

SENIOR CURRICULUM HANDBOOK

Years 11 and 12 for the award of the Higher School Certificate



ST STANISLAUS' COLLEGE

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REGULATIONS OF THE COLLEGE

Each student entering Year 11 will generally follow a course of study consisting of thirteen units. The course selected by a student, which is subject to the approval of the Head of College, may be restructured at the end of Year 11. However, once a course is finally chosen (and approved) it will be varied during Year 11 only in exceptional cases. Students have the opportunity to adjust their course selections during the first 6 weeks of Year 11.

Failure to reach a standard of excellence deemed to be satisfactory (as advised to the Head Of College by the Director of Curriculum) at the end of Year 11 will mean that a condition of enrolment for the following year may be that the student repeat Year 11. Promotion to Year 12 in the College is not to be considered automatic.

Some subjects are more popular than others and the College from time to time has had problems accommodating the needs of all students. Accordingly, the College has adopted the policy that, assuming all other requirements are met, students will be placed in the courses of their choice in the order of enrolment into the senior school, until a course is full. Enrolment is deemed to have been completed when the following have been received:

1. the completed "Application for Enrolment";
2. the completed "Course Election" form.

RULES AND PROCEDURES FOR THE HIGHER SCHOOL CERTIFICATE

ELIGIBILITY REQUIREMENTS FOR THE HSC

To be eligible for the award of the Higher School Certificate you must:

- (i) have gained the ROSA or other qualification that NESAs (NSW Education Standards Authority) considers satisfactory;
- (ii) have attended a government school, an accredited non-government school, a school outside NSW recognised by NESAs or a College of TAFE;
- (iii) have satisfactorily completed courses that comprise the pattern of study required by NESAs for the award of the Higher School Certificate. This includes completion of the practical, oral or project works required for specific courses and the assessment requirements for each course; and
- (iv) have sat for and made a genuine attempt at the Higher School Certificate examination(s).

PATTERN OF STUDY

To qualify for the Higher School Certificate you must study a pattern of Preliminary and HSC courses. You must satisfactorily complete at least 12 units in your Preliminary study and at least 10 units in your HSC study pattern. Both study patterns must include:

- * at least six units from Board Developed Courses;
- * at least two units of a Board Developed Course in English
- * at least three courses must be of two unit value or greater
- * at least four subjects. A subject is the general name given to an area of study, and a subject may have more than one course. English, Mathematics, History, Studies of Religion, Music and some languages are subjects which offer more than one course. The other subjects each offer one 2 unit course.

DISABILITY EXAMINATION PROVISIONS FOR STUDENTS WITH DISABILITIES

- (i) If you suffer from a disability which would, in a normal examination situation prevent you from:
 - * reading and interpreting the examination questions; and/or
 - * communicating knowledge or understanding to an examiner as effectively as a student without a disability, NESAs may approve special examination provisions.
- (ii) Applications must be lodged with NESAs (NSW Education Standards Authority) by the end of Term 2. Late applications will be considered if your disabilities occur or become known after this date. Any student who intends to apply for special provisions should discuss this with the the Director of Curriculum on entry to Year 11.
- (iii) Emergency provisions can be arranged if you have an accident just before the exam. You should immediately notify your school principal or HSC adviser in such cases.
- (iv) Your application should contain recent evidence of your disability and, in some cases, examples of your work. You may need to organise required testing early in the year to ensure your application reaches NESAs by the closing date. If applications do not contain sufficient evidence, NESAs decision may be delayed.
- (v) Special provisions are not available:
 - * as compensation for difficulties in undertaking a course, or preparing for the exam;
 - * for lack of familiarity with the English language.
- (vi) Certain special provisions may not be available for:
 - * oral/aural Language examinations;
 - * Music, Drama, Dance and Classical Ballet practical examinations;
 - * courses requiring the use of manipulative skills, eg Visual Arts.

SUBMITTED WORKS AND PRACTICAL EXAMINATIONS

- (i) The following courses require students either to undertake practical exams or to submit major works or projects: Dance, Design and Technology, Drama, Industry Studies, Languages (except Latin, Classical Greek), Music, Society and Culture, Visual Arts
- (ii) You are required to certify that any submitted works are your own. Class teachers and principals must certify that they have been done under the teacher's supervision. If school staff cannot certify the works, you might not be awarded marks for them, or you may receive reduced marks.
- (iii) If you are repeating a subject where a major work or project is required, you cannot submit any major work or project entered and marked in a previous year without the special permission of NESA. If NESA approval is given, you must add substantially to the major work or project.

ASSESSMENT RANKING APPEALS

- (i) After the last HSC examination you may request from your principal a sheet showing your rank order for assessment in each course. If you feel that your placement in any course is not correct, you can apply to the school for a review/appeal.
- (ii) There is no provision for a review of marks awarded for assessment tasks. Reviews are limited to the assessment process. The only matters which the school will consider are whether or not:
 - (a) the weightings specified by the school in its assessment program conform with NESA's (NSW Education Standards Authority) requirements as detailed in the relevant Subject Manual; and/or
 - (b) the procedures used by the school for determining the final assessment mark conform with its stated assessment program; and/or
 - (c) computational or other clerical errors have been made in the determination of the assessment mark.
- (iii) If you are dissatisfied with the outcome of the school review, you should advise your principal that you wish the appeal to be sent to NESA. There can be no appeal against the marks awarded for individual assessment tasks. NESA will consider only whether:
 - (a) the school review process was adequate for determining items (A), (B) and (C) above;
 - (b) the conduct of the review was proper in all respects.
- (iv) NESA will not revise the assessment marks or rank order. If the appeal is upheld, NESA will direct the school to carry out a further review. Further details about reviews/appeals are on the assessment appeal form which are distributed to students at the beginning of the Preliminary HSC course.

SCHOOL ASSESSMENT MARKS FOR BOARD DEVELOPED COURSES

The HSC Assessment is a mark calculated from a series of tasks developed by a school to measure its students' performance in an HSC course. While schools prepare the individual tasks, each task must comply with guidelines set by NESA. These tasks are designated as HSC Assessment tasks and are spread throughout the HSC course.

Assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. These may include tests, written or oral assignments, practical activities, fieldwork and projects. Each school develops an assessment policy and ranks its students.

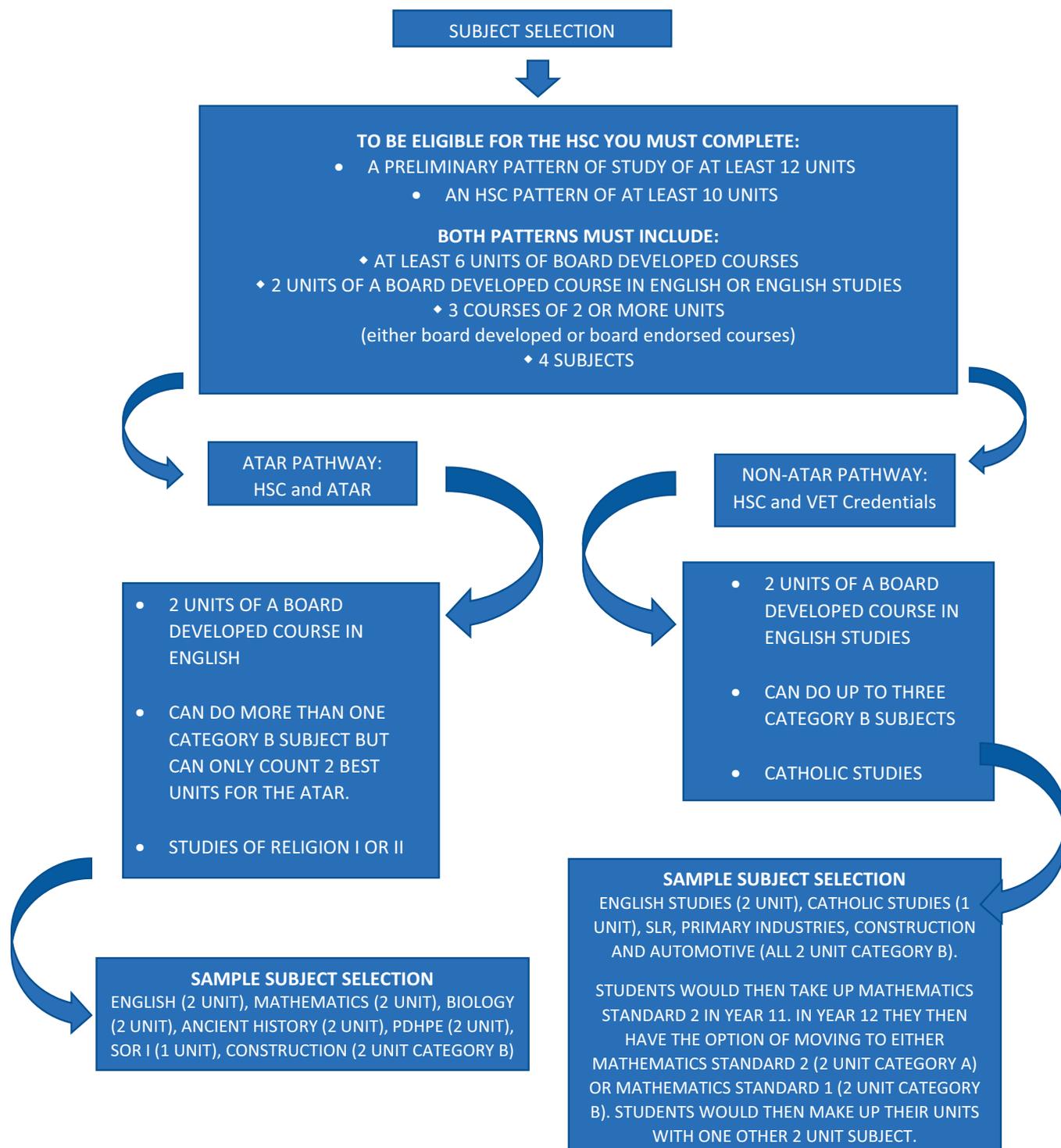
The 'raw' assessment marks submitted by a school for each Board Developed Course are adjusted according to the performance of the students at that school in the HSC examination for that course.

