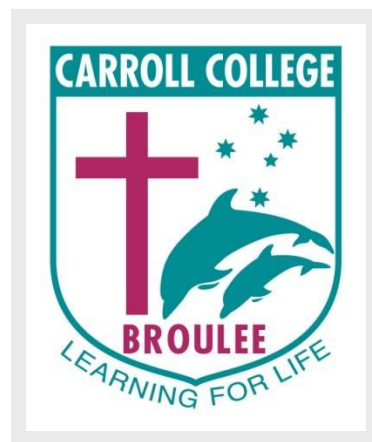


# Carroll College

## Senior Handbook



2019

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# Senior Study at Carroll College

## CURRICULUM

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The curriculum at Carroll College is undertaken in an environment where each person is valued and respected as an individual whose personal growth is of paramount importance. Students are encouraged and challenged to achieve personal excellence.

The curriculum offers the opportunity for excellence in education by:

- teaching and fostering Christian ideals
- ensuring that subject matter, resources and technology in all Key Learning Areas are relevant and contemporary, inclusive and accessible,
- catering for all different learning styles and developmental stages
- developing the skills, processes, and desire for life-long learning
- empowering students to take responsibility for their own choices, decisions and learning through a negotiated curriculum
- developing students' literacy, numeracy and cultural awareness
- building students' self-confidence and self-esteem through the celebration of success
- encouraging critical thinking, innovation and the challenging of assumptions
- enabling students to understand how they learn
- emphasising the importance of physical fitness
- providing opportunities for development of creative talents
- utilising the resources of the wider community
- increasing students' awareness of the world and their place in it

As professionals, our teachers fulfil the role of facilitator, mentor, carer, negotiator, guide and challenger. They help to motivate students, develop in them a love for learning and an ownership of responsibility for their own learning.

### **Learning Enhancement**

While the normal classroom employs progressive and effective techniques to provide for mixed abilities in classrooms, the College also acknowledges the specific needs of students requiring enhanced learning opportunities. Our teachers differentiate the curriculum to ensure that students are both challenged and supported.

Skilled teachers, supported by the Learning Centre and the Classroom Support Teacher, provide specialist support for students requiring help with basic skills and those who need to be challenged beyond the normal requirements of classroom activities.

The approach taken to assist students with learning needs depends on the student and the course. This may include personalised programs, in-class support, group work and targeted classes.

## QUALITY TEACHING AND LEARNING

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Carroll College endeavours to be a centre of academic excellence. Our Vision calls us to personal excellence, and we seek to foster spiritual, academic and personal growth leading to the development of life-long learners.

Our Quality Teaching and Learning initiative promotes excellence. Our focus is on the needs of individual learners and the creation of the optimal learning environment for each of our students. We put thinking and learning at the centre of our curriculum and explicitly teach thinking and learning skills. Students are immersed in the processes of learning so that learning becomes a valued, integral part of being a whole person.

Our focus on social justice calls us to recognise differences and cater to individual needs. We have a differentiated curriculum which provides educationally appropriate challenges to all students. Our professional and dedicated staff creates flexible programs of learning that cater for differences in the learning styles of our students.

At Carroll College we provide students with the tools for organised thought so that a deeper understanding of content is achieved. We have a focus on Thinking and Learning and present students with tools such as De Bono Six Hat Thinking, Blooms Taxonomy and graphic organisers to help the students deepen their understanding of the world. The use of these tools allows students to express their broad understanding of content and develop their thinking skills.

We seek to develop Critical Thinking Skills so that students can achieve personal excellence in formal examinations.

Carroll College staff remain current with developments in educational research through an intensive program of Professional Development. We target external and internal expertise to provide such ongoing learning opportunities, which then helps us to develop our policies and practices in all areas of growth, to benefit our students.

Technology is an integral part of the modern world and allows learning opportunities previously unavailable. Digital technologies are embedded into our teaching and learning programs. Computers allow a student-centred approach to learning as students are able to explore learning opportunities and research at their own pace. Students also use digital audio-visual equipment for presentations and creative activities. We currently have 12 Interactive Whiteboards installed in our classrooms and 1 portable Interactive Whiteboard enabling teachers and students to use the equipment for presentations and creative classroom activities.

Our Quality Teaching and Learning initiative enhances the learning experience at Carroll College. We provide a range of educational opportunities to increase the educational outcomes of our graduates. Increased outcomes provide greater choice upon entering the workforce or tertiary education. We allow students to develop a love of learning as we live by our motto: Learning for Life.

## CARROLL COLLEGE SENIOR CODE OF CONDUCT

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In accordance with the details of our Vision Statement, the Carroll College Community assumes that Senior students will:

- Grow and develop spiritually, academically, socially, emotionally and physically during the senior years.
- Demonstrate their leadership through care, commitment and service
- Honour the contract signed on enrolment
- Take an increased responsibility for their own behaviour
- Be aware of the positive and negative consequences of their attitudes, values and behaviour for themselves and for the College Community.

**“Learning for Life” as a Senior student at Carroll College will be enhanced by:**

### **Spiritual Growth and Development:**

- Pro-active participation in the religious life of the College.
- Using opportunities provided by the College for personal and group prayer and reflection.

### **Academic Growth and Development:**

- Meeting all subject requirements e.g. class tasks, homework, assessments.
- Punctual attendance at lessons with all necessary equipment.
- Punctual attendance at scheduled College activities.
- Utilising all resources provided by the College (to be negotiated with staff)
- Approaching staff in a mature manner to discuss needs and difficulties.
- Developing time management and organisational skills.
- Adhering to College rules and Code of Conduct.
- Being courteous.

### **Social / Emotional Growth and Development:**

- Maintaining a balance between academic, social and physical commitments.
- Self-referring to a Counsellor when needing assistance with emotional and other concerns.
- Referring to a staff member in regards to schoolwork or life.
- Active participation and support of College events.
- Becoming involved in Youth activities organised by local Christian Parishes.
- Becoming involved in your local community.

### **Physical Growth**

- Maintaining a healthy, balanced lifestyle: Nutrition, sleep, fitness, leisure, work.
- Becoming involved in Sport or Leisure activities.
- Ensuring that all College students are able to feel safe and respected at all times.
- Caring for the natural environment of the College.
- Respecting College property and resources.
- Complying with College rules that all illegal substances, including cigarettes and alcohol, are banned.

### **Consequences:**

Concerns about senior behaviour, attitude and academic progress will be discussed firstly with the student by the relevant staff member.

Guidelines for consequences will be the same as for junior years according to the Student Development Plan.

KLA Leaders and/or Pastoral Coordinator will address further or more serious concerns with the student and parents.

All serious matters will be referred to the Assistant Principal. An interview with parents and a review of the Senior enrolment contract will occur at this point.

# The Higher School Certificate



## THE HIGHER SCHOOL CERTIFICATE

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### The Higher School Certificate

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.

Courses can be linked to further education and training.

Extension courses will enable students to undertake more in-depth study in areas of special interest.

Vocational Education and Training courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.

The HSC will fairly assess each student's knowledge and skills. If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.

For each course you will receive easy-to-understand reports which contain much more information. These reports provide clearer indications of what you have demonstrated you know, understand and can do in each course.

### Study Requirements

English is the only compulsory Higher School Certificate subject. To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least 12 units in your Preliminary study pattern and at least 10 units in your HSC study pattern. Both study patterns must include:

- at least six units of Board Developed Courses
- at least two units of a Board Developed Course in English (**Please note: the new English Studies CEC Course can now count as these units also**)
- at least three courses of 2 unit value or greater
- at least four subjects

The Preliminary component of a course must be completed before commencing the HSC component. You may not count more than six units of Science courses towards the minimum 12 Preliminary units or 10 HSC units required for the award of the Higher School Certificate.

### The Study of Religious Education at Carroll College

Students at Carroll College are required to undertake study in one of the Religious Education courses offered by the College. There are 3 courses available to students to choose. Catholic Studies and Studies of Religion I, which are both 1 unit courses. Studies of Religion II is the third course offered and is a 2 unit course.

### Requirements for the Award of the ATAR

If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of **10 Board Developed units in the HSC Course**. The booklet, *University Entry Requirements Year 10 Booklet*, published by UAC contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

## What are Units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses offered for the Higher School Certificate have a 2 unit Preliminary and a 2 unit HSC component. Each unit requires approximately 60 hours of classroom study per year.

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

$$2 \text{ units} = 4 \text{ hours per week (120 hours per year)} = 100 \text{ marks}$$

VET courses are not divided into HSC and Preliminary components and may be counted as Preliminary or HSC courses. However, only VET courses of at least 120 hours duration will be accredited for the Higher School Certificate.

Some Board Endorsed Courses and most HSC extension courses are 1 unit courses. Extension courses available at Carroll College are in the areas of English, Mathematics, Science and History.

### 2 Unit Course

- This is the basic structure for all courses. It has a value of 100 marks.

### Extension Courses

- Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

### 1 Unit Courses

- 1 unit equals approximately 2 hours of class time each week or 60 hours per year.
- Studies of Religion can be undertaken as either a 1 unit or a 2 unit course.
- There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR. Catholic Studies at Carroll College is an example of this.

## TYPES OF COURSES

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### Board Developed Courses

Board Developed Courses are the courses for which the Board of Studies develops a syllabus, setting out the objectives, outcomes, and structure, content and assessment requirements. The Board also develops Higher School Certificate examinations for most of these courses. Most Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

#### *Categories A & B*

Board Developed Courses are divided into *Category A* & *Category B* for the purpose of the calculation of the ATAR. All Board Developed Courses offered at Carroll College are Category A, except for the following:

- Hospitality Operations (VET)
- Building Construction (VET)
- Information Technology (VET)
- Business Services (VET)
- Primary Industries (VET)
- Sport Coaching (VET)

These are Category B Subjects.

