumers
  - Global Environmental Protection
  - Family
  - Indigenous Peoples
  - Shelter
  - Workplace
  - World Order

Key themes incorporated across all topics

- Relationship between justice, law and society
- Development and reform of law
- Responsiveness of the legal system
- Effectiveness of legal and non-legal mechanisms in achieving justice

Future studies

Legal Studies may be useful in careers involving law, commerce, business studies, economics, politics, and sociology.

Contact: Andrew Gillespie

Mathematics Advanced (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

The Mathematics Advanced course is suited to students who are able to grasp abstract mathematical concepts. It should only be attempted by those students who have successfully and consistently met the course outcomes of the Stage 5.3 syllabus pathway in Years 9 and 10. Students intending to apply for this course should have also displayed aptitude in meeting the outcomes of the following units: Algebraic Techniques, Surds and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras' theorem, Single Variable Data Analysis and Non-Linear Relationships and Properties of Geometrical Figures.

Course description

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

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Main topics covered

Year 11 Course

1. Working with Functions
2. Trigonometry and Measure of Angles
3. Trigonometric Functions and Identities
4. Introduction to Differentiation
5. Logarithms and Exponentials
6. Probability and Discrete Probability Distributions

HSC Course

1. Graphing Techniques
2. Trigonometric Functions and Graphs
3. Differential Calculus
4. Applications of Differentiation
5. Integral Calculus
6. Modelling Financial Situations
7. Descriptive Statistics and Bivariate Data Analysis
8. Random Variables

Contact: Abi Parsons

Mathematics Extension 1 (BDC)

Year 11 then HSC	1 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

The Extension 1 Mathematics course requires a high level of mathematical ability. It should only be attempted by those students who have demonstrated such ability by successfully and consistently meeting the course outcomes of the Stage 5.3 syllabus pathway in Years 9 and 10.

Course description

The content of this course, includes the entire content of the Mathematics Advanced course and is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.

Main topics covered

Year 11 Course

1. Further Work with Functions
2. Polynomials
3. Inverse Trigonometric Functions
4. Further Trigonometric Identities
5. Rates of Change
6. Working with Combinatorics

HSC Course

1. Proof by Mathematical Induction
2. Introduction to Vectors
3. Trigonometric Equations
4. Further Calculus Skills
5. Applications of Calculus
6. The Binomial Distribution

Contact: Abi Parsons

Mathematics Extension 2 (BDC)

HSC | **Category A** | **HSC and ATAR Credit**

Assumed knowledge or recommended standard

This course is designed for students with a special interest in mathematics. Extension 2 Mathematics begins at the conclusions of the Year 11 course and is available to students who achieve consistently outstanding results in the Extension 1 Mathematics course.

Course description

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

Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the course.

Main topics covered

The course is studied in conjunction with the Mathematics Advanced course, the Mathematics Extension 1 course and also includes:

1. The Nature of Proof
2. Further Proof by Mathematical Induction
3. Further Work with Vectors
4. Introduction to Complex Numbers
5. Using Complex Numbers
6. Further Integration
7. Applications of Calculus to Mechanics

Contact: Abi Parsons

Mathematics Standard (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

The outcomes and content in the Stage 6 Mathematics Standard Course are constructed on the assumption that students studying this course will have engaged with all substrands of Stage 5.1 and with the following substrands of Stage 5.2 – Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis and Probability.

Course description

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 courses

Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses.

Mathematics Standard 1:

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.

Students studying Standard 1 may opt to may elect to undertake an **optional HSC examination**. The examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (**ATAR**).

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.

All students studying Mathematics Standard 2 will sit for an HSC examination.

Main topics covered

Year 11 Course

- Algebra — Formulae and Equations; Linear Relationships
- Measurement — Applications of Measurement; Working with Time Measurement
- Financial Mathematics — Money Matters
- Statistical Analysis — Data Analysis; Relative Frequency and Probability

Year 12 Course – 2 (BDC)

- Algebra — Types of Relationships
- Measurement — Non-right-angled Trigonometry; Rates and Ratios
- Financial Mathematics — Investments and Loans; Annuities
- Statistical Analysis — Bivariate Data Analysis; The normal distribution
- Networks — Network Concepts; Critical Path Analysis

Year 12 Course – 1 (BDC optional)

- Algebra — Types of Relationships
- Measurement — Right-angled Triangles; Rates; Scale drawings
- Financial Mathematics — Investment; Depreciation and Loans
- Statistical Analysis — Further Statistical Analysis
- Networks — Network and Paths

Contact: Abi Parsons

Modern History (BDC)

Year 11 then HSC | **2 Unit** | **Category A** | **HSC and ATAR Credit**

Assumed knowledge or recommended standard

A comprehensive standard in English.

Course description

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

The course comprises three sections. Students are required to study all three sections of the course.