The Assessment rank order of students submitted by the school will NOT be changed by the moderation process.

Courses that have been designed by schools and endorsed by NESA are not moderated, as the marks for these courses cannot be compared for different schools. The raw assessment marks submitted for these courses are reported on the Record of Achievement.

PATHWAYS TO THE HSC

There are a number of ways which students can progress through to the HSC and beyond. Many students are keen to achieve the best mark possible to allow them to meet ATAR requirements for university entry. Others may choose to follow a pathway which allows them to equip themselves with skills and credentials that will assist in applications to prospective employers.



TAFE AND DISTANCE EDUCATION

Students are able to access a range of additional subjects through attendance at TAFE Bathurst and enrolment with Dubbo School of Distance Education and the Diocese of Lismore Online Learning Centre. In 2018, Year 11 students are using these centres to study Economics, Engineering, Ancient History, Chemistry, Plumbing and Electrotechnology. These services allow students an enhanced level of subject choice or flexibility when they have clashes between subjects they wish to study.

RELIGIOUS EDUCATION

At Stanislaus' College, it is an expectation that all students continue to include a religious education course throughout their entire schooling. Over the years, the College has developed four options that students can choose from in order to fulfill their study requirements:

Studies of Religion (1 Unit) – completed over 2 years covering both Preliminary & HSC Courses

Studies of Religion (2 Unit) – completed over 2 years covering both Preliminary & HSC Courses

Accelerated Studies of Religion (1 Unit) – completed over 1 year within Year 11, covering both Preliminary & HSC Courses

Catholic Studies (1 Unit) – Offered since 2016. This is offered as a NESA endorsed Course (non-ATAR).

Specific details of each course are outlined below:

ACCELERATED STUDIES OF RELIGION – 1 UNIT

OVERVIEW OF COURSE

This course is available only to students who will be studying Extension 1 English or Maths because of timetable constraints. The content of the course is exactly the same as the Studies of Religion (1 Unit) course except that it is completed only during Year 11 and is examined as a HSC Course while the student is in Year 11. This course has been developed so that students may complete their Religious Education requirements in only one year of study. The advantage of completing this course during Year 11, is that more time can then be afforded to other HSC subjects during their final year of study. It is due to the higher workload required during Year 11, it is also recommended that students study Advanced English.

COURSE DETAILS

The course is divided into two parts: Foundation Studies and Depth Studies. The Foundation Studies consists of a study of the Nature of Religion, and the influence of religion in Australian society from 1788 to 1900. The Depth Study is an investigation of TWO of the major world religions (Buddhism, Christianity, Hinduism, Islam or Judaism).

Preliminary	Duration (indicative hours)	HSC	Duration (indicative hours)
Nature of Religion and Beliefs	16	Religion and Belief Systems in Australia post-1945	16
Religious Tradition Study 1 - Christianity	22	Religious Tradition Depth Study 1 - Christianity	22
Religious Tradition Study 2 - Judaism	22	Religious Tradition Depth Study 2 - Judaism	22
Total	60 hours	Total	60 hours

STUDIES OF RELIGION – 1 UNIT

OVERVIEW OF COURSE

Religion is an integral part of human experience and a component of every culture. In Australia today, an appreciation of the multicultural nature of society is limited without an adequate understanding of religion, its influence on human behaviour and interactions within a culture.

Studies of Religion explores the diversity of religious expression and experience and can provide students with the opportunity to increase their awareness and appreciation and respect for the cultural diversity of Australian society. The syllabus allows students to critically examine the role religion plays in enabling believers to make sense of day-to-day human existence, the influence that religion has had upon the make-up of Australian society to date, and the expression of religion in Australia.

COURSE DETAILS

The course is divided into two parts: Foundation Studies and Depth Studies. The Foundation Studies consists of a study of the Nature of Religion, and the influence of religion in Australian society from 1788 to 1900. The Depth Study is an investigation of TWO of the major world religions (Buddhism, Christianity, Hinduism, Islam or Judaism).

ASSESSMENT

Teachers have flexibility in designing the assessment program. Tasks for assessment should include the following: oral presentation, research, stimulus material and examination/test items.

SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

Studies of Religion, in an over-arching sense, provides a structure within which students can prepare for further education and training, employment and full and active participation as informed and aware citizens. The course has traditionally scaled particularly well for the ATAR. There are opportunities for students to gain recognition in vocational education and training (VET) and TAFE. Students may also negotiate recognition into a training package qualification with the Registered Training Organisation (RTO).

Preliminary	Duration (indicative hours)	HSC	Duration (indicative hours)
Nature of Religion and Beliefs	16	Religion and Belief Systems in Australia post-1945	16
Religious Tradition Study 1 - Christianity	22	Religious Tradition Depth Study 1 - Christianity	22
Religious Tradition Study 2 - Judaism or Buddhism	22	Religious Tradition Depth Study 2 - Judaism or Buddhism	22
Total	60 hours	Total	60 hours

STUDIES OF RELIGION – 2 UNIT

CATEGORY: A

OVERVIEW OF COURSE

Religion is an integral part of human experience and a component of every culture. In Australia today, an appreciation of the multicultural nature of society is limited without an adequate understanding of religion, its influence on human behaviour and interactions within a culture.

Studies of Religion explores the diversity of religious expression and experience and can provide students with the opportunity to increase their awareness and appreciation and respect for the cultural diversity of Australian society. The syllabus allows students to critically examine the role religion plays in enabling believers to make sense of day-to-day human existence, the influence that religion has had upon the make-up of Australian society to date, and the expression of religion in Australia. The College has a proven record of excellent HSC results and a strong contribution to ATAR's in this subject.

ASSESSMENT

School based assessment. Teachers have flexibility in designing the assessment program. Tasks for assessment should include the following: oral presentation, research, stimulus material and examination/test items.

SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

Studies of Religion, in an over-arching sense, provides a structure within which students can prepare for further education and training, employment and full and active participation as informed and aware citizens. The course has traditionally scaled particularly well for the ATAR. There are opportunities for students to gain recognition in vocational education and training (VET) and TAFE. Students may also negotiate recognition into a training package qualification with the Registered Training Organisation (RTO).

Preliminary	Duration (indicative hours)	HSC	Duration (indicative hours)
Nature of Religion and Beliefs	16	Religion and Belief Systems in Australia post-1945	16
Religious Tradition Study 1 - Christianity	22	Religious Tradition Depth Study 1 - Christianity	22
Religious Tradition Study 2 - Judaism	22	Religious Tradition Depth Study 2 - Judaism	22
Religious Tradition Study 3 - Buddhism	22	Religious Tradition Depth Study 3 - Buddhism	22
Religions of Ancient Origin	22	Religion and Peace	22
Religion in Australia pre-1945	16	Religion and Non-Religion	16
Total	120 hours	Total	120 hours

CATHOLIC STUDIES

Catholic Studies will focus on the needs of the students within the mission of Catholic schools. This course is specifically targeted towards students who are not looking to gain an ATAR. This course includes a community engagement component in order for students to gain relevance and meaning from their faith and religion.

This course has four aims which are to assist students towards:

- making sense of everyday life experiences
- gaining access to and understanding of the traditions of the Catholic community
- celebrating with others the mystery and life of the Risen Christ
- responding to the activity of God in their lives and in the whole of creation.

The classroom Religious Education program that is developed achieves the above aims for students by developing in each student an understanding and appreciation of:

- Justice and Compassion
- Being Catholic
- Mission, Leadership and Ministry
- World Religion
- Moral Issues

ENGLISH

English is a compulsory course for all students in both the Preliminary and HSC years. At Stanislaus' College and in accordance with NESA regulations, it is an expectation that all students complete an English Course as part of their secondary study requirements. The College offers three core course options along with Extension electives.

Three core courses offered include:

- English Studies (non-ATAR)
- English Standard (2 unit)
- English Advanced (2 unit)

The electives include:

- English Extension 1 (1 unit)
- English Extension 2 (1 unit)

The majority of students will study the Standard course. Students who are passionate about English and capable, as determined by school assessment and external testing results, are encouraged to undertake the Advanced course, so as to maximise their possible level of achievement. Students may change course selection throughout their Preliminary year. The College retains the right to intervene if it believes that a student's selection is inappropriate; formal evaluation of all students' progress occurs at the end of the Preliminary Course.

Specific details of each course are outlined below:

ENGLISH STUDIES

This is a non-ATAR course that fulfills the HSC requirement of 2 units of English. The English Studies course is suited for students that intend to pursue any pathway other than immediate university entry, particularly vocational interests.

OVERVIEW OF COURSE

The English Studies course is designed for students who want to continue to develop workplace and everyday literacy skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts.

The diverse approaches to texts engenders flexible and critical thinkers, capable of engaging with, understanding and appreciating the variety of cultural heritages and differences that make up Australian and global societies.

COURSE DETAILS

Preliminary	Duration (indicative hours)	HSC	Duration (indicative hours)
Achieving through English: English in education, work and community	40	Common: Texts & Human Experiences*	30
Three modules	20-30 each	Three modules	30 each

Text types: multi-modal & media, everyday print, novel and film

*HSC Common Module "Texts & Human Experiences" is shared with Standard & Advanced—although a distinct text is selected to match student ability & interests

MODULES:

Teachers have flexibility to select Modules that match the interests and needs of students. Students and teachers may negotiate to study a selection of the modules listed below or propose a new focus of study for one module each year. Module selection, therefore, is subject to change.

Module A – We are Australians: English in citizenship, community and cultural identity

Module B – Telling us all about it: English and the media

Module C – On the road: English and the experience of travel

Module D – Digital Worlds: English and the Web

Module E – Playing the Game: English in sport

Module F – MiTunes and Text: English and the language of song

Module G – Local Heroes: English and community life

Module H – Part of a Family: English and family life

Module I – Discovery and Investigations: English and the sciences

Module J – In the Marketplace: English and the world of business

Module K – The Big Screen: English in filmmaking

ASSESSMENT STRATEGIES/GUIDELINES/METHODS

Teachers have flexibility in designing the specific assessment program. Assessment tasks may include planning, researching and presenting a project; developing a portfolio of texts from all modules; formally engaging in the community via publication of surveys or interviews.