Some TAFE delivered VET Courses may also be Category B Course.

**Please Note:** Only two units from Category B courses are available for inclusion in the calculation of the ATAR. CEC and School Developed courses (see below) do not count towards the calculation of the ATAR

### Board Endorsed Courses

There are three types of Board Endorsed Courses:

- **School Developed Courses** — these are courses developed by individual schools in response to local interest or need that have been endorsed the Board.
- **University Developed Courses** — these are developed by universities in conjunction with schools to suit the particular needs of high ability students.
- **Content Endorsed Courses (CECs)** — these courses are based on School Developed Courses in the most popular areas of study. They fall into two categories: general CECs and VET CECs including many delivered by TAFE.

**Please Note:** Board Endorsed Courses count towards the Higher School Certificate and are listed on your Record of Achievement. However, Board Endorsed Courses **DO NOT** count towards calculation of the ATAR.

### Vocational Education and Training Courses

Vocational Education and Training (VET) curriculum frameworks are Board Developed Courses that allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation. VET AQF qualifications are recognized by industry and employers throughout Australia. These courses require you to spend a minimum number of hours in the workplace. Under the AQF, you receive a Certificate or Statement of Attainment which reports the competencies you have achieved.

Some of these courses can be studied at school while others can be studied at TAFE institutes or with other training providers.

### **Life Skills Courses**

Students with special education needs are able to access the Higher School Certificate using a combination of:

- Board Developed Life Skills Courses and/or
- Board Developed Courses and/or
- Board Endorsed Courses (including Content Endorsed Courses).

The Board has developed 2 Unit Life Skills Courses for Stage 6 (Preliminary and HSC) in:

- English Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Citizenship and Society Life Skills
- Science Life Skills
- Creative Arts Life Skills
- Technological and Applied Studies Life Skills
- Work and the Community Life Skills.

The enrolment of a student in Life Skills Courses for the Higher School Certificate involves a planning process that addresses how the student's study will contribute to his or her transition from school to adult life.

## **VOCATIONAL EDUCATION AND TRAINING and CONTENT ENDORSED COURSES** **please refer to VET Handbook**

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## CAREERS (Years 10, 11 and 12)

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### Outline

Career education is available at Carroll College. Students and Parents can make an appointment to see the Careers Coordinator at any time.

Topics that are covered during Year 10, 11 and 12 are:

- Communication
- Work Experience
- Subject Selection
- Teamwork and Leadership
- Career Options: University, Tafe and Work
- Excursions to Careers Expos
- Excursions to Universities and TAFE
- Resume Building
- USI and Tax File Numbers
- Budgeting and moving out of home
- How to approach an employer
- All my own work

### Assessment

Students are required to complete the 5 mandatory *All My Own Work* modules during Year 10. These modules focus on plagiarism and prepares them for the HSC. Failure to complete these units restricts students from entering Year 11.

## ASSESSMENT AND REPORTING IN THE HSC

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The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

Teachers have a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

### **How is your HSC mark calculated?**

School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

The other 50% will come from the HSC examination.

Currently, the HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

### **What do you receive on completion of the HSC?**

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

- ***The HSC Testamur***  
The official certificate confirming your achievement of all requirements for the award
- ***The Record of Achievement***  
This document lists the courses you have studied and reports the marks and bands you have achieved.
- ***Course Reports***  
For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.

# Courses offered by the College

## RELIGIOUS EDUCATION

### Catholic Studies

<b>COURSE:</b> Catholic Studies	<b>UNITS:</b> 1
<b>KLA:</b> Religious Education	<b>EXCLUSIONS:</b> Studies of Religion I & II
<b>COURSE TYPE:</b> Board Endorsed Course	

<p><b>GENERAL AIMS/DESCRIPTION OF THE COURSE</b></p> <p>Catholic Studies has the following aims:</p> <ul style="list-style-type: none"> <li>● to allow students to learn about the Christian tradition and other faith traditions around the world</li> <li>● to have an appreciation of faith traditions and to understand the influence religion has in the modern world</li> <li>● to encourage students to inquire into topics related to Religious Education, and to formulate responses that are based on research and evidence</li> <li>● to support students as they explore their own spirituality and relationship with God</li> <li>● to ensure students understand, and demonstrate respect for, the role religious practice plays in the Catholic community to which they belong</li> </ul>
<p><b>NAME AND OUTLINE OF TOPICS COVERED</b></p> <p>Over the course of the Preliminary and HSC courses, a combination of the following topics will be covered, based on the choice of the teacher and the class:</p> <ul style="list-style-type: none"> <li>● The Human Journey</li> <li>● Jesus of History, Church of Faith</li> <li>● Living as a Christian today</li> <li>● Religion and Artistic Expressions</li> <li>● Spirituality and Prayer</li> <li>● The Church's Developing Traditions</li> <li>● The Hebrew and Christian Scriptures</li> </ul>
<p><b>FORMS OF ASSESSMENT TASKS WHICH MAY BE USED</b></p> <p>Research project, oral presentation, examination, creative response and rational, inquiry learning project</p>
<p><b>PARTICULAR COURSE REQUIREMENTS</b></p> <p>Students will complete assessment tasks from a range of assessment types.</p>

#### **COSTS AND EQUIPMENT NEEDED**

- Compulsory, excursion to the Canberra Mosque and St Christopher's Catholic Cathedral with an approximate cost of \$50.



# RELIGIOUS EDUCATION

## Studies of Religion 1

<b>COURSE:</b> Studies of Religion I	<b>UNITS:</b> 1
<b>KLA:</b> Religious Education	<b>EXCLUSIONS:</b> Studies of Religion 2, Catholic Studies 1
<b>COURSE TYPE:</b> Board Developed Course	

<b>GENERAL AIMS/DESCRIPTION OF THE COURSE</b>	
<p>Studies of Religion promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society with an emphasis on the Australian context.</p> <p>Students also study two religious traditions, Christianity and Islam investigating principal beliefs, sacred texts, core ethical teachings, a person of significance and a significant practice.</p>	
<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<b>PRELIMINARY</b> <ul style="list-style-type: none"> <li>● Nature of Religion and Beliefs</li> <li>● Religious Tradition Study 1 – Christianity</li> <li>● Religious Tradition Study 2 – To be selected from Judaism, Islam, Buddhism, Hinduism</li> </ul>	<b>HSC</b> <ul style="list-style-type: none"> <li>● Religion and Belief Systems in Australia post-1945</li> <li>● Religious Tradition Depth Study 1 – Christianity</li> <li>● Religious Tradition Depth Study 2 – As per preliminary course selection</li> </ul>
<b>FORMS OF ASSESSMENT TASKS WHICH MAY BE USED</b>	
Research project, oral assessment, exams, written assessments	
<b>PARTICULAR COURSE REQUIREMENTS</b>	
<p>For the Preliminary course:</p> <ul style="list-style-type: none"> <li>• 60 indicative hours are required to complete this course.</li> </ul> <p>For the HSC course:</p> <ul style="list-style-type: none"> <li>• 60 indicative hours are required to complete this course.</li> </ul>	

**COSTS AND EQUIPMENT NEEDED:**

- Compulsory, excursion to the Canberra Mosque and St Christopher’s Catholic Cathedral with an approximate cost of \$50.

## RELIGIOUS EDUCATION

### Studies of Religion 2

<b>COURSE:</b> Studies of Religion 2	<b>UNITS:</b> 2
<b>KLA:</b> Religious Education	<b>EXCLUSIONS:</b> Studies of Religion 1, Catholic Studies 1
<b>COURSE TYPE:</b> Board Developed Course	

<b>GENERAL AIMS/DESCRIPTION OF THE COURSE</b>	
<p>Studies of Religion promotes an awareness, understanding and application of the Nature of religion and the influence of religious traditions, beliefs and practices on individuals and society with an emphasis on the Australian context.</p> <p>Students also study three key religious traditions, Christianity, Judaism and Islam investigating principal beliefs, sacred texts, core ethical teachings, a person of significance and a significant practice. Investigations into religions of ancient origins will be conducted in the Preliminary course. The HSC course includes an investigation into the influence of religion in times of peace and conflict as well as religion's relationship with the non-religious world.</p>	
<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<b>PRELIMINARY</b> <ul style="list-style-type: none"> <li>● Nature of Religion and Beliefs</li> <li>● Religious Tradition Study 1 – Christianity</li> <li>● Religious Tradition Study 2 – To be selected from Judaism, Islam, Buddhism, Hinduism</li> <li>● Religious Tradition Study 3 – To be selected from Judaism, Islam, Buddhism, Hinduism</li> <li>● Religions of Ancient Origin</li> <li>● Religion in Australia pre-1945</li> </ul>	<b>HSC</b> <ul style="list-style-type: none"> <li>● Religion and Belief Systems in Australia post-1945</li> <li>● Religious Tradition Depth Study 1 – Christianity</li> <li>● Religious Tradition Depth Study 2 – As per preliminary course selection</li> <li>● Religious Tradition Depth Study 3 – As per preliminary course selection</li> <li>● Religion and Peace</li> <li>● Religion and Non-religion</li> </ul>
<b>FORMS OF ASSESSMENT TASKS WHICH MAY BE USED</b>	
Research project, oral assessment, exams, written assessments	
<b>PARTICULAR COURSE REQUIREMENTS</b>	
<p>For the Preliminary course:</p> <ul style="list-style-type: none"> <li>• 120 indicative hours are required to complete this course.</li> </ul> <p>For the HSC course:</p> <ul style="list-style-type: none"> <li>• 120 indicative hours are required to complete this course.</li> </ul>	

#### **COSTS AND EQUIPMENT NEEDED:**

- Possible excursion to the Holocaust Museum, St Mary's Cathedral and Lakemba Mosque in Sydney with an approximate cost of \$200.
- Compulsory, excursion to the Canberra Mosque and St Christopher's Catholic Cathedral with an approximate cost of \$50.