Year 11 course (120 hours)	Indicative hours
Investigating Modern History • The Nature of Modern History • Case Studies Each case study should be a minimum of 10 indicative hours.	60
Historical Investigation	20
The Shaping of the Modern World	40

The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

The course comprises four sections. Students are required to study all four sections of the course.

Year 12 course (120 hours)	Indicative hours
Core Study: Power and Authority in the Modern World 1919–1946	30
National Studies	30
Peace and Conflict	30
Change in the Modern World	30

Historical concepts and skills

The Historical concepts and skills content is to be integrated throughout the course. The topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

Future studies

History teaches students valuable life skills and prepares them for future employment. Skills such as critical thinking, Research, Analysing texts, debating, forming an argument, gain confidence, thinking "on their feet", problem solving, and written skills.

History provides a valuable basis for careers such as law, journalism, teaching, architecture, advertising, tourism, building restoration, town planning, research, public service, librarianship, politics, public relations, and many others.

From a personal perspective, the study of History is essential in the formation of a well-informed, tolerant and well balanced citizens.

Contact: Andrew Gillespie

Music 1 (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

It is highly recommended that students have completed Elective Music in Years 9 and 10 and be currently learning an instrument. It is also desirable that students be part of a school ensemble.

Course description

In the Year 11 and HSC courses, students will study the concepts of music through learning experiences in performance, composition and musicology. The course expects all students to pursue, at a level appropriate to their needs, interests and skills in the areas of performance, aural perception, musicology and composition.

Main topics covered

Year 11 Course

The Year 11 course comprises of three topics:

- Methods of Notation
- Jazz Music
- Music for Large Ensembles

HSC Course

The HSC course comprises of three topics:

- An Instrument and Its Repertoire
- Music of the 20th and 21st Centuries
- Music for Small Ensembles

In the HSC course students must complete core studies in performance, composition, musicology and aural.

In addition, students complete THREE electives from any combination of performance, composition and musicology.

These electives must represent EACH of the three topics covered in the course

Contact: Kate Price (Acting)

Music 2 (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

It is highly recommended that students have successfully completed Elective Music in Years 9 and 10. It is desirable that students have completed AMEB or Trinity College music examinations to a minimum Grade 5 in practical and Grade 3 Theory/Musicianship. It is also recommended that students are currently learning an instrument and are part of a school ensemble.

Course description

In the Year 11 and HSC courses, students study the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres. The student will develop this knowledge and skills to a sophisticated level to enable them to pursue music at a tertiary level if they so choose.

Main topics covered

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

Year 11 Course

- The mandatory topic is Music from 1600–1900.
- Students choose ONE from 6 Additional Topic options

HSC Course

- The mandatory topic is Music of the last Twenty-Five Years (Australian Focus).
- Students complete core studies in performance, composition, musicology and aural

Students choose ONE elective study in Performance, Composition or Musicology.

Contact: Kate Price (Acting)

Music Extension (BDC)

HSC only	1 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

Music 2 must be studied in conjunction with this course.

Course description

The HSC Music extension course builds on Music 2 and assumes a high level of music literacy and aural ability. Students will specialise in performance or composition or musicology and will follow an individual programme of study which will be negotiated between the teacher and the student.

Contact: Kate Price (Acting)

Personal Development, Health and Physical Education (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

Students should have a genuine desire to improve their personal levels of health and wellbeing. Students must possess a genuine interest in the study of Human Movement.

Course description

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

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

Main topics covered

Year 11 Course

- Core Topics (60% of indicative hours)
  - Better Health for Individuals (30% of indicative hours)
  - The Body in Motion (30% of indicative hours)
- Option Components (40% of indicative hours) – Students select two options each from:
  - First Aid (20% of indicative hours)
  - Composition and Performance (20% of indicative hours)
  - Fitness Choices (20% of indicative hours)
  - Outdoor Recreation (20% of indicative hours)

HSC Course

- Core Topics (60% of indicative hours)
  - Health Priorities in Australia (30% of indicative hours)
- Factors Affecting Performance (30% of indicative hours)
- Option Components (40% of indicative hours) – Students select two options each from:
  - The Health of Young People (20% of indicative hours)
  - Sports and Physical Activity in Australian Society (20% of indicative hours)
  - Sports Medicine (20% of indicative hours)
  - Improving Performance (20% of indicative hours)
- Equity and Health (20% of indicative hours)

Contact: Matthew Heard

Photography, Video and Digital Imaging (BEC)

Year 11 and HSC **1 Unit** **HSC Credit only**

Assumed knowledge or recommended standard

It is recommended, although not essential, that a student has successfully completed Stage 5 Visual Arts. Possession of a digital camera or smart phone is required.

Course description

This course offers students an opportunity to explore contemporary artistic practices that make use of photography and other digital media. It addresses aspects of image such as the use of a digital camera, and the creation of photo-media images. Digital image making is introduced at a beginner's level. Critical and historical investigations of works, artists and photographers, the audience and aspects of the world are studied.