ENGLISH STANDARD

OVERVIEW OF COURSE

The English Standard Course is designed for students to increase their expertise in English. Students apply critical and creative skills in their composition of and response to texts in order to develop their understanding of the nature and function of texts. At this stage, students are expected to be more specific about how meanings are shaped in and through texts. The skills developed in the Junior years are extended, with the expectation that students respond to and compose more complex texts. This will involve wide reading, close analysis of texts, contextual and linguistic understandings, plus analysis and evaluation of the way texts are shaped by the technologies of production.

The same analytical and writing skills are required in Standard English as in Advanced English; the primary difference between the two courses is the amount of textual content students are expected to study modern text selections as well as the expected hand-written response length in timed composition tasks. Therefore, English Standard may suit students who are also invested in other demanding courses.

COURSE DETAILS

Preliminary	Duration (indicative hours)	HSC	Duration (indicative hours)
Common: Reading to Write, Horror genre	40	Common: Texts & Human Experiences, <i>The Crucible</i> by Arthur Miller	30
Module A: Narratives that Shape our World, BBC's TV series <i>Sherlock</i>	40	Module A: Textual Conversations, short stories by Henry Lawson	30
Module B: Critical Study of Literature, John Misto's drama <i>Shoe Horn Sonata</i>	40	Module B: Critical Study of Literature, Simon Nasht's documentary <i>Frank Hurley: The Man who Made History</i>	30
		Module C: The Craft of Writing	30
Text types: film, poetry, novel & non-fiction, specific texts subject to change.			

ASSESSMENT STRATEGIES/GUIDELINES/METHODS

Teachers have flexibility in designing the specific assessment program. Assessment tasks may include speeches, examinations, polished essays and multi-modal presentations.

SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

The English Standard Course is designed to prepare students for University studies. It should enable students to engage in a broad range of post-school study and employment opportunities.

ENGLISH ADVANCED

OVERVIEW OF COURSE

The English Advanced Course is designed for students who love reading and engaging with texts to undertake the challenge of higher order thinking. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts. The students are expected to be more analytical about how multiple meanings are shaped in and through texts. They will also explore ways different texts rewrite and represent conventions used in other text. The course provides students with the opportunity to enhance their understanding of literary expression, and it also fosters an appreciation of aesthetic values. The course will involve wide reading, the close analysis of complex texts, the explanation and evaluation of contextual, cultural, generic and linguistic understanding, plus the critical articulation of the way texts are shaped by the technologies of production and reception.

COURSE DETAILS

Preliminary	Duration (indicative hours)	HSC	Duration (indicative hours)
Common: Reading to Write	40	Common: Texts & Human Experiences, Shakespeare's <i>Merchant of Venice</i>	30
Module A: Contemporary Possibilities, Shakespearean drama	40	Module A: Textual Conversations, comparative novel study	30
Module B: Close Study of Literature, WB Yeats selected poetry	40	Module B: Close Study of Literature, TS Eliot selected poetry	30
		Module C: The Craft of Writing	30
Text types: film or non-fiction, poetry, novel & Shakespearean drama. Specific texts subject to change.			

ASSESSMENT STRATEGIES/GUIDELINES/METHODS

Teachers have flexibility in designing the specific assessment program. Assessment tasks may include speeches, examinations, polished essays, multi-modal presentations.

SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

The English Advanced Course is designed for students who plan further academic study at universities. It would suit students who have interests in the wider questions of cultural production and representation, or who have specific career orientations in Communications, Law or the Arts.

ENGLISH EXTENSION 1 & 2

Students undertaking these courses must also study English Advanced.

OVERVIEW OF COURSE

The English Extension Course enables students who are accomplished, analytic and imaginative in their use of English to refine their understanding and appreciation of the cultural roles and significance of texts. The course is designed for students to pursue a specialised study of English. There is increased independence and the opportunity to theorise about the processes of responding to and composing texts. The increased independence of learning and emphasis on individual research and wide reading requires significant time management skills and self-motivation. The extended engagement with highly complex texts and the exploration of a range of conceptual frameworks are crucial components of the course.

In the HSC year, there is the opportunity to produce a Major Work within Extension 2.

Preliminary	Duration (indicative hours)	HSC	Duration (indicative hours)
Module: Texts, Culture & Value	40	Common: Literary Worlds of upheaval	60
Related Research Project	20	Texts: at least two longer texts and at least two related texts of students' choice	

HSC COURSE DETAILS

The HSC English Extension 1 Course involves the study of a prescribed Module in addition to the English (Advanced) HSC Course. Through this additional module, the students will explore and evaluate concepts associated with genres, historical periods and cultural values via the study of three prescribed texts.

The HSC English (Extension) Course 2 involves all of the above plus the independent completion of a Major Work in the student's HSC year. This Major Work is an extension of the knowledge, understanding and skills developed in the Advanced and Extension courses. It may be imaginative, investigative, interpretive, analytic, or any combination of these.

ASSESSMENT STRATEGIES/GUIDELINES/METHODS

The additional Module for English Extension Course 1 will be assessed across the modes of speaking, listening, reading, writing, viewing and representing. Essays, speeches, annotations, dialogues and examinations may be used.

The Major Work for English Extension 2 Course will be assessed internally in the HSC year as a process and externally as a product. Students may focus on creation of creative, analytical, poetic or filmic texts for evaluation.

SUGGESTED VOCATIONAL DIRECTIONS WITH THESE COURSES

The English Extension Courses are intended for students who wish to pursue a specialist career in the Arts, Law or Communications, Humanities and who wish to maximise their exposure to the creative and analytic processes.

CREATIVE & PERFORMING ARTS

DRAMA

UNIT VALUE: 2

CATEGORY: A

The Preliminary and HSC Drama Course requires students to learn experientially. This entails performing devised group and individual performances, practically studying set texts and learning about the acting techniques of various theatre practitioners.

The HSC Drama examination is broken down into two parts: Practical and Theory

60% Practical – Group performance and Individual Project

40% Written – Two essays (Contemporary Australian Drama and Black Comedy)

Drama Stage 6 Preliminary Course

The Preliminary course comprises:

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

Drama HSC Course

The HSC course comprises:

- Australian Drama and Theatre (Core component)
- Studies in Drama and Theatre
- The Group Performance (Core component, 8 – 12 minutes performance)
- The Individual Project

The Individual Project will take one of the following forms:

- Critical Analysis
- Design
- Performance (6 – 8 minute performance)
- Script writing
- Video Drama

MUSIC 1

UNIT VALUE: 2

CATEGORY: A

PRE-REQUISITE: Instrumental study.

EXCLUSION: Students undertaking this course may not study Music 2.

COURSE DESCRIPTION

In the Preliminary and 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, period and genres.

MAIN TOPICS COVERED

Students study three topics in each year of the course. Topics are chosen from the following list:

An Instrument and its Repertoire	Australian Music	Baroque Music
Jazz	Medieval Music	Methods of Notating Music
Music and Religion	Music and the Related Arts	Music for Large Ensembles
Music for Radio, Film and Television	Music for Small Ensembles	Music in Education
Music of the 18th Century	Music of the 19th Century	Music of the 20th Century
Popular Music	Renaissance Music	Rock Music
Technology and its Influence on Music	Theatre Music	

PRELIMINARY COURSE

Students will study at least THREE topics from the list above.

HSC COURSE

Students will study at least THREE topics from the list above.

The topics must be EITHER Three topics which are different from those studied in the Preliminary Course
OR Two topics which are different from those studied in the Preliminary Course and one topic from the Preliminary Course which shows greater depth of understanding, explores new repertoire and includes a comparative study.

MUSIC 2

UNITS: 2

CATEGORY: A

PREREQUISITES: Stage 5 Elective Music

EXCLUSIONS: Students undertaking this course may not study Music 1

COURSE DESCRIPTION

In the Preliminary and 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.

MAIN TOPICS COVERED

Students study one mandatory topic covering a range of content and one additional topic for each year of the course. In the Preliminary course the mandatory topic is Music 1600-1900, in the HSC course the mandatory topic is the Music of the last 25 years (Australian Focus).

ADDITIONAL TOPICS

PRELIMINARY:

Students will study one topic from the list below:

Australian music	Music of a culture	Medieval music
Renaissance music	Music 1900-1945	Music 1945 to Music 25 years ago

HSC

Students will study one topic from the list below

Music of a culture (different from the Preliminary study course)

Medieval music	Renaissance music	Baroque music
Classical music	Music of the 19th Century	Music 1900-1945
Music 1945 to Music 25 years ago		

PARTICULAR COURSE REQUIREMENTS

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in performance, composition or musicology. Students selecting the composition or musicology 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 NESA to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.

HSC MUSIC EXTENSION COURSE

UNITS: 1

CATEGORY: A

PREREQUISITES: Music 2 (studied concurrently with HSC course of Music 2)

EXCLUSIONS: Students undertaking this course may not study Music 1.

COURSE DESCRIPTION

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

PARTICULAR COURSE REQUIREMENTS

Students selecting composition or musicology as their area of specialisation will be required to compile a portfolio of work as part of the process or preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.

VISUAL ARTS

UNIT VALUE: 2

CATEGORY: A

COURSE DESCRIPTION

Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a “body of work” in the HSC course that reflects students’ knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

MAIN TOPICS COVERED

Preliminary Course learning opportunities focus on:

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

HSC Course learning opportunities focus on:

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

PARTICULAR COURSE REQUIREMENTS

PRELIMINARY COURSE

- Artworks in a least 2 forms and use of a process diary
- A broad investigation of ideas in art criticism and art history

HSC COURSE

- * Development of a body of work and use of a process diary
- * A minimum of 5 case studies (4-10 hours each)
- * Deeper and more complex investigations of ideas in art criticism and art history

ASSESSMENT: HSC only

External Assessment	Weighting	Internal Assessment	Weighting
a written paper	50	Development of the body of work	50
submission of a body of work	50	Art criticism and art history	50
	100		100

SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

Visual Arts aims to enable students to understand and value the contribution which artists, crafts people and designers make a society. Students are encouraged to develop safe working practices in a shared working environment and to express themselves as unique personalities. This helps students develop a positive self concept and to participate more fully in the cultural life of the community.

