

**Nowra
Christian
School**
Grow up into Christ

SENIOR SUBJECT INFORMATION BOOKLET 2022

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**Nowra
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INTRODUCTION

This booklet has been carefully prepared to assist students and parents/carers find their way through Higher School Certificate (HSC). Year 11 & 12 students will be choosing three subjects as we offer the HSC in a compressed method at Nowra Christian School. All Year 11 students will choose a Mathematics course and Year 12 students will choose an English course unless notified otherwise. Students will be placed on the level of Mathematics and English based on their performance in Year 10.

While Nowra Christian School offers many courses, a course will only run if there are sufficient numbers of students interested in studying the course. Options beyond school such as tertiary education, employment and a fulfilling adult life have their foundations laid in a successful HSC. In choosing a pattern of study, students must carefully consider their goals, areas of strengths, interests, abilities and career aspirations. It is important that subject choices be realistic.

Unlike Year 9 & 10, there is only one mandatory subject in Year 11 & 12 which is English. Students must complete either English Advanced, English Standard or English Studies. Students will be placed into the appropriate course based on their performance in Year 10 English class.

At Nowra Christian School, it is compulsory for Year 11 & 12 students to participate in Assembly and Senior Christian Studies. Senior Christian Studies will happen at least twice a term during one of the subject lines.

Subject Selection Process and Course Availability

While we intend to offer the widest possible range of courses, students and parents/carers should be aware that it may not be possible to run certain courses if too few students select them. The subject selection survey (first) must be returned by the due date, as indicated. This link will be sent to students and parents/carers through SEQTA and will be made available on the school website.

This survey requires students to select 8 subjects and place them in order of preference. Depending upon individual student choices, the school will then create 2 lines where students will be given another survey (second) to choose their final subjects. Students will be placed into two subjects as a result of this process. This will form the basis of the timetable. If required, there will be follow up interviews with students (especially if there are clashes and some subjects do not run). This process ensures that NCS can offer curriculum options that reflect student needs.



Steps	Procedures
Step 1	Submit the first google form. (First Week of June) Purpose: To choose preferences so that the school can put the electives in appropriate lines. THESE MAY NOT BE YOUR FINAL SUBJECT CHOICES.
Step 2	Submit the second google form with set lines. Students must choose one subject in each line. (First Week of July) THESE MAY NOT BE YOUR FINAL SUBJECT CHOICES.
Step 3	School will send a letter to confirm your actual subject choices. (Term 3)

Do I need an ATAR?

If you want to go to university before you turn 21 then an ATAR is required for most undergraduate courses. This means that you need to select subjects that allow you to apply for an ATAR.

What if my ATAR does not reflect my HSC marks?

Most universities are aware that the ATAR sometimes is not an accurate indicator of your ability to study, learn and achieve. Many universities offer alternative entry programs that allow you to enrol in undergraduate courses based on your raw HSC marks, interviews, design portfolios, community service, Principal's recommendation and even school reports and assessment tasks. The key is to keep your options open and plan ahead!

Can a student change a subject if they do not like their choice?

Yes. Students must make the changes by the end of Week 8, Term 4.

Students who wish to change their subject choice MUST

1. Print the Stage 6 Application for A Subject Level Alteration form which can be found in Documents < SEQTA Learn/Engage.
2. Fill in the form and get the appropriate signatures before handing in the form to NESA Liaison Officer.'
3. Appreciate that it is not automatic, requires a good reason, available space in the new elective, the support of their parents/carers and cannot be used to avoid commitments in the subject that they wish to leave.
4. Accept that they are required to complete work that occurred in the subject that they are changing into prior to their move.
5. Students must catch up on any work missed.

NESA HSC REQUIREMENTS

The Government has appointed a group called the NSW Education Standards Authority (NESA) to determine courses that can be offered in all schools in NSW. In Stage 6, the first component of the course is the Year 11 Course, with the second component being known as the HSC Course.

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

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

To be awarded a Higher School Certificate, a minimum of 12 Year 11 units and 10 HSC units must be presented. Both Year 11 and HSC must include:

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

At our school, we are encouraging students to complete 12 units in both Year 11 and HSC.