# CREATIVE AND PERFORMING ARTS

## Drama

<b>COURSE:</b> Drama	<b>UNITS:</b> 2
<b>KLA:</b> Creative and Performing Arts	<b>EXCLUSIONS:</b>
<b>COURSE TYPE:</b> Board Developed Course	

**GENERAL AIMS/DESCRIPTION OF THE COURSE:**  
 This senior course is 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. This is achieved by developing in students:

- A knowledge and understanding of dramatic forms and techniques
- An ability to make drama through participation (including collaboration with others)
- An ability to improvise and play-build as well as to actually write scripts
- An understanding of the place and function of drama in societies past and present
- An appreciation that drama is a community activity, a profession and an industry

<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<b>Preliminary</b> <ul style="list-style-type: none"> <li>● Improvisation, Playbuilding, Acting (25%)</li> <li>● Elements of Production (35%)</li> <li>● Theatrical Traditions and Performance Styles (40%)</li> </ul>	<b>HSC</b> <ul style="list-style-type: none"> <li>● Core Topics</li> <li>● Australian Drama and Theatre (Core) (30%)</li> <li>● Studies in Drama and Theatre (30%)</li> <li>● Development of Group Performance (Core study) (20%)</li> <li>● Development of Individual Project (20%)</li> </ul>

**FORMS OF ASSESSMENT TASKS WHICH MAY BE USED**  
 Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination		Core: Australian Drama and Theatre	30%
Core: Australian Drama and Theatre	40%	Development of Group Performance	20%
Group Performance	30%	Options : Studies in Drama and Theatre	30%
Studies in Drama and theatre		Development of Individual Project	20%
Option: Individual Project	30%		
	100%		100%

**PREREQUISITES/COREQUISITES**  
 “Students studying Drama for the HSC bring a variety of prior learning experiences with them. Not all students will have studied the Stage 5 Course. There is a developmental progression from the Stage 5 Drama syllabus to the current 2 Unit syllabus and the outcomes of the 2 Unit syllabus represent a higher level of achievement”. (Drama Stage 6 Syllabus Document, page 8)

This course is suitable for students who are interested in:

- Collaborating with peers
- Creating dramatic pieces
- Future creative arts study
- Exploring themes and issues through experiential learning
- Performing dramatic pieces

# CREATIVE AND PERFORMING ARTS

## Music 1

<b>COURSE:</b> Music 1	<b>UNITS:</b> 2
<b>KLA:</b> Creative and Performing Arts	<b>EXCLUSIONS:</b> Music 2
<b>COURSE TYPE:</b> Board Developed	

### GENERAL AIMS/DESCRIPTION OF THE COURSE:

In the Preliminary & HSC courses, students will 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.

Music 1 builds on the Mandatory and Additional courses. It caters for students who have diverse musical backgrounds and musical interests, including those with an interest in contemporary music. It therefore is suitable for students with a formal musical background as well as those with only informal experience.

### NAME AND OUTLINE OF TOPICS COVERED

#### Preliminary (3 topics)

A range of 21 topics are available for study. Topics could include:

- Jazz Music
- Rock music
- Theatre music

#### HSC (3 topics)

Topics could include:

- An instrument & its Repertoire
  - Music for small ensembles
  - Music for Radio, Film, TV and Multimedia
  - Popular Music
  - 3 different topics from the Preliminary
- OR
- 2 topics which are different and one topic from the Preliminary Course which shows a greater understanding.

### FORMS OF ASSESSMENT TASKS WHICH MAY BE USED

Performance assessments, Viva Voce oral presentations, compositions / arrangements, improvisation, aural skills exam, written theory exam, research assignment, and recording the composition process using a composition process diary.

### PARTICULAR COURSE REQUIREMENTS

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

Students selecting composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

### PREREQUISITES/COREQUISITES (include recommendations for students choosing)

Students are encouraged to choose this course if you already play an instrument and are keen to pursue this. Voice is also an acceptable instrument to study for this course. If you do not currently play an instrument it is still possible to study this course, however, it is strongly recommended that you begin private lessons on an instrument to maximise your chance of success.

### COSTS AND EQUIPMENT NEEDED:

- Possible excursion to see a musical - \$120.

# CREATIVE AND PERFORMING ARTS

## Photography

<b>COURSE:</b> Photography		<b>UNITS:</b> 2
<b>KLA:</b> Creative and Performing Arts	<b>EXCLUSIONS:</b> Work developed for assessment in this course may not be used in full or in part for assessment in Visual Arts.	
<b>COURSE TYPE:</b> Content Endorsed Course		

### GENERAL AIMS/ DESCRIPTION OF THE COURSE:

We view the world through a variety of images in snapshots, on the television; newspapers, holiday brochures; movies and advertising we use creative images to communicate and make sense of our ideas, and the world around us.

The photography course teaches the basics of traditional black and white photography, developing professional skills and moving beyond the standard photograph to look at ways of manipulating images; Digital photography is integral to the course, where students learn to take a successful photograph and produce it using a variety of tools and software. The course focuses on exploring the world around us and looking at the many and varied applications of photography in contemporary life.

The emphasis will be on using correct technical procedures to produce photographs which have visual impact as well as developing ways of visually communicating individual ideas. The HSC course also provides the opportunity to work on an individual major project.

Students will develop skills and knowledge in the following areas:

- the functions of an SLR (35mm) camera.
- film development
- darkroom procedures and enlarging photographs
- thematic approaches to photography
- manipulating photographic images
- studio photography
- documentary photography
- photography in advertising
- portraiture
- landscape photography
- study of photographic techniques and artists
- digital imagery and software (Photoshop)
- careers involving photographic skills
- photographic presentation
- exhibition, criticism and evaluation

### COSTS AND EQUIPMENT NEEDED:

- A fee will apply to this course and is included in the college fees.
- 1 x A4 2 Ring Folder ( to keep negative files and notes)
- 1 x Blank Page A4 Book (Process Journal) to be purchased from the Creative Arts KLA.
- Photographic supplies e.g. photography paper, film, re-loadable film cassettes and negative files. All of these items are to be purchased from the Creative Arts KLA. Photography paper must be purchased as required throughout the course.

## CREATIVE AND PERFORMING ARTS

### Visual Arts

<b>COURSE:</b> Visual Arts		<b>UNITS:</b> 2
<b>KLA:</b> Creative and Performing Arts	<b>EXCLUSIONS:</b> Works developed for assessment in any of the following Board Endorsed Courses are not to be used either in full or in part for assessment in Visual Arts: Ceramics, Photography, Video and Digital Imaging, Visual Design.	
<b>COURSE TYPE:</b> Board Developed Course		

<b>GENERAL AIMS/DESCRIPTION OF THE COURSE:</b> Visual Arts involves students in the practice of Art Making and Critical and Historical Study. Students develop their own art works, and in the HSC course a 'Body of Work' that displays student's knowledge about their Art Making this should demonstrate their ability to create a conceptually and technically strong work reflecting their ideas. In support of their Art Making, students critically and historically investigate art works and artists from a range of times and cultures.	
<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<b>PRELIMINARY</b> <ul style="list-style-type: none"> <li>● Exploration of themes and personal ideas.</li> <li>● Media investigations in 2D and 3D art forms</li> <li>● The role of the artist, artworks, the world and art world audiences.</li> <li>● The nature of art works in our world through art criticism and art history.</li> </ul>	<b>HSC</b> <ul style="list-style-type: none"> <li>● Exploration of student's choice of themes, techniques and related artists.</li> <li>● Creation of a Body of Work based on this exploration.</li> <li>● Student selection of individual areas of interest in which they investigate the relationships between artists, artworks, the world and the art world audiences through art making, art criticism and art history.</li> </ul>
<b>FORMS OF ASSESSMENT TASKS WHICH MAY BE USED</b> Art Making 50% - Visual Arts Process Diary; Body of Works Critical and Historical Study 50%: case studies; structured responses; extended responses; exams	
<b>PARTICULAR COURSE REQUIREMENTS</b> Preliminary – Making Artworks in at least 3 Forms, VAPD, broad investigations of ideas in Critical and Historical Study HSC – Development of a Body of Work, VAPD, Minimum 4 Case Studies, in-depth investigations of ideas in Critical and Historical Study.	
<b>PREREQUISITES/COREQUISITES</b> The course caters for those students who haven't experienced Visual Arts since Years 7 & 8 as well as those who have studied it as an elective in Years 9 and 10.	

#### **COSTS AND EQUIPMENT NEEDED:**

- HSC Course – individual student cost will apply for the Body of Work
- 1 Large VAPD
- 1 Art Shirt
- 1 Drawing cylinder or folio
- Set of reusable/sealable paint containers
- Annual excursion - Sydney or Canberra

# ENGLISH

## English Advanced

<b>COURSE:</b> English Advanced	<b>UNITS:</b> 2
<b>KLA:</b> English	<b>EXCLUSIONS:</b> English Standard; English Studies
<b>COURSE TYPE:</b> Board Developed Course	

**GENERAL AIMS/DESCRIPTION OF THE COURSE:**  
 The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

NAME AND OUTLINE OF TOPICS COVERED	
<b>YEAR 11</b> Common Module – Reading to Write Module A: Narratives that Shape our World Module B: Critical Study of Literature	<b>YEAR 12</b> Common Module – Texts and Human Experiences Module A: Textual Conversations Module B: Critical Study of Literature Module C: The Craft of Writing

**FORMS OF ASSESSMENT TASKS WHICH MAY BE USED**  
 Assessment: Year 11 and Year 12 courses

Year 11 Content	Weighting	Year 12 Content	Weighting
Knowledge and understanding of course content	50%	Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
	100%		100%

### Year 11 Text Requirements

There are no prescribed texts for Year 11.

Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

The Year 11 course requires students to support their study of texts with their own wide reading.

### Year 12 Text Requirements

Students are required to closely study **four prescribed texts**, one drawn from each of the following categories:

- Shakespearean Drama
- Prose Fiction
- Poetry OR Drama

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

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

# ENGLISH

## English Extension

<b>COURSE:</b> Year 11 English Extension Year 12 English Extension 1 and Year 12 English Extension 2	
<b>KLA:</b> English	<b>EXCLUSIONS:</b> English Standard; English Studies
<b>COURSE TYPE:</b> Board Developed Course	

**GENERAL AIMS/DESCRIPTION OF THE COURSE:**  
The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

**NAME AND OUTLINE OF TOPICS COVERED - Extension 1**

<b>Year 11</b> Module: Texts, Culture and Value Related Research Project	<b>YEAR 12</b> Common Module – Literary Worlds, with one elective option
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**FORMS OF ASSESSMENT TASKS WHICH MAY BE USED**

Assessment: **HSC Extension Course 1**

Year 11 Content	Weighting	Year 12 Content	Weighting
Knowledge and understanding of complex texts and of how and why they are valued	50%	Knowledge and understanding of complex texts and of how and why they are valued	50%
Skills in complex analysis, sustained composition and independent investigation	50%	Skills in complex analysis, sustained composition and independent investigation	50%
	100%		100%

**Year 11 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 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.

**PREREQUISITES/COREQUISITES**

**Students must have studied Advanced English in the Preliminary year.**



<b>FORMS OF ASSESSMENT TASKS WHICH MAY BE USED</b>			
Assessment: <b>Year 12 Extension 2</b>			
<b>Year 12 Content</b>	Weighting		
Skills in extensive independent research	50%		
Skills in sustained composition	50%		
	100%		

The Year 12 formal school-based assessment program is to reflect the following requirements:

- assessment will be based on the process of composing the Major Work
- three assessment tasks:
  - a Viva Voce with a weighting of 30%
  - a Literature Review with a weighting of 40%
  - a Critique of the Creative Process with a weighting of 30%.

### **Year 12 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.

### **PREREQUISITES/COREQUISITES**

**Students must have studied Extension One in the Preliminary year and be concurrently studying Extension One in their HSC.**

# ENGLISH

## English Standard

<b>COURSE:</b> English Standard		<b>UNITS:</b> 2
<b>KLA:</b> English	<b>EXCLUSIONS:</b> English Advanced, English Studies, Extension 1 English, Extension 2 English	
<b>COURSE TYPE:</b> Board Developed Course		

**GENERAL AIMS/DESCRIPTION OF THE COURSE:**  
 The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<b>YEAR 11</b> Common Module – Reading to Write Module A: Contemporary Possibilities Module B: Close Study of Literature	<b>YEAR 12</b> Common Module – Texts and Human Experiences Module A: Language, Identity and Culture Module B: Close Study of Literature Module C: The Craft of Writing

**FORMS OF ASSESSMENT TASKS WHICH MAY BE USED**  
 Assessment: Year 11 and Year 12 courses

Year 11 Content	Weighting	Year 12 Content	Weighting
Knowledge and understanding of course content	50%	Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
	100%		100%

### Year 11 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 study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

The Year 11 course requires students to support the study of texts with their own wide reading.

## Year 12 Text Requirements

Students are required to closely study **three types of prescribed texts**, one drawn from each of the following categories:

1. Prose Fiction
2. Poetry **OR** Drama
3. Film **OR** Media **OR** Nonfiction
4. 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.

# ENGLISH

## English Studies

<b>COURSE:</b> English Studies		<b>UNITS:</b> 2
<b>KLA:</b> English	<b>EXCLUSIONS:</b> English Advanced and Standard, Extension 1 English, Extension 2 English	
<b>COURSE TYPE:</b> Content Endorsed Course		

**GENERAL AIMS/DESCRIPTION OF THE COURSE:**  
 The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

<b>FORMS OF ASSESSMENT TASKS WHICH MAY BE USED</b>			
Assessment: Year 11 and Year 12 courses			
<b>Year 11 Content</b>	Weighting	<b>Year 12 Content</b>	Weighting
Knowledge and understanding of course content	50%	Knowledge and understanding of course content	50%
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	50%	Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	50%
	100%		100%

For the **Year 12 English Studies** course:

- students complete the Year 11 course as a prerequisite
- students complete 120 indicative hours
- complete the mandatory common module – Texts and Human Experiences as the first unit of work.
- students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed) considering factors such as students’ needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances
- school-designed modules should be based on the framework of the modules outlined in this syllabus

## HSIE Ancient History

<b>COURSE:</b> Ancient History	<b>UNITS:</b> 2
<b>KLA:</b> HSIE	<b>EXCLUSIONS:</b> Nil
<b>COURSE TYPE:</b> Board Developed Course	

<b>GENERAL AIMS/DESCRIPTION OF THE COURSE:</b>	
Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Preliminary and HSC Courses. The Preliminary course is structured for students to investigate: <ul style="list-style-type: none"> <li>● people, groups, events, institutions, societies and historical sites:</li> <li>● archaeological and written evidence and the methods used by historians and archaeologist in the study of ancient societies.</li> </ul> In the HSC course, students use archaeological and written evidence to investigate a personality from the ancient world plus three ancient societies/ historical periods.	
<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<b>Preliminary</b> <b>Investigating Ancient History</b> <ul style="list-style-type: none"> <li>● <i>Part I: The Nature of Ancient History - including TWO Case Studies</i></li> <li>* <i>Part II: Features of Ancient Societies</i></li> <li>● <i>Part III: Historical Investigation.</i> The historical investigation can be integrated into any aspect of the Preliminary course.</li> </ul>	<b>HSC</b> <ul style="list-style-type: none"> <li>● <i>Part I: Core Cities of Vesuvius – Pompeii and Herculaneum (25%).</i> A Roman study.</li> <li>● <i>Part II: Ancient Societies (25%).</i> One ancient society to be studied.</li> <li>● <i>Part III: Personalities in Their Times (25%).</i> One personality to be studied.</li> <li>● <i>Part IV: Historical Periods (25%) – one Historical Period to be studied.</i></li> </ul>
<b>FORMS OF ASSESSMENT TASKS WHICH MAY BE USED</b>	
Students may be assessed with the use of the following tasks: Course studies, tests, exams, oral tasks, group work, research projects, essays.	
<b>PREREQUISITES/COREQUISITES</b>	
Many students enjoy the study of Ancient History in Year 7. The Senior Course enables the extension of this curiosity in the stories of the past and the mysteries of human behaviour. It allows them to develop and apply research skills used by historians and archaeologists. However, this course requires a large amount of research, reading and analysis of source material. Students need to have sound ability in written expression and a willingness to engage in independent learning	

### **COSTS AND EQUIPMENT NEEDED:**

**Students will be required to undertake mandatory fieldwork/excursions. Costs relating to this will be involved.**

## HSIE Business Studies

<b>COURSE:</b> Business Studies	<b>UNITS:</b> 2
<b>KLA:</b> HSIE	<b>EXCLUSIONS:</b> Business Services
<b>COURSE TYPE:</b> Board Developed Course	

**GENERAL AIMS/DESCRIPTION OF THE COURSE:**  
 Business studies is a course which aims to give students an insight into the significance of business, mostly small and medium sized, for today's society. The HSC course has a focus on large businesses. Theoretical and practical aspects of business combine in a popular, interesting and useful course. This course helps to develop skills that can be used by students as they participate in the workplace. The realities of establishing and successfully operating a business are explored.

<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<b>Preliminary</b> <ul style="list-style-type: none"> <li>● <i>Nature of Business</i> – the role and nature of business (20%)</li> <li>● <i>Business Management</i> – the nature and responsibility of management (40%)</li> <li>● <i>Business Planning</i> – establishing and planning a small to medium enterprise (40%)</li> </ul>	<b>HSC</b> <ul style="list-style-type: none"> <li>● <i>Operations</i> – strategies for effective operations management (25%)</li> <li>● <i>Finance</i> – financial information in the planning and management of business (25%)</li> <li>● <i>Marketing</i> – development and implementation of successful marketing strategies (25%)</li> <li>● <i>Human Resources</i> - human resource management and business performance (25%)</li> </ul>

**FORMS OF ASSESSMENT TASKS WHICH MAY BE USED**  
 In Year 11 a Business Plan is a major assessment task for this course, worth 30% of the total. It is ongoing, and helps the student to apply theory to a case study. Oral and written tasks are also completed.

**PREREQUISITES/COREQUISITES**  
 There is no advantage for students of Commerce. Students who have friends or family in business will be able to gain further insight but this is not necessary, as all students are encouraged to investigate and research a business.

### **COSTS AND EQUIPMENT NEEDED**

- Minimal costs are involved, with possible visits to local business in the Batemans Bay to Moruya area.