MATHEMATICS

MATHEMATICS STANDARD

UNIT VALUE: 2

CATEGORY: A

OVERVIEW OF COURSE

This course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner. The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard Syllabus. In Year 12, students can elect to study either the Standard 1 course (Category B) or the Standard 2 course (Category A).

The purpose of this course is to provide an appropriate mathematical background for students who wish to enter occupations, which require the use of basic mathematical and statistical techniques, including most trade based careers. The direction taken by this course, in focusing on mathematical skills and techniques that have direct application to everyday activity, contrasts with the more theoretical approach taken by the other Year 11 and 12 Mathematics courses.

PRELIMINARY COURSE DETAILS

1. Algebra
2. Measurement
3. Financial Mathematics
4. Statistical Analysis
5. Networks

HSC COURSE DETAILS

1. Algebra
2. Measurement
3. Financial Mathematics
4. Statistical Analysis
5. Networks

HSC examination: Standard 2: one paper x 2½ hours; Standard 1: one paper x 2 hours

ASSESSMENT STRATEGIES/GUIDELINES/METHODS

Assignments, open book tests, topic tests, examinations, practical investigations. Students will be given their own Assessment Schedule at the beginning of Year 11. This outlines all the assessment information for the Preliminary and HSC courses.

MATHEMATICS ADVANCED

UNIT VALUE: 2

CATEGORY: A

OVERVIEW OF COURSE

Suitable for students who studied Mathematics Advanced Pathway in Years 9 and 10. Students from the Mathematics Standard pathway do find this course difficult and for the most part do not cope. This course is intended to give these students an understanding of and competence in further aspects of Mathematics. It is expected that students studying this course have a thorough working knowledge and understanding of Algebra.

PRELIMINARY COURSE DETAILS

1. Functions
2. Trigonometric Functions
3. Calculus
4. Exponential and Logarithmic Functions
5. Statistical Analysis

HSC COURSE DETAILS

1. Functions
2. Trigonometric Functions
3. Calculus
4. Exponential and Logarithmic Functions
5. Statistical Analysis

HSC Examination: one paper of 3 hours

ASSESSMENT STRATEGIES/GUIDELINES/METHODS

Assignments, open book tests, topic tests, examinations, investigations. Students will be given their own Assessment Schedules at the beginning of Year 11.

MATHEMATICS EXTENSION 1

UNIT VALUE: 3

CATEGORY: A

OVERVIEW OF COURSE

Suitable for students who studied the Mathematics Advanced Pathway course in Years 9 and 10 and achieved an “A” or “B” result.

The 1 Unit Extension course encompasses all of the Mathematics course plus extensions and additional topics. It is intended to give students a thorough understanding of, and competence in, aspects of Mathematics that are both theoretical and practical.

PRELIMINARY COURSE DETAILS

1. Functions
2. Trigonometric Functions
3. Calculus
4. Combinatorics.

HSC COURSE DETAILS

1. Proof
2. Vectors
3. Trigonometric Functions
4. Calculus
5. Statistical Analysis.

HSC Examination: Mathematics paper 3 hours; 1 Unit Extension paper 2 hours.

ASSESSMENT STRATEGIES/GUIDELINES/METHODS

Topic tests, assignments, examinations. Students will be given their own Assessment Schedule at the beginning of Year 11. This will outline all the assessment information for this course.

MATHEMATICS EXTENSION 2

UNIT VALUE: 4

CATEGORY: A

OVERVIEW OF COURSE

This course is designed for students who display an outstanding ability in the 1 Unit Extension course. It represents a distinctly high level in school Mathematics involving the development of considerable manipulative skill and a high degree of understanding of algebra and calculus.

PRELIMINARY COURSE DETAILS

Not applicable, this is an HSC course only.

HSC COURSE DETAILS

1. Proof
2. Vectors
3. Complex Numbers
4. Calculus
5. Mechanics.

HSC examination: 1 Unit Extension paper 2 hours; 2 Unit Extension paper 3 hours.

ASSESSMENT STRATEGIES/GUIDELINES/METHODS

Topic tests, assignments, examinations. Students will be given their own Assessment Schedule at the beginning of Year 11. This outlines all the assessment information for this HSC course.

SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

This course provides a mathematical background for tertiary studies in mathematics, science, economics and engineering.

SCIENCE

BIOLOGY

UNIT VALUE: 2

CATEGORY: A

OVERVIEW OF COURSE

The study of Biology 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. This is a rigorous course and should only be attempted by those students who demonstrated sound achievement and application to Science in Stage 5.

COURSE DESCRIPTION

The Preliminary course incorporates the study of the mechanisms and systems living things use to obtain, transport and use material for their own growth and repair; biotic and abiotic features of the environment and the relationships between the interdependence of organisms in an ecosystem; the evolution of life on earth; and the effects of global changes on the diversity of life. The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals, especially humans, have developed to maintain a constant internal environment and the way in which the continuity of life is assumed by the inheritance of characteristics from generation to generation.

Students must complete one depth study in both Year 11 and 12. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

MAIN TOPICS COVERED PRELIMINARY COURSE (120 indicative hours)

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1: Cells as the Basis of Life	60	*15 hours in Modules 1–4
		Module 2: Organisation of Living Things		
		Module 3: Biological Diversity	60	
		Module 4: Ecosystem Dynamics		

HSC COURSE TOPICS (120 indicative hours)

Year 12 course (120 hours)	Working Scientifically Skills	Module	Indicative hours	Depth studies
		Module 5: Heredity	60	*15 hours in Modules 5–8
		Module 6: Genetic Change		
		Module 7: Infectious Disease	60	
		Module 8: Non-infectious Disease and Disorders		

PARTICULAR COURSE REQUIREMENTS

Students complete a depth study of a minimum of 15 hours in Year 11 and 12. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

ASSESSMENT:

Assessment is comprised of formal school-based assessment and an external HSC examination. In both the Preliminary and HSC course the component weightings are mandatory.

Component	Weighting
Skills in working scientifically	60
Knowledge and understanding of course content	40

The Year 11 formal school-based assessment program reflects the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

The Year 12 formal school-based assessment program reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

A 3 hour HSC examination is sat by students at the completion of the course.

CHEMISTRY

UNIT VALUE: 2

CATEGORY: A

OVERVIEW OF COURSE

Chemistry is the study of the composition of substances, and the interactions between them. It forms a basis for many other areas of Science, and as such is useful or essential for many tertiary courses. Chemistry requires a high level of logical thought as well as hard work. Students studying Chemistry should have been very competent Stage 5 science students, and should study a higher level of Mathematics.

COURSE DESCRIPTION

Chemistry investigates natural and made substances, their substances, changes and environmental importance. Students learn about the history and philosophy of science as it relates to Chemistry as well as working individually and with others in practical, field and interactive media experiences related to chemistry. They undertake experiments and decide between competing theories. They assess the impact of decisions based on an understanding of chemistry on society.

Students must complete one depth study in both Year 11 and 12. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

MAIN TOPICS COVERED PRELIMINARY COURSE (120 indicative hours)

Year 11 course	Working Scientifically Skills	Modules	Indicative hours	Depth studies
(120 hours)		Module 1: Properties and Structure of Matter	60	*15 hours in Modules 1–4
		Module 2: Introduction to Quantitative Chemistry		
		Module 3: Reactive Chemistry	60	
		Module 4 : Drivers of Reactions		

HSC COURSE TOPICS (120 indicative hours)

Year 12 course	Working Scientifically Skills	Modules	Indicative hours	Depth studies
(120 hours)		Module 5: Equilibrium and Acid Reactions	60	*15 hours in Modules 5–8
		Module 6: Acid/base Reactions		
		Module 7: Organic Chemistry	60	
		Module 8: Applying Chemical Ideas		

PARTICULAR COURSE REQUIREMENTS

Students must complete a depth study of a minimum of 15 hours in Year 11 and 12. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. This is a rigorous course and should only be attempted by those students who demonstrated significant achievement and application to Science in Stage 5.

ASSESSMENT

Assessment is comprised of formal school-based assessment and an external HSC examination. In both the Preliminary and HSC course the component weightings are mandatory.

Component	Weighting
Skills in working scientifically	60
Knowledge and understanding of course content	40

The Year 11 formal school-based assessment program reflects the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

The Year 12 formal school-based assessment program reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

A 3 hour HSC examination is sat by students at the completion of the course.

PHYSICS

UNIT VALUE: 2

CATEGORY: A

OVERVIEW OF COURSE

The Stage 6 Physics course involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future. Physics requires a high level of logical thought as well as hard work. Students studying Physics should have been very competent Stage 5 science students and should study a higher level of Mathematics.

COURSE DESCRIPTION

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

MAIN TOPICS COVERED PRELIMINARY COURSE (120 indicative hours)

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 : Kinematics	60	*15 hours in Modules 1–4
		Module 2: Dynamics		
		Module 3: Waves and Thermodynamics	60	
		Module 4: Electricity and Magnetism		

HSC COURSE CORE TOPICS (120 indicative hours)

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5: Advanced Mechanics	60	*15 hours in Modules 5–8
		Module 6: Electromagnetism		
		Module 7: The Nature of Light	60	
		Module 8: From the Universe to the Atom		

PARTICULAR COURSE REQUIREMENTS

Students must complete a depth study of a minimum of 15 hours in Year 11 and 12. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. This is a rigorous course and should only be attempted by those students who demonstrated significant achievement and application to Science in Stage 5.

ASSESSMENT

Assessment is comprised of formal school-based assessment and an external HSC examination. In both the Preliminary and HSC course the component weightings are mandatory.

Component	Weighting
Skills in working scientifically	60
Knowledge and understanding of course content	40

The Year 11 formal school-based assessment program reflects the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination • one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

The Year 12 formal school-based assessment program reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

A three hour HSC examination is sat by students at the completion of the course.