Main topics covered

This is a 1 unit course. The topics cover both practical and theoretical studies in Photography. Students will complete between 3 and 6 modules of work during this time. The modules are:

- Introduction to Digital Imaging
- Developing a point of view in Digital Imaging
- Traditions, conventions, styles and genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts
- Individual Project
- Occupational Health and Safety is covered in each module

Students are required to maintain a process diary or work book as well as submit required tasks for assessment.

Progression to the HSC Course in Photography

Two classes are offered in the Year 11 course which allows students to gain a basic understanding of photographic practices. However, only ONE class may be offered in the HSC course. There is a restriction on numbers who will be offered a place in this course. Offers will be determined by a student's commitment to studies in Photography and Digital Imaging and for a student's successful fulfilment of HSC requirements.

Contact: Bruce Woods

Physical Education Bushcraft (Wilderness) (BEC)

Year 11 then HSC | **1 Unit** | **HSC Credit Only**

This course is currently under review by NESA and may or may not be offered in 2023 and beyond.

Assumed knowledge or recommended standard

Students should have a genuine desire to improve their knowledge and skills in Outdoor Recreation. It is preferred that students have completed Years 9 and 10 Wilderness or shown committed participation in an equivalent course of study.

Course description

The Wilderness Course is based on experiential learning through challenge; both in the practical and theoretical components of the course. Through this, Wilderness aims:

- to promote positive attitudes towards the value of wilderness environments, their use and preservation
- to develop practical skills in navigation and enable students to appraise risk and function safely and responsibly in the outdoors
- to promote self-awareness, reliance and confidence; and group awareness
- to develop students' skills in leadership and expedition planning.

Main topics covered

Year 11 Course

- Risk and Risk Management in Outdoor Activities
- Remote Area First Aid
- Alpine/Ski touring and Snow Survival
- Bushcraft

HSC Course

- Leadership Theory and Trip Planning
- Bushcraft – Mittagong to Katoomba Major Hike
- Lifelong Adventure

Practical commitment

Fieldwork is an integral and compulsory component of the course. A commitment to all these activities is essential. This commitment includes weekends and school holidays.
Year 11: 6 days. HSC: 10 days.

Fees

A levy is charged to cover school costs such as transport, specialised equipment and outsourcing of experiences that are in excess of standard learning experiences and expeditions, which require external providers. The fees for this course in 2022 were $925 for a Year 11 student and $975 for a Year 12 student. It must be noted that the levies for 2023 are likely to be higher depending on factors beyond our control such as inflation, increased third party costs and other unforeseen costs.

Students will need to provide their own hiking equipment where possible. However, it is advisable not to purchase equipment before receiving advice.

Contact: Matthew Heard

Physics (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

Students wishing to study Physics should have an in-depth understanding of Stage 5 Science, a Band 9 in Literacy and Numeracy in Year 9 NAPLAN, achieved a minimum B grade in Stage 5 Mathematics 5.3 and are recommended to be studying Year 11 Mathematics Advanced.

Course description

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

The 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.

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.

Main topics covered

<u>Year 11 Course</u>

Kinematics	Motion is a fundamental observable phenomenon. The study of kinematics involves describing, measuring and analysing motion without considering the forces and masses involved in that motion.
Dynamics	The relationship between the motion of objects and the forces that act on them is often complex. However, Newton's Laws of Motion can be used to describe the effect of forces on the motion of single objects and simple systems.
Waves and Thermodynamics	Wave motion involves the transfer of energy without the transfer of matter.
Electricity and Magnetism	Atomic theory and the laws of conservation of energy and electric charge are unifying concepts in understanding the electrical and magnetic properties and behaviour of matter.

<u>HSC Course</u>

Advanced Mechanics	Motion in one dimension at constant velocity or constant acceleration can be explained and analysed relatively simply.
Electromagnetism	Discoveries about the interactions that take place between charged particles and electric and magnetic fields not only produced significant advances in physics, but also led to significant technological developments.

The Nature of Light	Prior to the 20th century, physicists, including Newton and Maxwell, developed theories and models about mechanics, electricity and magnetism and the nature of matter.
From the Universe to the Atom	Humans have always been fascinated with the finite or infinite state of the Universe and whether there ever was a beginning to time.

Particular course requirements

Both the Year 11 and HSC courses have 120 indicative hours with scientific investigations including both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and HSC course and must each occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. A minimum of 15 hours of in-class time is allocated in both Year 11 and HSC. At least one depth study must be included in both Year 11 and Year 12.

Future studies

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.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that uses innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Contact: Tim Byrne

Science Extension (BDC)

HSC only | **1 Unit** | **Category A** | **HSC and ATAR Credit**

Assumed knowledge or recommended standard

This course is an extension of the Science courses - Biology, Chemistry, Earth and Environmental Studies, Investigating Science and Physics. The Year 11 course of at least ONE of these Sciences is compulsory.