## HSIE Economics

<b>COURSE:</b> Economics	<b>UNITS:</b> 2
<b>KLA:</b> HSIE	<b>EXCLUSIONS:</b>
<b>COURSE TYPE:</b> Board Developed Course	

<b>GENERAL AIMS/DESCRIPTION OF THE COURSE</b>	
<p>Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of 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.</p> <p>This course is very relevant to 2017 and beyond as the world's economic climate evolves. If an analysis of the 2016 budget and its impact on the Australian economy, falling interest rates and a decline in the mining industry as the Chinese economy slows, employment prospects and the growth of different industries are issues of interest to you; then this is the course for you. Students will gain an understanding of such issues and develop skills to participate with confidence in debate and discussion.</p>	
<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<b>Preliminary</b> <ul style="list-style-type: none"> <li>● Introduction to Economics</li> <li>● Consumer and Business</li> <li>● Markets</li> <li>● Labour Markets</li> <li>● Financial Markets</li> <li>● Government in the Economy</li> </ul>	<b>HSC</b> <ul style="list-style-type: none"> <li>● The Global Company</li> <li>● Australia's Place in the Global Economy</li> <li>● Economic Issues</li> <li>● Economic Policies and Management</li> </ul>
<b>PREREQUISITES/COREQUISITES</b>	
<p>There is no need to have studied Commerce. This course is inherently analytical, with a high expectation for students to learn about concepts which may appear very theoretical.</p>	

**COSTS AND EQUIPMENT NEEDED:**

Allow \$20 - \$25 per year as needs may arise

# HSIE

## Geography

<b>COURSE:</b> Geography	<b>UNITS:</b> 2
<b>KLA:</b> HSIE	<b>EXCLUSIONS:</b> Nil
<b>COURSE TYPE:</b> Board Developed Course	

<b>GENERAL AIMS/DESCRIPTION OF THE COURSE:</b>	
<p>Geography is a study of natural and human environments. Students learn about</p> <ul style="list-style-type: none"> <li>● How to investigate and identify issues (e.g. sustainable development)</li> <li>● How the local region interrelates with the global environment</li> <li>● How human settlements impact on natural resources, social issues and cultures</li> <li>● Contemporary urbanisation</li> <li>● Skills are developed – maps, graphics, photo interpretation, and fieldwork.</li> </ul> <p>The HSC course is designed for students to investigate national and international forces of change and continuity in the twenty first century.</p>	
<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<p><b>PRELIMINARY</b></p> <ul style="list-style-type: none"> <li>● <i>Biophysical Interactions</i> – atmosphere, plants, animals, investigation (e.g. ozone, El Nino) (45% of course)</li> <li>● <i>Global Challenges</i> – population, development, cultures (45%)</li> <li>● <i>Senior Geography Project</i> – The culmination of the Preliminary Course which requires original investigation and a large, ongoing effort (10%)</li> </ul>	<p><b>HSC</b></p> <p>33.3% of course for each topic.</p> <ul style="list-style-type: none"> <li>● <i>Ecosystems at Risk</i> - This is the first topic of the HSC course, and is studied during Term 4 - environmental protection, management strategies.</li> <li>● <i>Urban Places</i> - cities of the world</li> <li>● <i>People &amp; Economic Activity</i> - environmental impacts, local case study</li> </ul>
<b>FORMS OF ASSESSMENT TASKS WHICH MAY BE USED</b>	
<p>Senior Geography Project – an ongoing research unit on an issue of interest, Skills – mapping, observation, Topic tests and examinations. Students must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>	
<b>PREREQUISITES/COREQUISITES</b>	
<p>All students have a background of Geography following their study of the Year 7 to 10 Course. The Senior Course enables students to follow their natural curiosity about how and why the world's people and environments are so varied. A desire to be more environmentally aware is needed.</p>	

### **COSTS AND EQUIPMENT NEEDED:**

Fieldwork and excursions as required in the course. It would be likely that around \$20-\$50 may be required, depending on venues. We are constantly seeking the most appropriate and best value places to visit.



## HSIE Legal Studies

<b>COURSE:</b> Legal Studies	<b>UNITS:</b> 2
<b>KLA:</b> HSIE	<b>EXCLUSIONS:</b>
<b>COURSE TYPE:</b> Board Developed Course	

<b>GENERAL AIMS/DESCRIPTION OF THE COURSE:</b> Legal Studies is aimed at giving students insight and knowledge on the functioning of legal systems in Australia and overseas. It is not intended to be a "Law" course although many laws are studied. The course is a popular and interesting one as students explore contemporary and current issues relating to the topics of Crime, Human Rights, Law Reform and the Operation of the Legal System.	
<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<b>Preliminary</b> <ul style="list-style-type: none"> <li>● Part I – The Legal System (40% of course time)</li> <li>● Part II – The Individual and the Law (30% of course time)</li> <li>● Part III – The Law and Practice (30% of course time)</li> </ul>	<b>HSC</b> <ul style="list-style-type: none"> <li>● <i>Core Part I: Crime</i> (30% of time)</li> <li>● <i>Core Part II: Human Rights</i> (20% of time)</li> <li>● <i>Part III: Two Options</i> (50% of time) <ul style="list-style-type: none"> <li>○ Consumers</li> <li>○ Global Environment and protection</li> <li>○ Family</li> <li>○ Indigenous peoples</li> <li>○ Shelter Workplace</li> <li>○ World Order</li> </ul> </li> </ul>
<b>FORMS OF ASSESSMENT TASKS WHICH MAY BE USED</b> Oral, written, research, media file report, essay tasks and examinations.	
<b>PREREQUISITES/COREQUISITES</b> There is no need to have studied Commerce in Years 9 and 10. The course requires that students develop an understanding of current events and apply real life cases to concepts.	

### **COSTS AND EQUIPMENT NEEDED**

Excursions to local courts will mean an outlay of approximately \$10.

## HSIE Modern History

<b>COURSE:</b> Modern History	<b>UNITS:</b> 2
<b>KLA:</b> HSIE	<b>EXCLUSIONS:</b> Nil
<b>COURSE TYPE:</b> Board Developed Course	

<b>GENERAL AIMS/DESCRIPTION OF THE COURSE:</b>	
<p>Modern History is designed for those students interested in understanding European, American and Asian history in modern times as a means to understanding the present. The course also develops skills in research, writing and analysis.</p> <p>The Preliminary course introduces students to skills in historical investigation through the study of three topics and an independent research project.</p> <p>The HSC course is designed to hone skills through investigation of national studies, personality studies and international conflict and change.</p>	
<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<p><b>Preliminary</b></p> <p><i>*Part I: Investigating Modern History - 50%</i></p> <p style="margin-left: 20px;">a) <i>The Nature of Modern History</i></p> <p style="margin-left: 20px;">b) <i>Case Studies - eg. The American Civil War, Tibet</i></p> <p><i>* Part II: Historical Investigation – 20%</i></p> <p>The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. It may be conducted individually or as part of a group.</p> <p><i>*Part III: Core Study – 30%</i></p> <p style="margin-left: 20px;"><i>The Shaping of the Modern World</i></p> <p style="margin-left: 20px;"><i>eg. The French Revolution, World War One.</i></p>	<p><b>HSC</b></p> <ul style="list-style-type: none"> <li>● <i>Part I: Core Study - (25%)</i> Power and Authority in the Modern World Focus on Nazi Germany</li> <li>● <i>Part II: National Study (25%)</i> eg. Russia, Japan</li> <li>● <i>Part III : Peace and Conflict (25%)</i> eg. Indochina, The Cold War</li> <li>● <i>Part IV: Change in the Modern World (25%)</i> eg. The Nuclear Age, Apartheid in South Africa</li> </ul>
<b>FORMS OF ASSESSMENT TASKS WHICH MAY BE USED</b>	
<p>Student may be assessed with the use of the following types of tasks: source studies, tests, exams, oral tasks, group work, research projects, and essays.</p>	
<b>PREREQUISITES/COREQUISITES</b>	
<p>Students should have an interest in research and in understanding the past. Their investigation skills in Years 9 and 10 will be developed further but students should have a naturally inquisitive and enquiring mind, as well a love of reading about the past and understanding its implications for the future.</p>	

### **COSTS AND EQUIPMENT NEEDED:**

**Students are required to undertake mandatory fieldwork/excursions. Costs related to this will be involved.**

# MATHEMATICS

## Advanced Mathematics

<b>COURSE:</b> Advanced Mathematics	<b>UNITS:</b> 2
<b>KLA:</b> Mathematics	<b>EXCLUSIONS:</b>
<b>COURSE TYPE:</b> Board Developed Course	

<b>GENERAL AIMS/DESCRIPTION OF THE COURSE:</b>	
<p>The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. This course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.</p>	
<b>NAME AND OUTLINE OF TOPICS COVERED (include % if appropriate)</b>	
<p><b>Preliminary</b></p> <p>Topic: Functions Working with Functions</p> <p>Topic: Trigonometric Functions Trigonometry and Measure of Angles Trigonometric Functions and Identities</p> <p>Topic: Calculus Introduction to Differentiation</p> <p>Topic: Exponential and Logarithmic Functions Logarithms and Exponentials</p> <p>Topic: Statistical Analysis Probability and Discrete Probability Distributions</p>	<p><b>HSC</b></p> <p>Topic: Functions Graphing Techniques</p> <p>Topic: Trigonometric Functions Trigonometric Functions and Graphs</p> <p>Topic: Calculus Differential Calculus The Second Derivative Integral Calculus</p> <p>Topic: Financial Mathematics Modelling Financial Situations</p> <p>Topic: Statistical Analysis Descriptive Statistics and Bivariate Data Analysis Random Variables</p>
<b>FORMS OF ASSESSMENT TASKS WHICH MAY BE USED</b>	
Examination-type questions, assignments, oral or written reports, samples of students work, written tests/quizzes	
<b>PREREQUISITES/COREQUISITES</b>	
The course is constructed on the assumption that students have achieved as a minimum the outcomes in the core of the 5.3 Pathway course.	