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

- you must complete at least 10 HSC units of ATAR courses.

These ATAR courses must include:

- eight units of Category A courses
- two units of English
- three NESA Developed courses of two units or greater
- four subjects.

Parents, students and teachers are reminded that the ATAR ranking will have no impact on the Higher School Certificate. HSC marks report on what a student has achieved in each course, and a mark of 100 will be possible. Year 11 courses are assessed internally in accordance with our policies and assessment schedule that are distributed during Foundation Studies.

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

NESA HSC REQUIREMENTS

External assessment

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

Internal assessment

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

All HSC candidates must participate in the HSC assessment scheme. You will receive an assessment mark from the school for each subject presented at the HSC. These marks are derived from a set of assessment guidelines produced by NESA. The official assessment period begins from the end of the Year 11 component for the course (approximately end of Term One). You will receive a detailed booklet on the overall philosophy of the scheme, the school policy and a copy of each subject's assessment schedule at the start of your senior schooling. Parents are advised to read it carefully when it is issued. Please note that if you do not follow the policies, your HSC may well be in jeopardy.

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

HSC: All My Own Work

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

Changing subjects during the Year 11 Course

We strongly discourage unnecessary changes to your pattern of study. The information night and this booklet, plus the availability of the staff to advise is all meant to give you advice to help you make and continue with your subject choice decisions. Changing levels within subjects can happen, but even this is really only advisable during the first half of Term One each year. Sometimes students decide to drop a subject and only present the bare minimum of 12 Year 11 and 10 HSC units. Again, we discourage this as many students end up wasting their extra time if they are only doing 10 units.

NB. The deadline for changing subjects in the Year 11 Course will be the end of the first week of Term One. Application must be made by completing the school's official form for changing a subject, signed by the parents and the teachers.

Dropping subjects

The school strongly advises against dropping subjects unless it is absolutely necessary to the student's well-being. Students wishing to drop a subject must apply via the NESA Liaison Officer for permission. Before permission is granted, the student must have satisfactorily completed an adequate number of units at the Year 11 level. A letter outlining the wisdom of such a decision is sent to the parents and should be seriously considered before parental permission is given.

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

NESA HSC REQUIREMENTS

Attendance at school

Students need to understand that the school fulfills its duty of care to the students by ensuring that students are present in allocated classes, doing school work, during any non-face-to-face lessons. See pages 9 & 10 for the NSW Department of Education Compulsory Attendance Policy. Students are not required to be at school during all morning 'non-face-to-face' periods. Permission to leave during non-face-to-face periods will be considered for periods 5 and 6. Permission in these cases may only be granted if the request comes in advance from the student's parents. The school reserves the right to rescind permission at any time.

On the pages that follow are subject outlines for the subjects that may be completed in 2022 and 2023. Of course, like all schools, your school has limited resources and we need to be wise in the number of subjects that will run. If a subject is offered, this does not mean it will run unless there is a viable class.

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

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

Should sufficient student demand for other subjects be present, the school will explore its ability to offer that subject and may be able to modify its subject offerings. Note that we will not be able to offer all of these subjects and both the subject list and descriptions are accurate without being prescriptive.

Distance Education, Advanced & Extension Courses

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

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

Subject Allocations - Part time and off-line options

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

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

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

NESA HSC REQUIREMENTS

Part-time allocations

- Students will be required to be in an allocated classroom or the Library, when not having face-to-face lessons – they are not to view these periods as off-campus time.
- Students must 'sign-in' each day, on the register at the Library desk, to indicate their attendance for these periods.
- Students should anticipate that their position studying a part-time subject will be reviewed at the end of Foundation Studies and throughout the Year 11 program. If the student does not maintain an acceptable standard, the student will not be permitted to progress in the subject to the HSC course.

Off-line allocations

- The student will negotiate with relevant teachers to • The student will negotiate with relevant teachers to determine when he/she is attending lessons in what subject.
- Students are expected to use the Library for any non-face-to-face periods to maintain their learning in the affected subjects.
- Students should anticipate that their position studying an off-line subject will be reviewed at the end of Foundation Studies and throughout the Year 11 program. If the student does not maintain an acceptable standard, the student will not be permitted to progress in the subject into the HSC course.