Course Description

This course focuses on the authentic application of scientific research skills to produce a Scientific Research Report. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio.

Course structure and requirements

Year 12 course (60 hours)		
Students develop a response to a scientific research question that requires the analysis of data from one, or a combination of, the disciplines of Science		
Modules	Indicative Hours	Scientific Research Project
Module 1 The Foundations of Scientific Thinking	10	Establish an area for scientific research ↓ Formulate the hypothesis for research ↓ Find or generate the data Apply methodologies to analyse the data ↓ Develop the Scientific Research Report and respond to the hypothesis
Module 2 The Scientific Research Proposal	10	
Module 3 The Data, Evidence and Decisions	20	
Module 4 The Scientific Research Report	20	
Mandatory Scientific Research Report and Portfolio		

Contact: Tim Byrne

Society and Culture (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

None

Course description

The central goal of Society and Culture is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technology – is also central to the course.

During the study of both the Year 11 and the HSC courses, students are required to develop knowledge and understanding of a variety of the methods used to conduct social research. Students also undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Main topics covered

Year 11 Course

- The Social and Cultural World: Nature of Society and Culture world, Social and Cultural research, quantitative and qualitative research, focus study.
- Personal and Social Identity: The nature of the development of personal and social identity, focus study.
- Intercultural Communication: Nature of communication, themes relating to intercultural communication, focus study.

HSC Course

- Social and Cultural Continuity and Change: Nature of continuity and change, nature of social and cultural research methods, focus study and near future.
- The Personal Interest Project: (30% of indicative hours):
- Depth Studies: To be chosen from:
  - The nature of popular culture, focus study and the near future
  - Belief Systems: the nature of belief systems and ideologies
  - Social Inclusion and Exclusion
  - Social Conformity and Nonconformity

The Personal Interest Project

The PIP is a significant individually researched topic conducted during the course. The PIP project is worth 40% of the HSC examination mark.

Future studies

Arts, Sociology, Studies in Society, Psychology, Politics, Government, Cultural Studies, Aboriginal Studies, Economics. This course provides excellent background for any course or occupation dealing with people.

Contact: Andrew Gillespie

Software Design and Development (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge

The demands of developing algorithms and applying mathematical logic indicate that students should be at a competency level of Mathematics Standard at Stage 6.

Course description

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

The HSC course builds on the Year 11 course and asks students to develop and document software using a variety of data structures and language facilities. Through these students will learn to solve a number of interesting and relevant software problems and develop a software solution to their own design through a major project.

Main topics covered

Year 11 Course

- Concepts and issues in the design and development of software
  - Social and ethical issues
  - Hardware and Software
  - Software development approaches
- Introduction to software development:
  - Planning, Building, Checking, Modifying
- Developing Software solutions

HSC Course

- Development and impact of software solutions:
  - Social and ethical issues
  - Application of software development approaches
- Software development cycle:
  - Understanding, planning and designing, implementation, testing and evaluation, maintenance.
- Developing a solution package:
  - Project work
- Option strands:
  - Evolution of programming languages

    OR
  - The software developers view of the hardware

Practical experience will occupy a minimum of 20% of the Year 11 course and approximately 25% of the HSC course.

Contact: Ingrid Jensen and Peggy Handley

Sport, Lifestyle and Recreation (BEC)

Year 11 Only | **1 Unit** | **Year 11 Credit Only**

Assumed knowledge or recommended standard

None.

Course description

Sport, Lifestyle and Recreation is a highly practical course as it focuses on those aspects of the learning that relate most closely to participation in sport and physical activity. It is a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives. Students have the opportunity to apply theoretic understanding to practical situations in a variety of different sporting, leisure and recreation situations.

Main topics covered

Year 11 Course – 1 unit only offered

Students study 3 modules which include:

- Fitness (40% of indicative hours)

  In this module, students' develop the knowledge, understanding and skills necessary to design, implement and evaluate individual fitness programs. Students examine the nature of fitness, the key elements of fitness program design and how fitness can be improved.

- Games and Sports Applications 1 (30% of indicative hours)

  In this module, students' develop the knowledge, understanding and skills that promote confidence and success in a range of games and sports. An emphasis within this unit is on how opponents simultaneously occupy the same defined area of play, compete for the space on the field of play, and how to stop opponents' progress in defence and control the implements of play in offence in a variety of different games and sports.

- Games and Sports Applications II (30% of indicative hours)

  In this module, students' build on the knowledge, understanding and skills that were developed in Games and Sports Applications 1. An emphasis is on activities in which players intercept the implements of play or the direction of players, occupy space critical to their opponent, body contact doesn't occur and generally cannot block a player's passage of movement.

Contact: Matthew Heard

Studies in Catholic Thought – 1 Unit (BDC)

Year 11 then HSC **1 Unit** **HSC Credit Only**

Assumed knowledge or recommended standard
Successful completion of Year 10 Religious Education.