**COSTS AND EQUIPMENT NEEDED:**

- Scientific Non-Programmable Calculator – available at the College

# MATHEMATICS

## Mathematics (Standard)

<b>COURSE:</b> Mathematics - Standard	<b>UNITS:</b> 2
<b>KLA:</b> Mathematics	<b>EXCLUSIONS:</b> Students may not study any other Stage 6 Mathematics course in conjunction with 2 Unit Standard Mathematics
<b>COURSE TYPE:</b> Board Developed Course	

**GENERAL AIMS/DESCRIPTION OF THE COURSE:** The study of Mathematics Standard in Stage 6 enables students to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate in a concise and systematic manner.

NAME AND OUTLINE OF TOPICS COVERED (include % if appropriate)	
<p><b>PRELIMINARY</b></p> <ul style="list-style-type: none"> <li>Formulae and Equations</li> <li>Linear Relationships</li> <li>Applications of Measurement</li> <li>Working with Time</li> <li>Money Matters</li> <li>Data Analysis</li> <li>Relative Frequency and Probability</li> </ul>	<p><b>HSC (Mathematics-Standard 1)</b></p> <ul style="list-style-type: none"> <li>Types of Algebraic Relationships</li> <li>Right-angled Triangles</li> <li>Rates</li> <li>Scale Drawings</li> <li>Investment</li> <li>Depreciation and Loans</li> <li>Further Statistical Analysis</li> <li>Networks and Paths</li> </ul> <p><b>HSC (Mathematics-Standard 2)</b></p> <ul style="list-style-type: none"> <li>Types of Relationships</li> <li>Non-right-angled Trigonometry</li> <li>Rates and Ratios</li> <li>Investments and Loans</li> <li>Annuities</li> <li>Bivariate Data Analysis</li> <li>The Normal Distribution</li> <li>Network Concepts</li> <li>Critical Path Analysis</li> </ul>

**FORMS OF ASSESSMENT TASKS WHICH MAY BE USED**  
 Examination-type questions, assignments, oral or written reports, samples of students work, written tests/quizzes

**PREREQUISITES/COREQUISITES**  
 The course is constructed on the assumption that students have experienced the entire 5.1 Pathway for the years 7-10. Those students who have struggled with the 5.1 Pathway should consider not attempting Mathematics at Stage 6.

**Pathways:**  
**The Mathematics Standard 2 course has been written for students who have demonstrated a high level of competence in the Preliminary Mathematics Standard Course.**  
**Note that the Mathematics Standard 2 is a “Board Developed Course.”**

**COSTS AND EQUIPMENT NEEDED:**

- Scientific Non-Programmable Calculator – available at the College.

# MATHEMATICS

## Mathematics (Extension 1)

<b>COURSE:</b> Mathematics – Extension 1	<b>UNITS:</b> 1
<b>KLA:</b> Mathematics	<b>EXCLUSIONS:</b>
<b>COURSE TYPE:</b> Board Developed Course	

<b>GENERAL AIMS/DESCRIPTION OF THE COURSE:</b>	
<p>The content of this course includes the entire Advanced Mathematics course and its depth of treatment indicate that it is intended for those students who have demonstrated a mastery of the skills of Years 7 to 10 Mathematics and who 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. The course is a recommended minimum basis for further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level. It provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics..</p>	
<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<b>Preliminary (PLUS Mathematics content)</b> Topic: Functions Further Work with Functions Polynomials Topic: Trigonometric Functions Inverse Trigonometric Functions Further Trigonometric Identities Topic: Calculus Rates of Change Topic: Combinatorics Working with Combinatorics	<b>HSC (PLUS Mathematics content)</b> Topic: Proof Proof by Mathematical Induction Topic: Vectors Introduction to Vectors Topic: Trigonometric Functions Trigonometric Equations Topic: Calculus Further Calculus Skills Applications of Calculus Topic: Statistical Analysis The Binomial Distribution
<b>FORMS OF ASSESSMENT TASKS WHICH MAY BE USED</b>	
Examination-type questions, assignments, oral or written reports, samples of students work, written tests/quizzes	
<b>PREREQUISITES/COREQUISITES</b>	
The course is constructed on the assumption that students have achieved the outcomes in the core of the 5.3 Pathway course for Year 9 - 10 and have achieved a minimum grade A or B in 5.3 Pathway.	

**COSTS AND EQUIPMENT NEEDED:**

- Scientific Non-Programmable Calculator – available at the College.

# PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

## Community and Family Studies

<b>COURSE:</b> Community and Family Studies	<b>UNITS:</b> 2
<b>KLA:</b> PDHPE	<b>EXCLUSIONS:</b>
<b>COURSE TYPE:</b> Board Developed Course	

**GENERAL AIMS/DESCRIPTION OF THE COURSE:** Community and Family Studies aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society. It is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences.

**NAME AND OUTLINE OF TOPICS COVERED**

<p><b>Preliminary</b></p> <p><b>Resource Management</b></p> <ul style="list-style-type: none"> <li>• Basic concepts of resource management: communication, decision making, management processes</li> </ul> <p><b>Individuals and Groups</b></p> <ul style="list-style-type: none"> <li>• The individual's roles, relationships and tasks within and between groups: Individuals, group dynamics, wellbeing, conflict resolution.</li> </ul> <p><b>Families and Communities</b></p> <ul style="list-style-type: none"> <li>• Family structures and functions, and the interaction between family and community: Lifespan development, childhood, family structures and functions, changes in family and communities..</li> </ul>	<p><b>HSC</b></p> <p><b>Research Methodology</b></p> <ul style="list-style-type: none"> <li>• Research methodology and skills culminating in the production of an Independent Research Project: surveying, interviewing, case studies, collecting and presenting data</li> </ul> <p><b>Groups in Context</b></p> <ul style="list-style-type: none"> <li>• The characteristics and needs of specific community groups: e.g. sole parents, rural families, aged, youth, families in crisis.</li> </ul> <p><b>Parenting and Caring</b></p> <ul style="list-style-type: none"> <li>• Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society: becoming parents and carers, managing parenting and caring responsibilities, support services and agencies.</li> </ul> <hr style="border: 0.5px solid black;"/> <p style="text-align: center;"><b>HSC Course Option Modules</b></p> <p style="text-align: center;"><b>Select one of the following options:</b></p> <hr style="border: 0.5px solid black;"/> <p><b>Family and Societal Interactions</b></p> <ul style="list-style-type: none"> <li>• Government and community structures that support and protect family members throughout the lifespan: supporting and protecting individuals and families, protecting children, becoming responsible adults, supporting the aged.</li> </ul> <p><b>Social Impact of Technology</b></p> <ul style="list-style-type: none"> <li>• The impact of evolving technologies on individuals and lifestyle: development of technology, technology and wellbeing, technology and lifestyle.</li> </ul> <p><b>Individuals and Work</b></p> <ul style="list-style-type: none"> <li>• Contemporary issues confronting individuals as they manage roles within both family and work environments: nature of work, changing work patterns, managing workplace and family roles.</li> </ul>
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**FORMS OF ASSESSMENT TASKS WHICH MAY BE USED**  
 Case studies, interviews, surveys, oral and written presentations, research process, research project, examinations

**PARTICULAR COURSE REQUIREMENTS**  
 Community and Family Studies explores life issues that are important to all young people and of equal relevance to female and male students. The topics investigated and the emphasis on research ensures a course that is attractive to many students, with the capacity to challenge and extend all students' ability levels.

# PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

## PDHPE

<b>COURSE:</b> Personal Development Health and Physical Education	<b>UNITS:</b> 2
<b>KLA:</b> PDHPE	<b>EXCLUSIONS:</b>
<b>COURSE TYPE:</b> Board Developed Course	

<b>GENERAL AIMS/DESCRIPTION OF THE COURSE:</b>	
<p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.</p> <p>In the HSC course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>	
<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<p><b>Preliminary</b> Core Topics</p> <ul style="list-style-type: none"> <li>● <i>Better Health for Individuals</i> - Students investigate the importance of nutrition, physical activity, drug use &amp; relationships to personal health.</li> <li>● <i>The Body in Motion</i> - Students examine the scientific foundations of human movements.</li> </ul> <p>Optional Components Students to select two options each from</p> <ul style="list-style-type: none"> <li>● First Aid</li> <li>● Composition and Performance</li> <li>● Fitness Choices</li> <li>● Outdoor Recreation</li> </ul>	<p><b>HSC</b> Core Topics</p> <ul style="list-style-type: none"> <li>● <i>Health Priorities in Australia</i> - Students examine the health status of Australians and investigate the current health priority areas in Australia.</li> <li>● <i>Factors Affecting Performance</i> - Students explore physical &amp; psychological bases of performance. They critically analyse approaches to training and skill development.</li> </ul> <p>Optional Component Students to select two options each from</p> <ul style="list-style-type: none"> <li>● The Health of Young People</li> <li>● Sport and Physical Activity in Australian Society</li> <li>● Sports Medicine</li> <li>● Improving Performance</li> <li>● Equity and Health</li> </ul>
<b>FORMS OF ASSESSMENT TASKS WHICH MAY BE USED</b>	
Laboratory reports, debates, oral presentation, research reports, practical performances, and examinations.	
<b>PARTICULAR COURSE REQUIREMENTS</b>	
In addition to core studies students select two options in each of the Preliminary and HSC courses	
<b>PREREQUISITES/COREQUISITES</b>	
An interest in PDHPE, physical activity and a healthy lifestyle would be beneficial.	