Pathway Students

What is meant by HSC "Pathways"?

The HSC can be accumulated over a period of five years from the completion of the first HSC course. This allows for flexible study arrangements and is often referred to by the term "Pathways". This avenue is open to both school students and adult learners. Pathways provisions may also include: being able to repeat one or more HSC courses; recognition of prior learning, whereby you may be granted credit transfer towards your HSC, or advanced standing in a course; and even part-time traineeships (particularly helpful to adult learners).

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

How to apply for Disability Provisions

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

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

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

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

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

Disability Provisions include:

- diabetic needs
- rest breaks
- oral and sign interpreters
- computers/laptops
- readers and writers.

Please see Mrs Schipp for more information.



DISTANCE EDUCATION

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

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

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

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

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

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

Where to from here?

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

Contact person

Mrs Edwards

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

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

Studying a TVET course allows students to:

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

There are two main types of TVET courses:

NESA Developed courses

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

NESA Endorsed courses

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

The following courses are being offered at Nowra Campus for 2022 (Correct as of 14/5/21).

Automotive: Mechanical	2 unit x 2 year
Beauty Services: Make UP	2 unit x 2 year
Early Childhood Education and Care	2 unit x 2 year
Community Services	2 unit x 2 year
Construction Pathways: Bricklaying	2 unit x 2 year
Electrotechnology	2 unit x 2 year
Floristry	2 unit x 1 year
Human Services: Allied Health	2 unit x 2 year
Information, Digital Media & Technology: Network & Hardware	2 unit x 2 year
Plumbing – Introduction	2 unit x 2 year
Salon Assistant	3 unit x 1 year
Skills for Work and Vocational Pathways: Hospitality (Access class)	2 unit x 1 year

- Please note courses may not run due to insufficient numbers. Students in Year 12 may only apply for a one year course.
- Students who wish to study at TAFE need to be aware that if the TAFE course is in place with a line of study at NCS, students will be charged the normal school fees.
- Students who wish to study a course through an external provider while studying at NCS need special approval as additional fees may apply.

Contact person

Mrs Edwards

Compulsory School Attendance

Information for parents

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

What are my legal responsibilities?

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

Once enrolled, children are required to attend school each day it is open for students.

The importance of arriving on time

Arriving at school and class on time:

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

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

What if my child has to be away from school?

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

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

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

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

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

Travel

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

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





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

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

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

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

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

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

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

If your child's attendance at school remains unsatisfactory the Department

may apply to the Children's Court for a *Compulsory Schooling Order*. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

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

What age can my child leave school?

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

Working in Partnership

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

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

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

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

Policy, information and brochures:

Please visit the Department of Education's *Policy library*

The school leaving age:

Please visit the Department of Education's *Wellbeing and Learning* website

Do you need an interpreter?

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

For further advice and questions contact your educational services team

T 131 536

Learning and Engagement

Student Engagement & Interagency Partnerships

T 9244 512

www.dec.nsw.gov.au

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NSW Department of Education and Communities