INVESTIGATING SCIENCE

UNIT VALUE: 2

CATEGORY: A

OVERVIEW OF COURSE

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.

COURSE DESCRIPTION

Investigating Science reflects the interdisciplinary nature of Science with a focus on the interdependence of science, technology and society. It is designed to cater to a range of students who want to become scientifically literate citizens, and who want to gain a sound understanding of scientific laws, theories and principles on which technology develops. Investigating Science caters for a wide range of students, providing stimulation for students who have achieved elementary to substantial achievement level in Stage 5 Science.

MAIN TOPICS COVERED PRELIMINARY COURSE (120 indicative hours)

		Modules	Indicative hours	Depth studies
Year 11 course (120 hours)	Working Scientifically Skills	Module 1: Cause and Effect – Observing	60	*30 hours in Modules 1–4
		Module 2: Cause and Effect – Inferences and Generalisations		
		Module 3: Scientific Models	60	
		Module 4: Theories and Laws		

HSC COURSE CORE TOPICS (120 indicative hours)

		Modules	Indicative hours	Depth studies
Year 12 course (120 hours)	Working Scientifically Skills	Module 5: Scientific Investigations	60	*30 hours in Modules 5–8
		Module 6: Technologies		
		Module 7: Fact or Fallacy?	60	
		Module 8: Science and Society		

PARTICULAR COURSE REQUIREMENTS

Students must complete a depth study of a minimum of 30 hours in Year 11 and 12. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

ASSESSMENT

Assessment is comprised of formal school-based assessment and an external HSC examination. In both the Preliminary and HSC course the component weightings are mandatory.

Component	Weighting
Skills in working scientifically	60
Knowledge and understanding of course content	40

The Year 11 formal school-based assessment program reflects the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

The Year 12 formal school-based assessment program reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

An HSC examination is sat by students at the completion of the course.

HSIE

BUSINESS STUDIES

UNIT VALE: 2

CATEGORY: A

OVERVIEW OF COURSE

This course is designed to enable students to gain knowledge and participate more effectively and responsibly in a changing business environment. This subject covers many of the key elements of Business and how they operate. Business Studies also addresses the different influences of the business environment that contribute to business success and failure. This subject is also suitable for students attempting to participate in or be involved with the business environment in any capacity.

PRELIMINARY COURSE STRUCTURE (120 hours)

Topic	Indicative hours	% of course time
Nature of business	24	20
Business management	48	40
Business planning	48	40

ASSESSMENT FOR PRELIMINARY COURSE

Components	Weightings
1. Media file and report	25
2. Shark Tank	35
3. Examination	40
	Total 100

HSC COURSE STRUCTURE (120 indicative hours)

Topic	Indicative hours	% of course time
Operations	30	25
Marketing	30	25
Finance	30	25
Human resources	30	25

HSC ASSESSMENT STRATEGIES/GUIDELINES

Internal: Research assignments, topic tests, oral presentations, examinations.

External: 1 x 3 hour written examination.

ECONOMICS

UNIT VALUE: 2

CATEGORY: A

DISTANCE ED COURSE

OVERVIEW OF COURSE

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life.

As a subject, Economics Stage 6 is distinctive because of the range of problems and issues that it investigates and the skills that it develops. A student who has completed the Preliminary and HSC courses should have the skills enabling them to:

- * Comprehend the background and implications of contemporary issues;
- * Discuss appropriate policies to solve economic problems and issues;
- * Understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy;
- * Identify fluctuations in the global and Australian economies and their likely effects on business.

The discipline of economics has a theoretical basis and economists often debate the relative merits of different theories when assessing issues and proposing solutions to economic problems, including economic modelling. Students will benefit from the study of economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, tourism, history, geography or environmental studies.

PRELIMINARY COURSE DETAILS:	ASSESSMENT FOR THE PRELIMINARY COURSE:	
The Preliminary course is essentially micro-economic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Much of this behaviour is influenced by the operation of markets. Two key markets, the labour market and the financial market, are examined in detail. The Preliminary course provides an essential foundation for the HSC course.	120 indicative hours	% of course time
	Introduction to Economics	10
	Consumers and Business	10
	Markets	20
	Labour Markets	20
	Financial Markets	20
	Government in the Economy	20

HSC COURSE DETAILS: 120 hours indicative time involved	ASSESSMENT FOR THE HSC COURSE:	
The HSC course focuses on the management of an economy and is therefore essentially macroeconomic in nature. It examines the external framework in which the Australian economy operates. The course investigates the impact of the global economy on the Australian economy and the link between economic issues and the management of an economy, with specific reference to the Australian economy.	120 indicative hours	% of course time
	Global Economy	25
	Australia's place in the Global Economy	25
	Economic issues	25
	Economic Policies and Management	25

The order of the topics in both the Preliminary and HSC courses is not prescriptive and may be influenced by economic events, the interests and needs of the students or the availability of resources.

ASSESSMENT

Assessment of the students in the Higher School Certificate course will be based on the Standards Referencing approach. Their final result will have both an Internal and an External component using weightings detailed by NESA and linked to the suggested Standards according to each Band on the Performance Scale.

SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

The study of Economics Stage 6 allows students to develop knowledge and understanding, skills, attitudes and values using subject matter and methodology that suits their interests. The course benefits students when they pursue further education and training, employment and active participation as citizens.

GEOGRAPHY

UNIT VALUE: 2

CATEGORY: A

OVERVIEW OF COURSE:

Geography is an investigation of the world, which provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop their ability to recognise and understand environmental change and the interactions which take place in our world.

Geography has many dimensions, two of which are emphasised in this syllabus:

- (1) The ecological dimension considers how humans interact with environments;
- (2) The spatial dimension focuses on where things are, why they are there and how people interact differently with environments in different places.

In this course, the term environment describes the “total surroundings”. It includes biophysical interactions as well as people in their cultural, social, political and economic contexts. Geographers explore the spatial dimensions of environments examining linkages, flows, associations and patterns. Perceptions of the environment are also influenced by personal experience and information gained from the media and other information technology. These perceptions influence the way people interact with their surroundings affecting our use of resources, environmental management and our attitudes towards sustainability. Geography is a life-long interest, sustaining a natural curiosity about how and why the world's people and their environments are so varied. There are four primary reasons why students should study the subject of Geography:

- * By definition, Geography provides knowledge of the earth and helps people to plan and make decisions about the spatial dimensions of the world.
- * Geography provides an intellectual challenge to reach a deeper understanding of the variable character of life on our planet.
- * With a strong grasp of Geography, students are well prepared to explore issues as informed citizens in a changing world.
- * Students of Geography develop skills and understandings transferable and applicable to the world or work.

Studies in both physical and human geography provide an important base on which students investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society. Clarifying, analysing, acquiring and judging values allows students to respond to geographical issues, questions and problems. Studying Geography prepares students for post-school studies and future employment, and for active participation as informed citizens.

PRELIMINARY COURSE DETAILS:	ASSESSMENT FOR THE PRELIMINARY COURSE:	
This course is based on a study of two compulsory topics plus the Senior Geography Project. The topics are Biophysical Interactions and Global Challenges. Equal proportions of course time should be allocated to each topic. The Project topic is chosen by the students themselves and influenced by their interests, needs and ability.	Components	Weighting
	Senior Geography Project	40
	Biophysical Interactions	20
	Yearly exam	40

HSC COURSE DETAILS: 120 hours indicative time involved	ASSESSMENT FOR THE HSC COURSE:	
The HSC 2 unit Geography class will study the following options: * Ecosystems at Risk (40 hours) * Urban Places (40 hours) * People and Economic Activity (40 hours) Each of these options will take one third of the course time and in conjunction with each option geographic skills, contemporary issues and fieldwork will be integrated into the units.	Components	Weighting
	Ecosystems at Risk	25
	Urban Places	25
	People and Economic Activity	20
	Trial Examination	30

EXTERNAL HSC EXAMINATION

1 x written paper (plus 5 minutes reading time) consisting of 3 sections: (i) 15 multiple choice (15 marks); (ii) 3-5 paragraph responses, completing stimulus material (25 marks); (iii) 2 extended response questions (60 marks)

LEGAL STUDIES

UNIT VALUE: 2

CATEGORY: A

AIM

Legal studies develops students' knowledge, understanding and skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as citizens at the local, national and international level. The course is designed to develop an understanding of law appropriate for all. The syllabus is designed to prepare students to participate effectively in everyday life, rather than to prepare them for further study in law or to advise others about the law.

OBJECTIVES

Through Legal Studies students will develop:

- A knowledge of the general nature, functions, systems, processes and institutions of domestic and international law;
- an understanding of how changes in societies influence change and reform the law;
- access to and participation in the legal system and methods of dispute resolution;
- an interest in, and informed and responsible values and attitudes about legal functions, practices and institutions;
- skills in analysis and evaluation of legal information and issues from a variety of perspectives;
- skills in communicating legal information and issues using the appropriate forms.

HSC EXAMINATION

The Legal Studies exam is a 3 hour exam and includes the following:

1. Multiple choice questions - 15 marks (15 multiple choice questions)
2. Short answers -10 marks (One short answer question with parts)
3. Essay/Extended response questions - 75 marks. Students must complete 3 essays in this section. One essay will be completed for each focus study in the HSC course.