**COSTS AND EQUIPMENT NEEDED:**

- An approximate cost of \$50 per year for out of school excursions.
- If Outdoor Recreation is chosen as an option, students will participate in an overnight camp with an approximate cost of \$100 - \$200

# SCIENCE

## Biology

<b>COURSE:</b> Biology	<b>UNITS:</b> 2
<b>KLA:</b> Science	<b>EXCLUSIONS:</b> Nil
<b>COURSE TYPE:</b> Board Developed Course	

**GENERAL AIMS/DESCRIPTION OF THE COURSE:**  
 The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live.

Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<b>Year 11</b> <ul style="list-style-type: none"> <li>● Cells As The Basis For Life</li> <li>● Organisation Of Living Things</li> <li>● Biological Diversity</li> <li>● Ecosystem Dynamics</li> <li>● Year 11 Depth Study to be completed within the above modules</li> </ul>	<b>Year 12</b> <ul style="list-style-type: none"> <li>● Heredity</li> <li>● Genetic Change</li> <li>● Infectious Disease</li> <li>● Non-infectious Disease And Disorders</li> <li>● Year 12 Depth Study to be completed within the above modules</li> </ul>

<i>Assessment: Year 12 course only</i>			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination All year 12 modules*	100%	Skills In Working Scientifically Knowledge And Understanding Of Course Content	60%
*to be confirmed by end of Term 3 2017			40%
	100%		100%

**PARTICULAR COURSE REQUIREMENTS**  
 The Year 11 course includes a field study related to local terrestrial and aquatic environments. Practical experiences should occupy a minimum of 35 hours in Year 11 and 35 hours in Year 12.

**PREREQUISITES/COREQUISITES**  
 A good pass in Science in Yr 10, a C or above.

**COSTS AND EQUIPMENT NEEDED:**

- An excursion in Year 11, approx. cost \$10.



# SCIENCE

## Chemistry

<b>COURSE:</b> Chemistry	<b>UNITS:</b> 2
<b>KLA:</b> Science	<b>EXCLUSIONS:</b> Nil
<b>COURSE TYPE:</b> Board Developed Course	

**GENERAL AIMS/DESCRIPTION OF THE COURSE:**  
 The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<b>Year 11</b> <ul style="list-style-type: none"> <li>● Properties And Structure Of Matter</li> <li>● Introduction To Quantitative Chemistry</li> <li>● Reactive Chemistry</li> <li>● Drivers Of Reactions</li> <li>● Year 11 Depth Study to be completed within the above modules</li> </ul>	<b>Year 12</b> <ul style="list-style-type: none"> <li>● Equilibrium And Acid Reactions</li> <li>● Acid/Base Reactions</li> <li>● Organic Chemistry</li> <li>● Applying Chemical Ideas</li> <li>● Year 12 Depth Study to be completed within the above modules</li> </ul>

Assessment: Year 12 course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination All year 12 modules*	100%	Skills In Working Scientifically Knowledge And Understanding Of Course Content	60%
*to be confirmed by end of Term 3 2017			40%
	100%		100%

**PARTICULAR COURSE REQUIREMENTS**  
 Practical experiences should occupy a minimum of 35 hours in Year 11 and 35 hours in Year 12.

**PREREQUISITES/COREQUISITES**  
 A high level of achievement in Junior Science, probably an A grade.  
 A high level of achievement in Year 10 Mathematics at a 5.3 level.

**COSTS AND EQUIPMENT NEEDED**

Scientific Non-Programmable Calculator – either Sharp or Casio

# SCIENCE

## Physics

<b>COURSE:</b> Physics	<b>UNITS:</b> 2
<b>KLA:</b> Science	<b>EXCLUSIONS:</b> Nil
<b>COURSE TYPE:</b> Board Developed Course	

<b>GENERAL AIMS/DESCRIPTION OF THE COURSE:</b>			
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, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.			
<b>NAME AND OUTLINE OF TOPICS COVERED</b>			
<b>Year 11</b> <ul style="list-style-type: none"> <li>● Kinematics</li> <li>● Dynamics</li> <li>● Waves And Thermodynamics</li> <li>● Electricity And Magnetism</li> <li>● Year 11 Depth Study to be completed within the above modules</li> </ul>	<b>Year 12</b> <ul style="list-style-type: none"> <li>● Advanced Mechanics</li> <li>● Electromagnetism</li> <li>● The Nature Of Light</li> <li>● From The Universe To The Atom</li> <li>● Year 12 Depth Study to be completed within the above modules</li> </ul>		
Assessment: Year 12 course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination All year 12 modules*	100%	Skills In Working Scientifically Knowledge And Understanding Of Course Content	60%
*to be confirmed by end of Term 3 2017			40%
	100%		100%
<b>PARTICULAR COURSE REQUIREMENTS</b>			
Practical experiences should occupy a minimum of 35 hours in Year 11 and 35 hours in Year 12			
<b>PREREQUISITES/COREQUISITES</b>			
A high level of achievement – Junior Science, probably an A grade. A high level of achievement in Year 10 Mathematics at a 5.3 level.			

**COSTS AND EQUIPMENT NEEDED:**

Scientific Non-Programmable Calculator – either Sharp or Casio

# SCIENCE

## Investigating Science

<b>COURSE:</b> Investigating Science		<b>UNITS:</b> 2
<b>KLA:</b> Science	<b>EXCLUSIONS:</b> Nil	
<b>COURSE TYPE:</b> Board Developed Course		

<b>GENERAL AIMS/DESCRIPTION OF THE COURSE:</b>			
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.			
<b>NAME AND OUTLINE OF TOPICS COVERED</b>			
<b>Year 11</b>	<b>Year 12</b>		
<ul style="list-style-type: none"> <li>● Cause And Effect - Observing</li> <li>● Cause And Effect - Inferences And Generalisations</li> <li>● Scientific Models</li> <li>● Theories And Laws</li> <li>● Year 11 Depth Study to be completed within the above modules</li> </ul>	<ul style="list-style-type: none"> <li>● Scientific Investigations</li> <li>● Technologies</li> <li>● Fact Or Fallacy?</li> <li>● Science And Society</li> <li>● Year 12 Depth Study to be completed within the above modules</li> </ul>		
Assessment: Year 12 course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination All year 12 modules*	100%	Skills In Working Scientifically Knowledge And Understanding Of Course Content	60%
*to be confirmed by end of Term 3 2017			40%
	100%		100%
<b>PARTICULAR COURSE REQUIREMENTS</b>			
Practical experiences should occupy a minimum of 35 hours in Year 11 and 35 hours in Year 12			
<b>PREREQUISITES/COREQUISITES</b>			
A good pass in Science in Yr 10, a C or above.			

**COSTS AND EQUIPMENT NEEDED:**

Scientific Non-Programmable Calculator – either Sharp or Casio

# TAS

## Design and Technology

<b>COURSE:</b> Design and Technology	<b>UNITS:</b> 2
<b>KLA:</b> TAS	<b>EXCLUSIONS:</b> Nil
<b>COURSE TYPE:</b> Board Developed Course	

**GENERAL AIMS/DESCRIPTION OF THE COURSE:** Design and Technology Stage 6 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.

### NAME AND OUTLINE OF TOPICS COVERED

<p><b>Preliminary</b>  <i>Each of the content areas should be introduced and given appropriate emphasis through teaching and learning activities and a minimum of two design projects.</i></p> <p><b>Designing and Producing</b>          The study of:</p> <ul style="list-style-type: none"> <li>● design theory, practice and design processes</li> <li>● factors affecting designing and producing</li> <li>● design and production processes in domestic, community, industrial and commercial settings</li> <li>● technologies in industrial and commercial settings</li> <li>● environmental and social issues</li> <li>● creative and collaborative approaches to design</li> <li>● project analysis, marketing and market research</li> <li>● techniques, materials, tools and other resources</li> <li>● the realisation of ideas through the manipulation of techniques, materials tools and other resources</li> <li>● safety</li> <li>● evaluation</li> <li>● project management</li> <li>● factors affecting management, communication</li> <li>● research methods</li> <li>● interpreting and presenting data</li> <li>● ethics in research</li> <li>● manufacturing and production</li> <li>● computer-based technologies</li> </ul> <p>As part of this study, students will complete a minimum of two design projects</p>	<p><b>HSC</b>  <i>Each of the content areas are addressed through the major design project, case study and through other teaching and learning activities.</i></p> <p><b>Innovation and Emerging Technologies</b>          The study of:</p> <ul style="list-style-type: none"> <li>● designs and design practice</li> <li>● factors which may impact on successful innovation</li> <li>● entrepreneurial activity</li> <li>● the impact of emerging technologies</li> <li>● the impact on Australian society</li> <li>● historical and cultural influences</li> <li>● ethical and environmental issues</li> <li>● creativity</li> </ul> <p><b>Designing and Producing</b>          The study of:</p> <ul style="list-style-type: none"> <li>● Project proposal and project management</li> <li>● Project development and realisation</li> <li>● Project evaluation</li> </ul> <p>As part of this study, students will complete a major design project</p>
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**FORMS OF ASSESSMENT TASKS WHICH MAY BE USED**  
 Each student must undertake, on an individual basis, a major design project for submission for the Higher School Certificate examination. The major design project includes the practical hands-on activity of carrying the project through to realisation and the documentation, in a folio, of all the steps involved in this process.  
 The Major design project will include the submission of:

- (i) a folio documenting the project proposal and project management, project development and realisation, and project evaluation
- (ii) a product or a system or an environment.

**PARTICULAR COURSE REQUIREMENTS:**  
 Students should have good literacy and numeracy skills, a good background or passion for design and the ability to create designed objects from a range of materials. Students who have studied Industrial Technology, Food Technology, Graphics Technology or Information Technology would have an advantage in this course.