NOTES



COURSES OFFERED IN 2022

DISTANCE EDUCATION

TAFE

MATHS COURSES- YEAR 11 STUDENTS ONLY

MATHEMATICS STANDARD 2

MATHEMATICS ADVANCED

MATHEMATICS EXTENSION 1

MATHEMATICS EXTENSION 2

ENGLISH COURSES- YEAR 12 STUDENTS ONLY

ENGLISH STUDIES

ENGLISH STANDARD

ENGLISH ADVANCED

ENGLISH EXTENSION 1

ENGLISH EXTENSION 2

DESIGN & TECHNOLOGY

DRAMA

EARTH & ENVIRONMENTAL SCIENCE

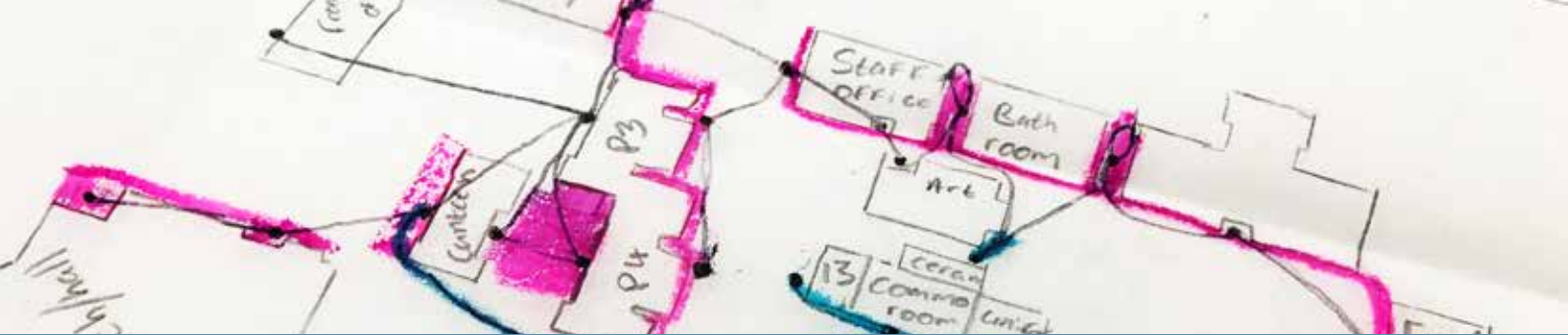
FRENCH (BEGINNERS)

MODERN HISTORY

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

PHYSICS

VISUAL DESIGN



MATHEMATICS STANDARD 2

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level. The course content has an emphasis on integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage the transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects. The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

Main Topics in Year 11

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Main Topics in HSC Course

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

HSC External Assessment

A two and a half hour written examination consisting of:

- Multiple choice questions
- Short answer questions.

Particular Course Requirements

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

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

A formula sheet will be provided

Contact person for this course

Mr Clarke



MATHEMATICS ADVANCED

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

Main Topics in Year 11

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

Main Topics in HSC Course

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

HSC External Assessment

A three hour written examination consisting of:

- Multiple choice questions
- Short answer questions.

Particular Course Requirements

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

Approved calculators may be used in the exam.

A reference sheet will be provided.

Contact person for this course

Mrs Toole



MATHEMATICS EXTENSION 1- 1 UNIT

The content of the Mathematics Extension 1 Course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of Science, Industrial Arts and Commerce. The course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level and for the study of Mathematics in support of the Physical and Engineering Sciences.

Main Topics in Year 11

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

Main Topics in HSC Course

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

HSC External Assessment

A two hour written examination consisting of:

- Multiple choice questions
- Short answer questions

Particular Course Requirements

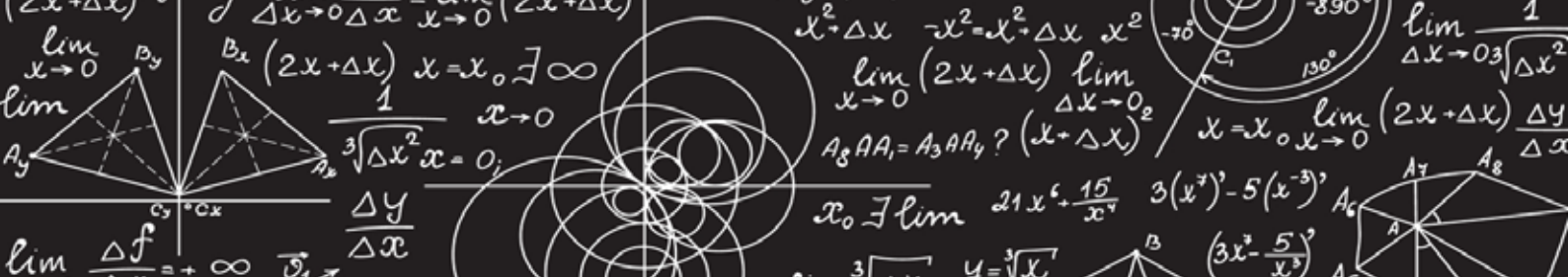
This course is for students who have excelled in the Stage 5.3 course in Years 9 & 10.