Course description
Studies in Catholic Thought will invite students to explore the theology, scripture and philosophy that underpin the understanding of the human person within the Catholic tradition and the Christian life of virtue that follows. The course seeks to develop a deeper understanding of the social doctrine of the Catholic Church and the Catholic ascetic tradition with a view to enabling students to be immersed in the wider Catholic tradition. At the same time, Studies in Catholic Thought will develop students' ability to use inquiry skills and reason through engagement with Catholic teachings and literature. Students will come to know how faith and reason fit together in the Catholic Tradition.

Course offerings: Studies in Catholic Thought is available as a 1 unit or 2 unit course.

Year 11 Course		**HSC Course**	
The Human Person		The Good Life	
Content	Hours	Content	Hours
Who is a Human Person?	20	Virtue, Vice, Salvation	20
The Trinitarian God and Humanity	20	The Good Works	20
The Re-imagining of Creation	20	The Common Good	20
	Total 60		Total 60

Assessment: Student's will undertake no more than 3 formal assessment tasks in the Year 11 course and no more than 4 formal tasks in the HSC course. A range of assessment types will be utilised in the course, including research, a multimodal task, analytical response, class test and an End of Course Examination.

Contact: Jane Lowe

Studies of Religion – 1 Unit (BDC)

Year 11 then HSC	1 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard
Successful completion of Year 10 Religious Education.

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

Main topics covered

Year 11 Course

- The Nature of Religion and Beliefs
  - The Nature of Religion:
    - Religion as a world view
    - Characteristics of religion
    - Contribution of religion to individuals and society
  - Australian Aboriginal Beliefs and Spirituality – The Dreaming
    - Nature of the Dreaming
    - The inextricable connection of the Dreaming, the land and identity
- Religious Tradition Study 1 and 2: Christianity and Islam
- Topics for both Religious Traditions are:
  - Origins
  - Principle Beliefs
  - Sacred Texts and Writings
  - Core Ethical Teachings
  - Expression of Faith or Personal Devotion

HSC Course

- Religion and Belief systems in Australasia post-1945
  - Contemporary Aboriginal Spirituality
  - Religious Expression in Australia – 1945 to the present
- Religious Tradition Study 1 and 2: Christianity and Islam
- Topics for both Religious Traditions are:
  - Significant People and ideas
  - Ethics
  - Significant practices in the life of adherents

Contact: Jane Lowe

Studies of Religion – 2 Unit (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard
Successful completion of Year 10 Religious Education.

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

Main topics covered

Year 11 Course

- The Nature of Religion and Beliefs
  - The Nature of Religion:
    - Religion as a world view
    - Characteristics of religion
    - Contribution of religion to individuals and society
  - Australian Aboriginal Beliefs and Spirituality – The Dreaming
    - Nature of the Dreaming
    - The inextricable connection of the Dreaming, the land and identity
- Religions of Ancient Origin
- Religious Tradition Study 1, 2 and 3: Buddhism, Christianity and Islam
  - Origins
  - Principle Beliefs
  - Sacred Texts and Writings
  - Core Ethical Teachings
  - Expression of Faith or Personal Devotion
- Religion in Australia pre-1945

HSC Course

- Religion and Belief systems in Australasia post-1945
  - Contemporary Aboriginal Spirituality
  - Religious Expression in Australia – 1945 to the present
- Religious Tradition Study 1, 2 and 3: Buddhism, Christianity and Islam
  - Significant People and ideas
  - Ethics
  - Significant practices in the life of adherents
- Religion and peace
- Religion and Non-Religion

Contact: Jane Lowe

Textiles and Design (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

None

Course description

Textiles and Design Stage 6 is designed to enable students to understand and appreciate the nature and significance of textiles. It also develops confidence and competence in the selection, design, manufacture and application of textile items.

Main topics covered

Year 11 Course

- Design (40% of indicative hours)
  - Elements and principles of design
  - Types of design
  - Communication techniques
  - Manufacturing methods
  - Year 11 Textile Project 1 focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and the project, and management of time and resources, eg Focus Area – Furnishing: Interior Design.
- Properties and Performance of Textiles (50% of indicative hours)
  - Fabric, yarn and fibre structure
  - Types, classification and identification of fabrics, yarns and fibres
  - Fabric, yarn and fibre properties
  - Year 11 Textile Project 2 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, eg Focus Area – Apparel: Corsets
- Australian Textile, Clothing, Footwear and Allied Industries (10% of indicative hours)
  - Industry overview – past, present, future
  - Quality and value of textiles

HSC Course

- Design (20% of indicative hours)
  - Historical design development
  - Fabric decoration
  - Influence of culture on design
  - Contemporary designers
- Properties and Performance of Textiles (20% of indicative hours)
  - End-use applications
  - Innovations and emerging textile technologies
- Australian Textile, Clothing, Footwear and Allied Industries (10% of indicative hours)
  - Appropriate textile technology and environmental sustainability

- Current issues
- Marketplace

- Major Textiles Project (50% of indicative hours)

Students select one focus area through which they develop a project, which includes supporting documentation and textile item/s:

- Apparel
- Furnishings
- Costume
- Textile arts
- Non-apparel

Students will demonstrate the development of manipulative, graphical, communication, research, decision making, management and manufacturing skills.