COURSE STRUCTURE

PRELIMINARY		HSC	
Core 40%	Core Part I: The legal system <ul style="list-style-type: none"> • Basic legal concepts • Sources of contemporary Australian law • Classification of law • Law reform • Law reform in action 	Core Part I: Crime <ul style="list-style-type: none"> • The nature of crime • The criminal investigation process • The criminal trial process • Sentencing and punishment • Young offenders • International crime 	Core 30%
Core 30%	Core Part II: The individual and the law <ul style="list-style-type: none"> • Your rights and responsibilities • Resolving disputes • Contemporary issue: the individual and technology 	Core Part II: Human rights <ul style="list-style-type: none"> • The nature and development of human rights • Promoting and enforcing human rights • Contemporary issue 	Core 20%
Core 30%	Core Part III: Law in practice The Law in practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and/or Part II.	Part III: Options Choose Two <ul style="list-style-type: none"> • Consumers • Global environmental protection • Family • Indigenous peoples • Shelter • Workplace • World order 	Option 25% each

HISTORY & LOTE

ANCIENT HISTORY

UNIT VALUE: 2

CATEGORY: A

OVERVIEW OF COURSE

The Year 11 and Year 12 HSC Ancient History courses aim to develop a “lifelong interest and enthusiasm” by bringing the past alive and making it relevant to what is happening in today’s world. This subject also provides students with the tools and skills to investigate and understand the causes and changes that have occurred globally since ancient times and thus gain a greater awareness and understanding of how our world has developed into what it is today. Throughout Years 11 and 12, students will continue to develop on the core skills acquired in the Stage 4 and 5 History program. In particular, there is an emphasis on analysis of sources, conducting independent research and responding to various ethical dilemmas confronting us today about how the past is to be preserved. All these are an essential part of both the Year 11 and the Year 12 HSC course work. Ancient History has been an excellent contributor to the ATAR for students at the College.

YEAR 11 COURSE DETAILS (120 hours)

PART I - Investigating Ancient History:

- Investigating ancient sources (for example, the contribution of science and archaeology to understanding the past with an emphasis on ancient sites and human remains)
- Case studies (for example, Tutankhamun’s Tomb, Troy and the Roman Games)

PART II Features of Ancient Societies:

- The study of ancient civilisations (for example, Egypt, Rome, Greece and the Celts)
- Key features (for example, Slavery, weapons and warfare, death and funerary customs and power and image of rulers)

PART III Historical Investigation:

- Students conduct a research project on a topic of their choice from the Ancient world

YEAR 11 ASSESMENT

Assessment tasks involve a variety of formats, such as:

- Oral presentations/Podcasts
- Report style tasks
- Essay tasks
- Source based tasks
- Examinations

HSC COURSE DETAILS (120 hours)

PART I Core Study: Cities of Vesuvius – Pompeii and Herculaneum

PART II One Ancient Society (for example, Spartan Society to the Battle of Leuctra 371BC)

PART III One Historical Personality (for example, Egypt – Akhenaten)

PART IV One Historical Period (for example, New Kingdom Egypt from Amenhotep III to Ramesses II)

HSC ASSESSMENT

Assessment tasks again involve a variety of formats, such as:

- Oral presentations
- Podcasts
- Report style tasks
- Essay tasks
- Source based tasks
- Examinations

The knowledge, understanding and skills developed during this course forms a valuable foundation for a range of courses at university and tertiary institutions. Ancient History also offers students an opportunity to achieve sound results while preparing students for employment and full and active participation as citizens. Students who have completed the Ancient History course at St Stanislaus College learn a great deal about essay writing, combining historical, scientific and archaeological evidence to piece together the past, have the opportunity to achieve well at HSC level and take away a lifelong interest in the History of the world. Ancient History can also be undertaken in conjunction with the Modern History course and lays a foundation from which students can undertake History Extension in Year 12.

MODERN HISTORY

UNIT VALUE: 2

CATEGORY: A

OVERVIEW OF COURSE

The Year 11 and Year 12 HSC Modern History courses aim to make history relevant in explaining current events today. The course also provides students with the tools and skills to investigate and understand the causes and changes that have occurred globally over the last 200 years and thus gain a greater awareness and understanding of how our world has developed into what it is today. Throughout Year 11 and 12, students will continue to develop the core skills acquired in the Stage 4 and 5 History program. In particular there is an emphasis on the critical analysis of primary and secondary sources, the ability to deconstruct texts and narratives, pose intelligent questions and test hypotheses. Students will be able to explore a range of key events from Modern History, such as the reasons for the decline and fall of the Romanov dynasty in Russia and rise of the USSR, how Fidel Castro and 12 revolutionaries overthrew a dictatorship in Cuba and case studies on World War I, World War II and the Cold War.

YEAR 11 COURSE (120 hours)

PART I: Investigating Modern History

- The nature and construction of Modern History (for example, Making Contact with the Pacific and The Age of Imperialism)
- Case studies (for example, the decline and fall of the Romanov dynasty, the Cuban Revolution and the US Civil War)

Part II: Historical Investigation

- Students conduct a research project on a topic of their choice from Modern History

Part III: The Shaping of the Modern World

- Students study factors that shaped the modern world (for example, the French Revolution and World War I)

YEAR 11 ASSESSMENT

Assessment tasks involve a variety of formats, such as:

- Oral presentations/Podcasts
- Report style tasks
- Essay tasks
- Source based tasks
- Examinations

HSC COURSE

The HSC Modern History course enables students to develop greater in-depth knowledge and skills to respond to different types of sources and relevant historiographical issues related to an aspect of 20th century history. Students investigate key features and issues, for example, a core study of the collapse of democracy and rise of fascism in Europe, with an emphasis on Nazi Germany and the history of Russia from 1917 – 1941. In addition, through the study of Peace and Conflict, for example the Cold War or Conflict in Europe, students gain an even more detailed understanding of the role of events that impact the world they live in today. Students also investigate key features and issues of a particular change in the modern world, for example, The Nuclear Age or the Civil Rights Movement in the USA.

HSC COURSE DETAILS

- PART I Core Study: Power and Authority in the Modern World 1919 – 1946
- PART II One National Study (for example, Russia and the Soviet Union 1917 – 1941)
- PART III One Peace and Conflict (for example, The Cold War 1945 – 1991)
- PART IV One Change in the Modern World (for example, Apartheid in South Africa 1960 - 1994)

HSC ASSESSMENT

Assessment tasks again involve a variety of formats, such as:

- Oral presentations
- Podcasts
- Report style tasks
- Essay tasks
- Source based tasks
- Examinations

The knowledge, understanding and skills developed during this course form a valuable foundation for a range of courses at university and tertiary institutions. Modern History also offers students an opportunity to achieve sound results while preparing students for employment and full and active participation as citizens. Students who have completed the Modern History course at St Stanislaus College learn a great deal about essay writing, combining historical, scientific and archaeological evidence to piece together the past, have the opportunity to achieve well at HSC level and take away a lifelong interest in the History of the world. Modern History can also be undertaken in conjunction with the Ancient History course and lays a foundation from which students can undertake History Extension in Year 12.

HISTORY EXTENSION

UNIT VALUE: 1

NOTE: Students studying this course must also be studying either Modern and/or Ancient History.

OVERVIEW OF COURSE

The HSC History Extension course is about historiography, that is, how historians have written history over the centuries and how and why different historians interpret events differently. The first topic, “Constructing History” focuses on different “schools” of thought. This involves looking at a number of philosophies of history, ranging from empiricism (‘the truth is out there’ and can be discovered via a careful process of analysing sources) to postmodernism (‘history is fiction’ and all ‘truth’ is relative), as well as a number of other perspectives on what history actually is. The second topic is a case study focusing on a particular historiographical debate. This compares and contrasts the interpretations, evidence, methodologies and context of competing historians. Reasons for their different interpretations are the primary focus. In past years the case study undertaken has been about the 35th President of the USA, “John Fitzgerald Kennedy (JFK)” and the debate over the “man” and “myth” aspects of his presidency. Throughout the course students will also conduct their own historiographical research into a topic of their own choice. This will be presented in a fully referenced 2500 word essay with a synopsis, logbook, bibliography and source evaluation. This is referred to as the “History Project”. In the past, some of the topics chosen by students have included:

- The historicity of “Robin Hood”.
- To Be or Not To Be: The debate over the “real” Shakespeare.
- How have Mormon historians changed their interpretation of Mormon polygamy
- Competing accounts of the disappearance of Amelia Earhart.
- Are oral sources alone a reliable basis for historical research?
- Why did the Americans drop the Atomic bombs on Japan?
- Who was responsible for the smallpox epidemic in Sydney Cove in 1789?
- Problems with classifying genocides in history.

OVERVIEW OF THE HSC COURSE (60 hours)

HSC COURSE DETAILS

PART I Constructing History:

- Key Questions (for example, who are the historians and what are the purposes of history?)
- Case Studies (for example, the Presidency of JFK)

PART II History Project

- Individual research project into an area of changing historical debate

HSC ASSESSMENT

Assessment tasks again involve a variety of formats, such as:

- Oral presentations
- Podcasts
- Report style tasks
- Essay tasks
- Source based tasks
- Examinations

The knowledge, understanding and skills developed during this course forms a valuable foundation for a range of courses at university and tertiary institutions. History Extension also offers students an opportunity to achieve sound results while preparing students for employment and full and active participation as citizens. Students who complete the History Extension course at St Stanislaus College learn a great deal about essay writing, combining historical, scientific and archaeological evidence to piece together the past, have the opportunity to achieve well at HSC level and take away a lifelong interest in the History of the world. History Extension can also greatly enhance students results in both Modern and Ancient History.

SPORT / PDHPE

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

UNIT VALUE: 2

CATEGORY A

OVERVIEW OF COURSE

The Course aims to develop in students the knowledge, skills and attitudes needed to understand and lead a healthy lifestyle. Movement skill and personal fitness; self-esteem and general well-being; and the ability to make informed health choices at a personal and community level are all key parts of the course. Students complement their theoretical work with a variety of practical activities.

PRELIMINARY COURSE DETAILS

The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students have to study two.

Core Strands: Better Health for Individuals (30%)
 The Body in Motion (30%)

Options (only 2): First Aid (20%)
 Composition and Performance (20%)
 Fitness Choices (20%)
 Outdoor Recreation (20%)

HSC COURSE DETAILS

The HSC Course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students study two.

Core Strands: Health Priorities in Australia (30%)
 Factors Affecting Performance (30%)

Options (only 2): The Health of Young People (20%)
 Sport and Physical Activity in Australian Society (20%)
 Sports Medicine (20%)
 Improving Performance (20%)
 Equity and Health (20%)

ASSESSMENT STRATEGIES/GUIDELINES/METHODS

There will be a balance between the assessment of knowledge and understanding outcomes and course content; and skills outcomes and content.