Approved calculators may be used in the exam.

A reference sheet will be provided.

Contact person for this course

Mrs Toole



MATHEMATICS EXTENSION 2- 1 UNIT

(Only during the HSC component)

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

Main Topics in HSC Course

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

Particular Course Requirements

This course is for students who have excelled in the Year 11 Mathematics Extension 1 course. Students must possess outstanding mathematical ability and aptitude to solve abstract mathematical problems creatively.

Approved calculators may be used in the exam.

A reference sheet will be provided.

HSC External Assessment

A three hour written examination consisting of:

- Multiple choice questions
- Short answer questions

Contact person for this course

Mrs Toole



ENGLISH STUDIES

The English This course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives. This course would suit students who do not wish to pursue university study.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts.

Main Topics in Year 11

The course has two sections:

Students study the mandatory module, Achieving through English: English in education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.

Students study 2–4 additional syllabus modules (selected based on their needs and interests).

Main Topics in HSC Course

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

Students study 2–4 additional syllabus modules (selected based on their needs and interests).

HSC External Assessment

Students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses

Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA

To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

The examination will consist of one written examination paper worth 70 marks in total.

The time allowed is 2 hours and 30 minutes plus 10 minutes reading time.

The paper will consist of four sections.

Contact person for this course

Mrs Thompson



ENGLISH STANDARD

The English Standard Year 11 course is designed for those students who want to consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. This course would suit students who wish to pursue university study in fields apart from English.

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning. In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes.

Standard English students study a range of contemporary texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, with a focus on Australian texts.

Main Topics in Year 11

The course has two sections

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

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

Main Topics in Year 12

The course has two sections

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

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

HSC External Assessment

Two HSC examinations:

Paper One: A 90 minute examination

Paper Two: A 120 minute written examination consisting of:

- Short answer questions
- Extended response questions

Contact person for this course

Mrs Mason



ENGLISH ADVANCED

The English Advanced Year 11 course is designed for those students who want to further develop their English literacy skills in order to enhance their personal, social, educational and vocational lives. This course would suit students who wish to pursue university study including the study of English.

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

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

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

Year 11 Course Content

The course has two sections:

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

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

Year 12 Course Content

The course has two sections:

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

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

HSC External Assessment

Two HSC examinations:

Paper One: A 90 minute examination

Paper Two: A two hour written examination consisting of:

- Short answer questions
- Extended response questions

Contact person for this course

Mrs Thompson



ENGLISH EXTENSION 1

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

Prerequisites:

(a) English Advanced

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

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

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

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

Year 11 Course Content

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

Students are required to:

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

Year 12 Course Content

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

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

HSC External Assessment

A two hour written examination consisting of either:

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

Contact person for this course

Mrs Thompson



ENGLISH EXTENSION 2

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

Note: There is no Year 11 Course for this subject.

Extension 1 English is a prerequisite for Extension 2 English.

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

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

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

HSC External Assessment

There is no HSC examination for Extension 2 English.

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

Contact person for this course

Mrs Thompson



DESIGN & TECHNOLOGY

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

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

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

Main Topics in Year 11

Designing and Producing

The study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

Main Topics in HSC Course

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio addresses three key areas: project proposal and management, project development and realisation, and project evaluation.

HSC External Assessment

- Major design project
- 90 minute written examination

Particular Course Requirements

In the Year 11 course, students must participate in hands-on practical activities and undertake a minimum of two design projects.

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

Contact person for this course

Mr Lawrence



DRAMA

Drama is a creative and collaborative art form that explores the world through enactment. As an art form it is produced from the collaborative efforts of individuals using a range of creative, reflective and performance based skills. As a discipline it encourages the development and strengthening of collaborative and communication skills in a variety of settings beyond performing.

Drama involves the exploration of culture, universal issues and human interaction and emotions. It does this through the making, performing and critical study of drama through practical and theory based approaches.