Practical experience will occupy a minimum of 30% of the Year 11 course and a minimum of 40% of the HSC course.

Costs
Please note that this course may involve costs additional to the college Inclusive Fees. Materials for the major project, in excess to that covered by the inclusive fees, will need to be supplied by the student at their own cost. Potential additional costs will be discussed with the student and communicated to the parents once the concept for the major project has been established.

Contact: Ingrid Jensen and Peggy Handley

Visual Arts (BDC)

Year 11 then HSC	2 Unit	Category A	HSC and ATAR Credit

Assumed knowledge or recommended standard

It is expected that a student has successfully completed Stage 5 Visual Arts.

Course description

Visual Art involves the student in the practices of art making, art criticism and art history.
Students develop their own artworks culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Year 11 course is broad, while the HSC course provides for deeper, increasingly more independent investigations.

Main topics covered

Year 11 Course learning opportunities focus on:

- the nature of practice in art making, art criticism and art history through different investigations
- the role and function of artists' artwork, the world and audiences in the art world
- the frames and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and art making in different forms.

HSC Course learning opportunities focus on:

- how students may develop their own informed points of view in increasingly more independent ways using frames
- how students may develop their own practice of art making, art criticism and art history applied to selected areas of interest
- how students may learn about the relationships between artist, artwork, world, audience within the art-world
- how students may further develop meaning and focus in their work.

Particular course requirements

Year 11 Course:

- Making artworks in two, three and four dimensional forms and use of a process diary.
- A broad investigation of ideas in art criticism and art history.

HSC Course:

- Development of a body of work and process diary.
- Minimum of five Case Studies (4-10 hours each).
- Deeper and more complex investigations of ideas in art criticism and art history.

Costs

Where students require materials outside the normal budgeted cost structure, students will be charged for any extra purchases.

Contact: Bruce Woods

PRIMARY INDUSTRIES
VOCATIONAL EDUCATION AND TRAINING
RTO 90487

Certificate II in Agriculture (AHC20116)

COURSE DESCRIPTION
This may change due to Training Package and NESA updates. Notification of variations will be made in due time.

Course: Primary Industries (240 indicative hours)
4 Preliminary and/or HSC units in total. Board Developed Course AHCV1.1
Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses which are accredited for the HSC and provides Learners with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. **PLEASE NOTE:** Delivery sites will select elective units approved by the RTO and as appropriate to their teaching needs.

AHC20116 Certificate II in Agriculture

Compulsory Core Training Package Units
AHCWHS201 Participate in work health and safety processes.
AHCWRK209 Participate in environmentally sustainable work practices.
AHCWRK204 Work effectively in the industry.

Compulsory NESA Units
AHCCHM201 Apply chemicals under supervision
AHCWRK201 Observe and report on weather
AHCLSK202 Care for health and welfare of livestock

Electives units required for qualification

AHCMOM202	Operate tractors
AHCMOM203	Operate basic machinery and equipment
AHCINF201	Carry out basic electric fencing operations
AHCLSK205	Handle livestock using basic techniques
AHCLSK207	Load and unload livestock
AHCLSK204	Carry out regular livestock observation
AHCLSK206	Identify and mark livestock
AHCLSK211	Provide feed for livestock
AHCLSK316	Prepare livestock for competition
AHCPMG201	Treat weeds
AHCWRK205	Participate in workplace communications
AHCLSK209	Monitor water supplies
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity

Learners may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Learners who are assessed as competent in all of the units listed will be eligible for a **AHC20116 Certificate II Agriculture.** The RTO is responsible for all aspects of creating and maintaining assessments and documentation to meet the requirements of the relevant governing bodies. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be accessed at: https://www.myskills.gov.au/

Pathways to Industry. Working in the primary industries may involve:

- dealing with and caring for animals
- breeding and growing livestock (dairy, beef, sheep, goats, pigs, chickens) crops and grains
- maintaining and using equipment such as tractors, harvesters,bailers and ploughs
- overseeing and managing farming operations
- developing and producing new products and technologies

Mandatory NESA Requirements Learners must complete a minimum of 70 hours work placement.Learners who do not meet these requirements will be `N` determined as required by NESA.

Competency-Based Assessment
Learners in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a Learner must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Learners will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a Learner achieves a unit of competency it is signed off by the assessor.
Appeals Learners may lodge an appeal about assessment decisions through their VET Trainer.
External Assessment (optional HSC examination) The Higher School Certificate examination for Primary Industries (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency in the HSC Focus Areas detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a Learner to receive a vocational qualification but may be used in the calculation of the ATAR.