One task may be used to assess several components. Three to five tasks will be used to assess each course. Assessment tasks may include:

- * Laboratory reports
- * Debates
- * Oral presentations
- * Research reports
- * Practical performances to demonstrate theoretical understanding
- * Examinations and tests.

SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

Teaching, Sports Administration, Outdoor Education, Sports Science, Fitness Testing, Fitness Trainer, Sports Coaching, Sports Psychology, Recreation Officer, Development Officer.

SPORT, LIFESTYLE & RECREATION

STAGE 6 - CONTENT ENDORSED COURSE

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students and enables them to adopt and maintain an active lifestyle. Students also develop a preparedness to contribute to the establishment of a health-promoting community that is supportive of its members adopting a healthy lifestyle.

This course caters for a wide range of student needs. It can assist students in developing:

- the qualities of a discerning consumer and an intelligent critic of physical activity and sport
- high levels of performance skill in particular sports
- the capacity to adopt administrative roles in community sport and recreation
- the skills of coach, trainer, first aid officer, referee and fitness leader.

In the context of this course it may be possible for students to acquire recognised qualifications in these areas. The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students should be given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive. The program provides a balance between offering experience in a range of movement contexts and the opportunity to specialise in a specific sport or recreational activity.

The areas of sports science, physical education and human movement present viable post-school study and career pathways. This course provides a sound platform for further study and may offer some credit transfer opportunities into TAFE.

The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.

Sport, Lifestyle and Recreation allows flexibility to allow students to specialise in areas of interest that are not available in the Stage 6 PDHPE syllabus. The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There is no prescribed core component. Schools are able to select from these modules to develop programs that respond to student needs and interests.

A range of courses may be offered as follows:

1 year/ 1 unit	HSC or Preliminary	60 hours	2-3 modules
1 year/2 units	HSC or Preliminary	120 hours	3-6 modules
2 year/ 1 unit	HSC & Preliminary	60 + 60 hrs	3-6 modules
2 year/2 units	HSC & Preliminary	120 + 120 hrs	6-12 modules

The modules in Sport, Lifestyle and Recreation are:

1. Aquatics	9. Healthy Lifestyle
2. Athletics	10. Individual Games and Sports Applications
3. Dance	11. Outdoor Recreation
4. First Aid and Sports Injuries	12. Resistance Training
5. Fitness	13. Social Perspectives of Games and Sports
6. Games and Sports Applications I	14. Sports Administration
7. Games and Sports Applications II	15. Sports Coaching and Training
8. Gymnastics	

AGRICULTURE

UNIT VALUE: 2

CATEGORY: A

OVERVIEW OF COURSE

This course is designed to develop students' knowledge and understanding about the production and marketing of both animal and plant products. Students should also develop the associated skills and responsible attitudes that are necessary to manage and market these products in a sustainable manner. Resolving issues of long term profitability and sustainability is the challenge for agriculture and the basis of this course. A focus is also placed on technology which will assist in the efficient production of food to feed a rapidly increasing world population.

Students will engage in and reflect upon practical experience relevant to all aspects of agricultural production. Some of this experience will be in the laboratory, some in small plot work and some on commercial farms or other components of the industry. In all cases, students should use practical experiences to develop design, practical, management, observation, recording, interpretation and communication skills. The major practical experience in the HSC course will involve the annual Riverina Tour where students will visit a number of farms and food processing plants from the Australian Beef and Apple industries.

COURSE DESCRIPTION

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issues of sustainability of the farming system. This is an "on farm" environment-orientated course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production, but places a greater emphasis on the place of the farm in the wider economic, environmental and social environment. This is achieved through the Farm Enterprise/Product Study.

MAIN TOPICS COVERED

PRELIMINARY COURSE (120 Indicative hours)

Overview of Australian Agriculture (15%)

The Farm Case Study (25%)

Plant Production (30%)

Animal Production (30%)

HSC COURSE

Core Topic (80%)

1. Plant/Animal Production (50%)

2. Farm Product Study (30%)

1 Elective (20%)

Study one of the following

Agri-food, Fibre and Fuel Technologies

Climate Challenge

Farming for the 21st Century

At St Stanislaus' College we study Agri-food, Fibre and Fuel Technologies

PARTICULAR COURSE REQUIREMENTS

Practical experiences occupy a portion of both Preliminary and HSC course time. Students do not need to have taken Agriculture in Years 9 and 10 to take this course.

SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

2 Unit Agriculture provides scope for students wishing to pursue a career in Agriculture, either in the workforce or at a tertiary level. The mix of theory and practical provides an attractive opportunity for all students.

DESIGN & TECHNOLOGY

UNIT VALUE: 2

CATEGORY: A

OVERVIEW OF COURSE

This course focuses on the study of Technology through design. Design & Technology has a unique focus on creativity, innovation and the successful implementation of innovative ideas. It involves practical experiences in investigating, testing, designing, constructing and evaluating a Major Design Project. It has a 1.5 hour HSC exam.

PRELIMINARY COURSE DETAILS

- Beginning with a design challenge, students follow a series of steps to achieve viable, creative and innovative solutions.
- Students complete at least two related studies that encompass researching, testing, investigating, managing, documentation, producing evaluations and sketching detailed drawings.
- Students complete a study into the nature and variety of work a professional designer undertakes.

ASSESSMENT FOR PRELIMINARY COURSE

- Related studies; involves hands on practical activities - folio documentation.
- Examinations.
- Assignments.

HSC COURSE DETAILS

The main areas of study for the HSC involve:

- a) Development and realisation of a Major Design Project.
- b) A case study of an innovation.

The Major Design Project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity.

The Case Study involves the critical analysis of an innovation. By conducting a detailed case study of an innovation, students will be able to identify the factors underlying the success of the innovation; analyse ethical issues in relation to the innovation; and discuss the impact of the innovation on Australian society.

ASSESSMENT HSC COURSE

- Major Design Project progress
- Case Study
- Examinations

ENGINEERING STUDIES

UNIT VALUE: 2

CATEGORY: A

OVERVIEW OF COURSE

Engineering Studies provides study in a range of engineering concepts ranging from communication, materials, electronics and drawing. It is an interesting course which should only be considered by able Science students who have performed to an Advanced level in Science and Mathematics in Year 10.

COURSE DESCRIPTION

Both the Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

MAIN TOPICS COVERED

Preliminary Course (120 indicative hours)

Students undertake to study and develop an engineering report for each of 5 modules:

- * Three application modules (based on engineered products). At least one product is studied from each of the following categories:
Household appliances, landscape products and braking systems;
- * One focus module relating to the field of Bio-engineering;
- * One elective module.

HSC Course (120 indicative hours)

Students undertake to study and develop an engineering report for each of 5 modules:

- * Three application modules (based on engineered products). At least one product is studied from each of the following categories:
household appliances, landscape products and braking systems.
- * Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

PARTICULAR COURSE REQUIREMENTS

Students develop an engineering report for each module studied. At least one report in each of the Preliminary and HSC courses must be the result of collaborative work.

ASSESSMENT: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
1 x 3 hour written examination		Each of 5 modules	65
Section I: Application Modules	10	Engineering reports	35
Section II: Historical and Societal influences Scope of profession, application and focus modules	70		
Section III: All Models Engineering reports	20		
	100		100

SUGGESTED VOCATIONAL DIRECTION WITH THIS COURSE

This course would benefit students intending to study Engineering, Architecture or Applied Science at tertiary level.

FOOD TECHNOLOGY

UNIT VALUE: 2

CATEGORY: A

OVERVIEW OF COURSE

Food Technology provides students with a broad knowledge of food technology. The factors that influence food availability and selection are examined and current food consumption patterns in Australia investigated. Food handling is addressed with emphasis on ensuring safety and managing the sensory characteristics and functional properties of food to produce a quality product. The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is explored. The structure of the Australian food industry is outlined and the operations of one organisation investigated. Production and processing practices are examined and their impact evaluated. The activities that support food product development are identified and the process applied in the development of a food product. Contemporary nutrition issues are raised, investigated and debated.

PRELIMINARY COURSE DETAILS (120 hours)

Core strands (100% total)

Food Availability and Selection (30%) <ul style="list-style-type: none">• Influences on food availability• Factors affecting food selection	Food Quality (40%) <ul style="list-style-type: none">• Safe storage of food• Safe preparation and presentation of food• Sensory characteristics of food• Functional properties of food	Nutrition (30%) <ul style="list-style-type: none">• Food nutrients• Diets for optimum nutrition
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HSC COURSE DETAILS

Core strands (100% total)

The Australian Food Industry (25%) <ul style="list-style-type: none">• Sectors of the AFI• Aspects of the AFI• Policy and legislation	Food Manufacture (25%) <ul style="list-style-type: none">• Production and processing of food• Preservation• Packaging, storage and distribution
Food Product Development (25%) <ul style="list-style-type: none">• Factors which impact on food product development• Reasons for and types of food product development• Steps in food product development• Marketing plans	Contemporary Nutrition Issues (25%) <ul style="list-style-type: none">• Diet and health in Australia• Influences on nutritional status

PARTICULAR COURSE REQUIREMENTS

Practical experiences occupy a portion of both Preliminary and HSC course time. Students do not need to have taken Food Technology in Years 9 and 10 to participate in this course.

SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

2 Unit Food Technology provides scope for students wishing to pursue a career in the food industry, either in the workforce or at a tertiary level. This course is particularly relevant in Bathurst with Devro, Simplot and Mars Global being some of the largest employers in the city.

INDUSTRIAL TECHNOLOGY - METAL AND ENGINEERING TECHNOLOGIES

UNIT VALUE: 2

CATEGORY: A

OVERVIEW OF COURSE:

Industrial Technology – Metal and Engineering Technologies is designed to develop in students a knowledge and understanding of the industry and its related technologies with an emphasis on design, management and production through practical applications.

Students will develop knowledge and understanding of the metal and engineering industry and of manufacturing processes and techniques used by industry, knowledge and understanding of safe and cooperative work practices, competence in designing, managing and communicating within a relevant industry context and an appreciation of the relationships between technology, the individual, society and the environment.