It is open to all students and is best suited to those who have completed 100 or 200 hours of Stage 5 drama course or have a keen interest or shown talent in drama.

Main Topics in Year 11

- Improvisation, Playbuilding and Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

Main Topics in HSC Course

- Australian Drama and Theatre
- Studies in Drama and Theatre
- Core Group Devised Performance
- Individual Project drawn from one of the following: critical analysis, performance, design elements, script writing or video drama

HSC External Assessment

- A written examination of one and half hours duration consisting of two extended response questions on the two core topics
- Group Performance – external examiners assessment
- Individual project - drawn from one of the following: critical analysis, performance, design elements, script writing or video drama to be submitted to external examiners

Particular Course Requirements

Individual and group performance is an essential part of Stage 6 Drama. Students must be willing to work in groups and perform publicly.

Contact person for this course

Mrs Ellery



EARTH & ENVIRONMENTAL SCIENCE

The Year 11 Earth and Environmental Science course investigates layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

Main Topics in Year 11

Module 1 - Earth's Resources

Module 2 - Plate Tectonics

Module 3 - Energy Transformations

Module 4 - Human Impacts

Main Topics in HSC Course

Module 5 - Earth's Processes

Module 6 - Hazards

Module 7 - Climate Science

Module 8 - Resource Management

HSC External Assessment

A three hour written examination consisting of:

- Multiple-choice questions
- Short-answer questions

Particular Course Requirements

Students are provided with 15 hours of course for depth studies in both Year 11 and HSC

Students will complete a minimum of 35 hours of practical investigations in both the Year 11 and HSC courses. This includes secondary source investigations and the depth study.

Contact person for this course

Mrs Edwards



FRENCH BEGINNERS

Language is the basis of all communication and human interaction. By learning French, you develop knowledge, understanding and skills for the dynamic world of the 21st century. Learning French improves intellectual development, enhancing literacy skills, creativity, analysis, negotiation and problem-solving. French study also provides opportunities for future employment, both domestically and internationally, in areas such as commerce, hospitality, education, marketing, international relations, media and tourism. When Jesus said, “Go into all the world and preach the gospel”, he wasn’t just talking about going to English speakers! So, why wouldn’t you learn French?

Objective 1 – Interacting (listening and speaking)

Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in French in interpersonal situations.

Objective 2 – Understanding Texts (reading)

Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

Objective 3 – Producing Texts (writing)

Students will create and present texts in French for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

Main Topics in Year 11 and HSC Course

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

HSC External Assessment

- 2.5 hour written examination based on listening, reading and writing
- Oral examination - a 5 minute conversation

Particular Course Requirements

- Be prepared to work hard learning and practising French regularly
- Be willing to ‘have a go’
- A bilingual dictionary is recommended

Contact person for this course

Mrs Wilkinson



MODERN HISTORY

Modern History is the rather intriguing study of the modern and contemporary world with a particular focus on the late twentieth century. The study of modern history provides students with the knowledge to understand the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially.

Students develop transferable skills associated with the process of historical inquiry and the interplay of historical evidence and argument. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. The knowledge, understanding and skills that students acquire through studying Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

Main Topics in Year 11

- Investigating Modern History - The Nature of Modern History
- Investigating Modern History - Case Studies (e.g. The Fall of the Romanovs, The Cuban Revolution)
- Independent Historical Investigation - Student Interest Project
- The Shaping of the Modern World - World War One

Main Topics in HSC Course

- Core Study - Power and Authority in the Modern World 1919-1946
- National Studies - Russia and the Soviet Union 1917-1943.
- Peace and Conflict - Conflict in Europe
- Change in the Modern World - The Cultural Revolution to Tiananmen Square in China.

HSC External Assessment

A three-hour written examination consisting of:

- Short-answer questions
- Extended response questions

Particular Course Requirements

- Strong interest in the history of the world since 1933 with particular focus on Europe.
- Interest in independent research into primary and secondary historical sources and sites.
- Strong literacy and writing skills.