Course Costs: Please refer to your School's Fees Schedule/Policy. **Refund Arrangements on a pro-rata basis.**
Delivery Arrangements: Integrated into timetable

A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/

NATIONALLY RECOGNISED TRAINING

Contact: Ingrid Jensen and Peggy Handley

Certificate III in Business (BSB30120)

Course: Business Services (240 indicative hours)
4 Preliminary and/or HSC units in total. Board Developed Course
Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses, which are accredited for the HSC, and provides learners with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

BSB30120 Certificate III in Business
Compulsory Core & Elective Training Package units

Core Units of Competency	Elective Units of Competency
BSBCRT311 - Apply critical thinking skills in a team environment	BSBTEC303 - Create electronic presentations
BSBWHS311 - Assist with managing workplace safety	BSBESB302 - Develop and present business proposals
BSBPEF201 - Support personal wellbeing in the workplace	BSBTEC201 - Use business software applications
BSBSUS211 - Participate in sustainable work practices	BSBOPS304 - Deliver and monitor a service to customers
BSBTWK301 - Use inclusive work practices	BSBPEF301 - Organise personal work priorities
BSBXCM301 - Engage in workplace communication	BSBTEC302 - Design and produce spreadsheets
	BSBTEC301 - Design and produce business documents

Learners may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Qualifications
Learners who are assessed as competent in all of the final units delivered as per the final training and assessment strategy will eligible for **BSB30120 Certificate III in Business.** The RTO is responsible for all aspects of creating and maintaining assessments and documentation to meet the requirements of the relevant governing bodies.
There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be accessed fromhttps://www.myskills.gov.au/

Pathways to Industry Skills gained in this industry transfer to other occupations. Working in the business services industry involves:

- customer (learner) service
- organising information and records in both paper and electronicforms
- teamwork
- using technologies
- creating documents

Mandatory NESA Course Requirements Learners must complete a minimum of 70 hours work placement.
Learners who do not meet these requirements will be `N` determined as required by NESA.

Competency-Based Assessment
Learners in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a learner must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Learners will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a learner achieves a unit of competency it is signed off by the assessor.
Appeals: Learners may lodge an appeal about assessment decisions through their VET Trainer.
External Assessment (optional HSC examination)
The Higher School Certificate examination for Business Services (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and *HSC Requirements and Advice* detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a learner to receive a vocational qualification but may be used in the calculation of the ATAR.

Course Costs: Please refer to your School's Fees Schedule/Policy
Refund Arrangements on a pro-rata basis
Delivery Arrangements: Integrated into timetable

A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/

Contact: Ingrid Jensen and Peggy Handley

Certificate II in Construction Pathways (CPC20220)

COURSE DESCRIPTION

Course: Construction (240 indicative hours)
4 Preliminary and/or HSC units in total. Board Developed Course. Category B status for Australian Tertiary Admission Rank (ATAR)

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

CPC20211 Certificate II in in Construction Pathways

Compulsory core Training Package Units	
CPCCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry
CPCCOM1015	Carry out measurements and calculations
CPCCCM1013	Plan and organise work
CPCCCM2001	Read and interpret plans and specifications
CPCCCM1012	Work effectively and sustainably in the construction industry
****CPCCVE1011**	Undertake a basic construction project

Mandatory HSC or Elective Training Package Units	
CPCCWHS1001	Prepare to work safely in the Construction Industry*
CREDIT TRANSFER	
CPCCCA2011	Handle carpentry materials
CPCCCM2005	Use construction tools and equipment
CPCCCM2006	Apply basic levelling procedures
CPCCCO2013	Carry out concreting to simple forms
CPCCCA2002	Use Carpentry Tools and Equipment
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials
CPCCBL2002	Use bricklaying and blocklaying tools and equipment

** An asterisk (*) against a unit code below indicates that there is a prerequisite requirement that must be met. Prerequisite unit(s) must be assessed before assessment of any unit of competency with an asterisk.

Learners may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Learners who are assessed as competent in all of the 6 core and 6 elective units of competency will be eligible for a **CPC20211 Certificate II in Construction Pathways** Successful completion of the unit**, CPCCWHS1001**, will lead to the award of **a Construction Induction Card from SafeWork NSW,** which allows the student access to construction sites across Australia for work purposes. The RTO is responsible for all aspects of creating and maintaining assessments and documentation to meet the requirements of the relevant governing bodies. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of employability skills developed through this qualificationcan be found at: https://www.myskills.gov.au/

Pathways to Industry. Skills gained in this industry transfer to other occupations. Working in the construction industry involves:

- constructing buildings
- modifying buildings
- contracting
- measuring materials and sites
- communicating with learners
- managing personnel and sites

Mandatory NESA Course Requirements: Learners must complete a minimum of 70 hours work placement. Learners who do not meet these requirements will be `N` determined as required by NESA. Learners who achieve competency in **CPCOHS1001A – Work Safely in theConstruction Industry,** will be issued with a **SafeWork NSW Construction Induction Card** (White Card). This is a requirement before commencing workplacement.