**COSTS AND EQUIPMENT NEEDED:**

- Yr 12 Major Project: Material costs will vary according to the project but may exceed \$100+
- A4 Plastic sleeve folder, A4 2 Ring binder, No. 10 set squares, H, 6H pencil, fine line markers, eraser and ruler. Students will also be expected to have access to a computer for folio and assignment submissions.

# TAS

## Industrial Technology (Timber Products and Furniture Industries)

<b>COURSE:</b> Industrial Technology – Timber Products and Furniture Industries	<b>UNITS:</b> 2
<b>KLA:</b> TAS	<b>EXCLUSIONS:</b> Nil
<b>COURSE TYPE:</b> Board Developed Course (Category A Course)	

<b>GENERAL AIMS/DESCRIPTION OF THE COURSE:</b> Industrial Technology Stage 6 consists of project work and Industry Study that develop a broad range of skills and knowledge related to the Timber Products and Furniture Industries and an introduction to industrial processes and practices.	
<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<b>Preliminary</b> The following sections are taught in relation to the timber products & Furniture Industries. <ul style="list-style-type: none"> <li>● <i>Industry Study</i> – structural, technical, environmental and sociological, personnel, Occupational Health and Safety.</li> <li>● <i>Design</i> – designing, drawing, computer applications, project management.</li> <li>● <i>Management and Communication</i> – literacy, calculations, graphics.</li> </ul>	<b>HSC</b> The following sections are taught in relation to the Timber Products & Furniture Industries area through the development of a major Project and a study of the relevant industry: <ul style="list-style-type: none"> <li>● Industry Study</li> <li>● Design, Management and Communication</li> <li>● Production</li> <li>● Industry Related Manufacturing Technology</li> </ul>
<b>FORMS OF ASSESSMENT TASKS WHICH MAY BE USED</b> Written examinations, research tasks, written papers, practical exercises, folio presentations.	
<b>PARTICULAR COURSE REQUIREMENTS:</b> In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, student 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.	
<b>PREREQUISITES/COREQUISITES</b> There are no prerequisites for this course but students who have studied Industrial Technology or Design & Technology (Yr 9 & 10) do have an advantage with a greater knowledge and skill base.	

**COSTS AND EQUIPMENT NEEDED:**

- Yr 12 Major Project: Material costs will vary according to the project but may exceed \$100+
- A4 Plastic sleeve folder, A4 2 Ring binder, No. 10 set squares, H, 6H pencil, fine line markers, eraser and ruler. Students will also be expected to supply their own dust mask, ear muffs and eye protection.

## TAS Marine Studies

<b>COURSE:</b> Marine Studies	<b>UNITS:</b> 2 Depending on enrolment this subject may not be continued into year 12.
<b>KLA:</b> TAS	<b>EXCLUSIONS:</b> Nil
<b>COURSE TYPE:</b> Content Endorsed Course	

<b>GENERAL AIMS/DESCRIPTION OF THE COURSE:</b>	
<p>The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life, which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.</p> <p>Marine Studies provides an opportunity for the future custodians of this environment to study it and appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to effectively use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides a rare opportunity to instil in students an acceptable ethical code of use of the marine environment, increasingly demanded by the community and their governments.</p> <p>Marine Studies provides a stimulating and exciting educational context, closely linked to the innate affinity all Australians have for the sea, to deliver a wide range of knowledge and instil values designed to protect this natural heritage. The course provides for both practical and theoretical learning, honing students' acquired skills to solve real-life problems.</p>	
<b>NAME AND OUTLINE OF TOPICS COVERED</b>	
<b>Preliminary</b> <ul style="list-style-type: none"> <li>● Marine and Maritime Employment (6hrs)</li> <li>● The Marine Environment (6hrs)</li> <li>● Marine Safety and First Aid (6hrs)</li> <li>● Humans in Water (6hrs)</li> <li>● Life in the Sea (6hrs)</li> <li>● Snorkelling and Dive Science</li> <li>● Marine Construction</li> <li>● Commercial and Recreational Fishing</li> </ul>	<b>HSC</b> <ul style="list-style-type: none"> <li>● Personal Interest Project</li> <li>● Boating and Seamanship</li> <li>● Local Birds of Our Coast</li> <li>● Local Area Survey</li> <li>● SDM - Plastics</li> </ul> <p><b><i>Please note that units may vary from year to year based on student interest</i></b></p>
<b>FORMS OF ASSESSMENT TASKS WHICH MAY BE USED</b>	
Examinations, written assignments, practical tasks, research assignments	
<b>PARTICULAR COURSE REQUIREMENTS:</b>	
Students are required to study the Core Units (30 hours in the Preliminary & 90 hours optional modules and 120 hours of optional modules in the HSC. Students are not required to undertake an external examination in the HSC.	

### **COSTS AND EQUIPMENT NEEDED:**

- Bus fares/ pool entrance
- Opportunity to gain powerboat licence
- Equipment: Plastic sleeves, folder. Own wetsuit preferred, may be hired.

**Please Note:** This course will initially only be offered for Year 11. Depending on enrolments it may not be able to run in Year 12

## **SCHOOL BASED APPRENTICESHIPS/TRAINEESHIPS**

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School based apprenticeships and traineeships (SBAT) provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

SBATs are offered in various industries and courses available for inclusion in the Year 11 and 12 pattern of study can be found on the Board of Studies website.

Generally, the weekly timetable for School-based apprenticeships and traineeships for a student will include a day with the employer completing “on the job” work, a day of study/training, and the remainder of the week at school.

SBAT “on the job” requirements can vary between 100 and 180 days in the workplace (a day is defined as approximately 8 hours). Students will be required to log the time spent in the workplace, and this is checked by the VET coordinator each term.

There is an application process and flow chart that indicates the responsibilities of various people- including students, parents, employers, VET coordinator and RTO manager. The application process of finding employers etc may begin in the final semester of Year 10. It is the responsibility of the student to find an employer willing to participate in the SBAT. The completion of this application process is the “sign up”, where students, parents, employer, Apprenticeship Centre and VET Coordinator sign completed training contracts and training plans. This “sign up” needs to be completed by June in Year 11. Please see the VET coordinator for this information.

Where appropriate, study/training can be included in an ATAR package. This will be discussed when the student and VET coordinator discuss the SBAT and process.

As a School Based Apprentice or Trainee, students may also elect to undertake the Industry Based Learning course as part of their HSC studies. Industry Based Learning involves completion of an extensive Log and Journal on their workplace experiences. Industry Based Learning counts towards 2 units during the Preliminary course and 2 units towards the HSC course.

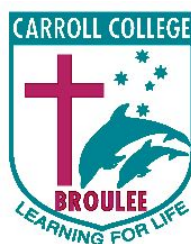
### **In summary a student achieves:**

- A part-time job
- A training wage
- A HSC
- A nationally recognised Vocational and Education Training qualification
- Completion of the first year of an apprenticeship
- The ability to count the study in the ATAR calculation (where applicable)

For more information please talk to the VET Co-Ordinator.

## CONTACTS FOR CURRICULUM QUERIES

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### **College Executive**

College Principal(Acting)  
Assistant Principal (Pastoral Care)(Acting)  
Assistant Principal (Curriculum and Achievement)  
Religious Education Coordinator  
Administration Coordinator  
Business Manager

Nathan Mansfield  
Veronica Harrold-Carter  
John O'Neill  
Charlotte Nicoletti  
Sandra Harris  
Kirsty Luff

### **KLA Coordinators**

English Coordinator  
HSIE Coordinator  
Maths Coordinator  
PDHPE Coordinator  
Creative and Performing Arts Coordinator  
Science Coordinator  
Technology Coordinator  
Vocational Education and Training/Careers

Stephen Knight  
Debbie Enfield  
Stacey Donoghue  
Jon Brady  
Ros Maher  
Wayne Foster/Simon Blue  
Emma Mullins/Katrina Kerkham  
Karen Lyttle

### **Student Support Services**

Learning Support Teacher

Cheryle King

### **Enrolment Enquiries**

Nadine Cooper  
2494 George Bass Drive  
Broulee NSW 2537  
Ph: (02) 4471 5600

[nadine.cooper@cg.catholic.edu.au](mailto:nadine.cooper@cg.catholic.edu.au)

### **College Website:**

[www.ccb.nsw.edu.au](http://www.ccb.nsw.edu.au)



### Some advice

Identify your end goal  
Consider your interests and abilities  
Explore career opportunities  
Research your options

## Subject Selection checklist.

***Making choices about courses is challenging. You may not know exactly what career you will pursue when you leave school or you may not know enough about each of the courses. Use this page as a guide to direct your thinking and refer to the Curriculum Handbook for information as well as the CCB Careers website - <http://www.carrollcollegecareers.com/?page=bullseye>***

1. What is an ATAR and a HSC?
2. List the courses I am interested in.
3. Do these course contribute to an ATAR or the HSC?
4. Do I like these course or are my friends choosing these course?



5. What questions do I have for the teachers about these courses when I am at the Expo?
6. How many courses do I have to choose?
7. How many Category B courses can I study for an ATAR?
8. How many workplace hours would I need to do for a VET course and when does this occur?
9. Have I sought information and advice from the following people?



teachers,



your parents and family,



VET Coordinator,



TAFE and University counsellors



College Careers Advisor.

# Our Vision

Carroll College is a faith community providing a Catholic education which inspires personal excellence and a commitment to social justice.

The College fosters spiritual, academic and personal growth, preparing our students for the future as life-long learners.

2494 George Bass Drive, Broulee, NSW, 2536  
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[www.ccb.nsw.edu.au](http://www.ccb.nsw.edu.au)