Contact person for this course

Mrs Hetherington



PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

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

Main Topics in Year 11

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students to select **two** options each from:

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

Main Topics in HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students to select **two** options each from:

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

HSC External Assessment

A three-hour written examination consisting of:

- Multiple choice questions
- Short answer questions related to core topics
- Longer responses related to option topics

Particular Course Requirements

- Strong interest in health, movement and performance
- Strong literacy and writing skills
- Please note: Unlike Junior PDHPE this is a primarily theory based course

Contact person for this course

Miss Bignell



PHYSICS

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

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

The HSC course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the universe. These topics extend the students in their understanding of the origins and nature of matter and energy in the universe, and the development of the cosmos to its current state today. It also includes studying and applying Einstein's theory of special relativity in regard to travelling near the speed of light, and his famous equation $E=mc^2$ as it applies to nuclear fission and fusion. There are opportunities to apply scientific principles in the areas of electric motors, generators and transformers, as well as to visit Australia's only nuclear reactor at ANSTO at Lucas Heights. Students will study the operation of the largest machine ever built - the Large Hadron Collider in CERN, Switzerland - and also conduct practical investigations at Australia's leading School of Physics at Sydney University.

Year 11 Modules

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

HSC External Assessment

A three-hour written examination consisting of:

- Multiple-choice questions
- Short-answer questions

HSC Modules

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

Particular Course Requirements

Students will complete a minimum of 80 indicative hours of practical experiences across Year 11 and HSC course time with no less than 35 hours in the HSC course.

Contact person for this course

Mr Petts



VISUAL DESIGN

Visual Design provides students the opportunity to pursue their abilities and interests in design fields including Graphic Design, Interior/Exterior Design, Product Design and Wearable Design. Students develop and give form to their ideas creating stage sets and props, brochures and publications, textile and clothing design and packaging design. Students also have the opportunity to develop their own design brief and create an individual or collaborative design project that specialises in their chosen design field of interest.

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

Visual Design enables students to pursue their interests in the products, materials, techniques and technologies that have a personal and social relevance and provides course modules that challenge and extend their intellectual and technical skills.

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

Main Topics in Year 11

- Interior/ Exterior Design- Stage Sets and Props
- Graphic Design- Publications and Information
- Wearable Design- Textiles

Main Topics in HSC Course

- Product Design- Packaging
- Wearable Design- Clothing and Image
- Individual or collaborative Design Project

HSC External Assessment

N.B This is a non-ATAR course.

No external assessment for this course

Particular Course Requirements

- Students are required to keep a visual diary over the duration of the course
- Students are required to develop a portfolio of their work

Contact person for this course

Mrs Stewart



2023 COURSE DESCRIPTIONS IN BRIEF

Ancient History

Ancient History is the exciting and somewhat puzzling study of the ancient past through the use of archaeological and ancient written evidence. The experience of exploring the ancient past provides students with the opportunity to gain critical, investigative and research skills applicable to a wide variety of professions and tertiary study opportunities. This course investigates significant archaeological sites and societies of the ancient world using inquiry model learning. During the Year 11 course, students will complete a study of an Ancient Society and Site through a close investigation of the Ancient Persian site of Persepolis; they will complete a guided historical investigation and a smaller case study on Homer and the Trojan War and the Siege of Masada.

The HSC course for 2023 will potentially involve the study of the Persian King Xerxes, Spartan Society to the Battle of Leuctra 371BC, a thorough investigation of the Persian Wars and Greece: The Greek World 500 – 440 BC and the compulsory Core Study, Cities of Vesuvius-Pompeii and Herculaneum. Course options can be adjusted to student interest.

Biology

The Stage 6 Biology course is intended to prepare students for tertiary study in Science-based courses.

The course provides students with the opportunity to learn about variations in the structures and functions of organisms and provides an understanding of the effects of the environment on living things. Students investigate infectious and non-infectious disease, inheritance patterns and the causes of genetic variation. Applications of this knowledge in biotechnology and genetic technologies are explored. Practical experiences are an essential component of both the Year 11 and Year 12 courses.

Chemistry

The study of the 2 Unit course in Chemistry is intended to prepare students for tertiary study in Science-based courses.

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.