Competency-Based Assessment
Learners in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.
Appeals Learners may lodge an appeal about assessment decisions through their VET Trainer.
External Assessment (optional HSC examination)
The Higher School Certificate examination for Construction (240 indicative hours) will involve a written examination consisting of multiple- choice items, short answers and extended response items. The questions will be based on the compulsory units of competency and *HSC Requirements and Advice* detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of the ATAR.

Course Costs: Please refer to your School's Fees Schedule/Policy – Refund Arrangements on a pro-rata basis
Delivery Arrangements: Integrated into timetable

A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/

Contact: Ingrid Jensen and Peggy Handley

Certificate II in Hospitality (SIT20316)

COURSE DESCRIPTION
This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.

Course: **Hospitality (240 indicative hours) Food and Beverage**
4 Preliminary and/or HSC units in total Board Developed Course
Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses which are accredited for the HSC and provides Learners with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

SIT20316 Certificate II in Hospitality Units of Competency
Compulsory core Training Package Units

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXWHS001	Participate in safe work practices
SITXCOM002	Show social and cultural sensitivity

Electives to be advised and will come from the following areas:

SITHCCC001	Use food preparation equipment
SITHCCC002	Prepare and present simple dishes
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITXFSA002	Participate in safe food handling practices
SITHFAB007	Serve food and beverage
SITHCCC003	Prepare and present sandwiches
SITXFSA001	Use hygienic practices for food safety

Learners may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Qualification: Learners who undertake Hospitality (Food and Beverage) and are assessed as competent in all of the above units of competency will be eligible for a **SIT20316 Certificate II in Hospitality.** The RTO is responsible for all aspects of creating and maintaining assessments and documentation to meet the requirements of the relevant governing bodies. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au.

Pathways to Industry
Skills gained in this industry transfer to other occupations. Working in the hospitality industry involves:

- supporting and working with colleagues to meet goals and provide a high level of customer service
- prepare menus, managing resources, preparing, cooking and serving a range of dishes

Mandatory NESA Course Requirements Learners must complete a minimum of 70 hours work placement.
Learners who do not meet these requirements will be `N` determined as required by the NSW Education Standards Authority (NESA).

Competency-Based Assessment
Learners in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.
Appeals Learners may lodge an appeal about assessment decisions through their VET Trainer.
External Assessment (optional HSC examination)
The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and *HSC Requirements and Advice* detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Course Costs: Please refer to your School's Fees Schedule/Policy
Refund Arrangements on a pro-rata basis
Delivery Arrangements: Integrated into timetable

A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/

Contact: Ingrid Jensen and Peggy Handley

Certificate II in Kitchen Operations (SIT20416)

COURSE DESCRIPTION
This may change due to Training Package and NSW Education Standards Authority (NESA) updates.Notification of variations will be made in due time.

Course: **Hospitality (240 indicative hours) Kitchen Operations**
4 Preliminary and/or HSC units in total. Board Developed Course
Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses which are accredited for the HSC and provides Learners with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

SIT20416 Certificate II in Kitchen Operations Units of Competency – Compulsory core Training Package Units

BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practices

Mandatory NESA Units:

SITHIND002	Source and use information on the hospitality industry

Electives:

SITHCCC002	Prepare and present simple dishes
SITHCCC006	Prepare appetisers and salads
SITHCCC008	Prepare vegetable, fruit, egg and farinaceous dishes
SITXFSA002	Participate in safe food handling practices

Learners may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Qualifications Learners who undertake the Commercial Cookery stream and are assessed as competent in all of the above units of competency will be eligible for a **SIT20416 Certificate II in Kitchen Operations.** The RTO is responsible for all aspects of creating and maintaining assessments and documentation to meet the requirements of the relevant governing bodies. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au.

Pathways to Industry. Skills gained in this industry transfer to other occupations. Working in the hospitality industry can involve:

- supporting and working with colleagues to meet goals and provide a high level of customer service
- prepare menus, managing resources, preparing, cooking andserving a range of dishes

Mandatory NESA Course Requirements Learners must complete a minimum of 70 hours work placement.
Learners who do not meet these requirements will be `N` determined as required by the NSW Education Standards Authority (NESA)

Competency-Based Assessment
Learners in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.
Appeals Learners may lodge an appeal about assessment decisions through their VET Trainer.
External Assessment (optional HSC examination)
The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and *HSC Requirements and Advice* detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Course Costs: Please refer to your School's Fees Schedule/Policy
Refund Arrangements on a pro-rata basis
Delivery Arrangements: Integrated into timetable

A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/

NATIONALLY RECOGNISED TRAINING

Contact: Ingrid Jensen and Peggy Handley