Practical experiences are an essential component of both the Year 11 and HSC courses. It is recommended that students are enrolled in Mathematics Advanced.

Community and Family Studies

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

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

Engineering Studies

Engineering Studies is unique in that it develops knowledge and understanding of the profession of engineering. As engineering involves the practical application of science to build the technologies of the future, it also provides an opportunity to integrate the science and mathematics disciplines with societal development and change. The syllabus is inclusive of the needs, interests and aspirations of all students and provides opportunities and challenges to deal with engineering concepts. Pathways post the course include university study, TAFE and vocational training, and general workplaces which value the report writing, research and problem solving skills associated with engineering.

Areas covered in the Year 11 Course include fundamentals of engineering, product development, braking systems and biomedical engineering. In the HSC Course areas covered include civil engineering, personal and public transport systems, aerospace engineering, and telecommunications engineering.



2023 COURSE DESCRIPTIONS IN BRIEF

Industrial Technology – Timber Products and Furniture Industries

Industrial Technology is a practical subject for Stage 6. It is similar in some areas to Design and Technology however where Design and Technology focuses on the “general design process”, Industrial Technology focuses more on specific skills and knowledge associated with the timber industry such as:

- construction skills to allow you to manage and build a major project primarily from timber. This major project will be worth 60% of the final HSC assessment in this subject.
- current manufacturing techniques and technologies as used in the timber industry
- design limitations in working with wood
- environmental issues associated with the timber industry
- common management structures of companies within the timber industry

There are no prerequisites for Industrial Technology however those students that have studied Industrial Technology or other practical subjects in Stage 5 would find their knowledge and skills from those subjects an advantage in this course.

The aim of the subject is that the students will become competent in the use of hand tools, various power and machines. Students, through practical projects, will enjoy working with timber and realise the satisfaction of creating something that they can be proud of for years to come.

Music 1

Music 1 caters for students who have a range of musical backgrounds and interests and have at least a basic knowledge of the fundamentals of music.

A variety of 21 topics are available for individual and class study, including Jazz, Baroque, Theatre, Religion, Multimedia, and Music of Culture. Students will study three topics in the Year 11 course and three in the HSC course. Assessment will be based on a variety of tasks in aural, composition, musicology and performance. Students must have access to their own instrument.

Music 2

The Music 2 course provides students with the opportunity to build on the knowledge, skills, understanding and attitudes gained in Music 7-10 and encourage the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to extend their musical knowledge with a focus on Western art music and it will serve as a pathway for further formal study in tertiary institutions or in fields that use their musical knowledge. The curriculum structure is adaptable enough to meet the needs and abilities of students with a range of interests, extending from the broadly based to the desire to pursue and develop more specialised knowledge and skills. Most students will enter the course from the Elective course.

Society and Culture

Society and Culture is a dynamic subject only offered in Stage 6, that seeks to explain the way individuals and groups are impacted by and influenced by their social and cultural contexts. We do this through cross-disciplinary conceptual and theoretical frameworks of anthropology, communication, cultural and media studies, philosophy, social psychology, and sociology. Students in this course gain real and relevant knowledge and skills in social research and statistical analysis.

The Year 11 course deals with the foundational topics of The Social & Cultural World, Personal & Social Identity and Intercultural Communication. The HSC course requires the completion of a Personal Interest Project (30%), the core study, Social and Cultural Continuity and Change, with a national focus on Vietnam. The course is rounded out at Nowra Christian School we investigate Social Inclusion and Exclusion with a focus on South Sudanese Refugees in Australia and Social Conformity and Nonconformity, with a focus study on the Romani peoples of Europe. This course is of interest to students who are interested in studying human and group behavior and linking this to contemporary issues in today's world. One aspect of this course is that part of the HSC mark is derived from an extensive, independent research assignment of the student's own choosing.

Visual Arts

Visual Arts incorporates 50% art making and 50% studying art works. The content of the course covers Art Practice, the Conceptual Framework and the Frames through a broad investigation, and case studies of art criticism and art history. Students keep an art diary, and make artwork in at least two art forms in the Year 11 course and a body of work in the HSC course.



NOTES