COURSE STRUCTURE:

Industrial Technology- Metal and Engineering Technologies Stage 6 has a Preliminary course and an HSC course.

The Preliminary course of 120 indicative hours consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects.

The HSC course of 120 indicative hours consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to Metal and Engineering Technologies focus area of study.

Both the Preliminary and HSC courses are organised around four sections:

1. Industry Study
2. Design, Management and Communication
3. Production
4. Industry Related Manufacturing Technology

MAIN TOPICS COVERED:

PRELIMINARY COURSE (120 Indicative Hours)

- Industry Study (15%)
- Design (10%)
- Management and Communication (20%)
- Production (40%)
- Industry Related Manufacturing Technology (15%)

HSC COURSE (120 Indicative Hours)

- Industry Study (15%)
- Major Project (60%) -Design, Management, Communication and Production
- Industry Related Manufacturing Technology (25%)

INDUSTRIAL TECHNOLOGY METAL AND ENGINEERING TECHNOLOGIES HSC EXAMINATION SPECIFICATIONS:

The HSC external Board of Studies written examination will be worth 40 Marks and the Major Design Project will be worth 60 Marks.

WRITTEN PAPER - Time allowed: 1 hour and 30 minutes plus reading time (40 marks)

MAJOR PROJECT (60 marks)

Each candidate must undertake and present, on an individual basis, a Major Project consisting of a product and an accompanying management folio, which will be examined together. The Major Project includes the practical hands-on activity of carrying the project through to completion and the documentation, in a management folio, of all the steps involved in this process.

The Major Project must include evidence of the range and depth of skills and knowledge developed in the course, and may incorporate materials, processes and components drawn from outside the focus area where appropriate.

The Major Project must include a management folio where the use of computer software applications is evident. The management folio will document the development of the project. Included in the folio will be a statement of intent and details relating to design, management, communication, production and evidence of skills and knowledge associated with the studied focus area.

POST-SCHOOL OPPORTUNITIES

The study of Industrial Technology Metal and Engineering Technologies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary and TAFE institutions.

INDUSTRIAL TECHNOLOGY - TIMBER PRODUCTS & FURNITURE TECHNOLOGIES

UNIT VALUE: 2

CATEGORY: A

OVERVIEW OF COURSE:

At St Stanislaus' College, Industrial Technology is designed to develop in students a knowledge and understanding of a selected industry "Timber Products and Furniture Technologies" and its related technologies with an emphasis on design, management and production through practical applications.

COURSE STRUCTURE:

Industrial Technology- Timber Products and Furniture Technologies Stage 6 has a Preliminary course and an HSC course.

The Preliminary course of 120 indicative hours consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects.

The HSC course of 120 indicative hours consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to Timber Products and Furniture Technologies focus area of study.

Both the Preliminary and HSC courses are organised around four sections:

1. Industry Study
2. Design, Management and Communication
3. Production
4. Industry Related Manufacturing Technology

MAIN TOPICS COVERED:

PRELIMINARY COURSE (120 Indicative Hours)

- Industry Study (15%)
- Design (10%)
- Management and Communication (20%)
- Production (40%)
- Industry Related Manufacturing Technology (15%)

HSC COURSE (120 Indicative Hours)

- Industry Study (15%)
- Major Project (60%) - Design, Management, Communication and Production
- Industry Related Manufacturing Technology (25%)

INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES HSC EXAMINATION SPECIFICATIONS:

The HSC external written examination will be worth 40 Marks and the Major Design Project will be worth 60 Marks.

WRITTEN PAPER - Time allowed: 1 hour and 30 minutes plus reading time (40 marks)

MAJOR PROJECT (60 marks)

Each candidate must undertake and present, on an individual basis, a Major Project consisting of a product and an accompanying management folio, which will be examined together. The Major Project includes the practical hands-on activity of carrying the project through to completion and the documentation, in a management folio, of all the steps involved in this process.

The Major Project must include evidence of the range and depth of skills and knowledge developed in the course, and may incorporate materials, processes and components drawn from outside the focus area where appropriate.

The Major Project must include a management folio where the use of computer software applications is evident. The management folio will document the development of the project. Included in the folio will be a statement of intent and details relating to design, management, communication, production and evidence of skills and knowledge associated with the studied focus area.

POST-SCHOOL OPPORTUNITIES

The study of Industrial Technology Metal and Engineering Technologies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary and TAFE institutions.

INFORMATION PROCESSES & TECHNOLOGY

UNIT VALUE: 2

CATEGORY: A

OVERVIEW OF COURSE

This course teaches students about information based systems. It covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying information as well as the technologies that support them.

COURSE STRUCTURE

The overview of the course structure is described below:

2 UNIT PRELIMINARY COURSE	2 UNIT HSC COURSE
Introduction to Information Skills and Systems (20%) Tools for Information Processes (40%) Planning, Design and Implementation (20%) Personal and Group Systems and Projects (20%)	Project Work (20%) Information systems and Databases (20%) Communication Systems (20%) Option Strands (40%) Any TWO from: Transaction Processing Systems Decision Support systems Automated manufacturing systems Multimedia Systems

COURSE REQUIREMENTS

The Preliminary course is organised around four topics: Introduction to Information Skills and Systems; Tools for Information Processes; Planning, Design and Implementation; Personal and Group Systems; and Projects. All topics and their related projects are based on the information processes and skills of collecting, organising, analysing, storing and retrieving, processing, transmitting/receiving and displaying.

The HSC course is organised around three core topics (60%): Project Work; Information Systems and Databases; and Communication Systems; together with four optional topics (40%).

ASSESSMENT

Assessment is through a combination of formal examinations, practical examinations, project work and assignment work.

SOFTWARE DESIGN & DEVELOPMENT

UNIT VALE: 2

CATEGORY: A

OVERVIEW OF COURSE

The course Software Design and Development is designed to develop knowledge, understanding and skills in the development of software solutions.

COURSE STRUCTURE

The overview of the course structure is described below:

2 Unit Preliminary Course	2 Unit HSC Course
Concepts and Issues in the Design and Development of Software (30%)	Development and Impact of Software Solutions (15%)
Introduction to Software Development (50%)	Software Development Cycle (40%)
Developing Software Solution (20%)	Developing a Solution Package (25%)
	One of the following options: (20%)
	1. Evolution of Programming Languages
	OR
	2. The Software Developer's View of the Hardware

COURSE REQUIREMENTS

Practical activities using a computer should occupy a minimum of 20% of course time in the Preliminary course and 25% in the HSC course.

ASSESSMENT

Assessment is through a combination of formal examinations, practical examinations, project work and assignment work.

SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

Students interested in the field of software development and computer science will find this subject of value. However the subject is not just for those who seek further study or careers in this field, but for those who seek to understand the underlying principles of software design and develop communication and team skills.

VOCATIONAL EDUCATION & TRAINING (VET) COURSES



HSC VET COURSE INFORMATION 2020-2021 St Stanislaus' College Automotive (240 indicative hours) AUR20716 Certificate II in Automotive Vocational Preparation



Board Developed Course	A total of 4 units of credit – Preliminary and HSC		
Minimum mandatory work placement – 70 hours	Category B status for the Australian Tertiary Admission Rank (ATAR)		
Course Description			
This qualification covers the skills and knowledge required to perform a limited range of tasks related to familiarisation and inspection of mechanical and electrical components and systems of cars, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body.			
AQF VET Qualification(s)			
Students who are assessed as competent in the units (listed below) will be eligible for a Certificate II in Automotive Vocational Preparation AUR20716 . Students who do not achieve competency in all units will be eligible for a transcript of academic record towards Certificate II in Automotive Vocational Preparation AUR20716			
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace	AURLTA001	Identify automotive mechanical systems and components
AURASA002	Follow safe working practices in an automotive workplace	AURAF001	Use numbers in an automotive workplace
AURAF003	Communicate effectively in an automotive workplace	AURTTE004	Inspect and service engines
AURTTK002	Use and maintain tools and equipment in an automotive workplace	AURETR003	Identify automotive electrical systems and components
AURTTA003	Use and maintain basic mechanical measuring devices	AURETK001	Identify, select and use low voltage electrical test equipment
AURAF004	Resolve routine problems in an automotive workplace	AURETR006	Solder electrical wiring and circuits
AURLTA001	Identify automotive mechanical systems and components	AURETR015	Inspect, test and service batteries
<i>This course contains additional elective units above the qualification to meet NESA requirements</i>			
Recognition of Prior Learning/Credit Transfer			
Students may apply for Recognition of Prior Learning by submitting evidence of current skills against the relevant units of competency. Students with a part-time job in a related industry may also apply for partial recognition of Work Placement. Students may apply for Credit Transfer if they are able to supply a certified transcript of the same unit of competence from another RTO. You should discuss any RPL /Credit Transfer application requirement with your trainer.			
Students with Special Education Needs may access this course under regular course arrangements or through collaborative curriculum planning.			
Uniform Requirements			
• Stiff upper work boots	• Work pants	• PPE	• High vis work shirt
Assessment and Course Completion			
Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks against a prescribed industry standard. Students are assessed using observation, oral, written and practical assessment methods. They are given a number of opportunities to demonstrate competence across the range of competency standards covered by this course.			
External Assessment (Optional HSC examination): Students are eligible to sit a written HSC exam which may be used in the calculation of an ATAR. The exam is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment. Students not wishing to achieve an ATAR need not sit the HSC examination.			
N Determinations: Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification. Students may lodge appeals against assessment decisions or 'N' determinations through their school or college			
Assessment Appeals: Students are able to lodge assessment appeals through their VET Trainer. For details see the Student Information Guide			
Delivery Arrangements: Timetabled classes over 2 years plus 70 hours of work place learning.			
Cost: The cost of this course is \$170 per year over two years.			
Refund Policy: Refunds are available on a pro rata basis per 10 week Term			
More Information			
For more information on this course: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/automotive-syllabus			
For more information in this qualification: https://training.gov.au/Training/Details/AUR20716			
For more information on the Registered Training Organisation (RTO): http://vet.bth.catholic.edu.au/			

Board Developed Course		4 Units of credit – 2 Units Preliminary and 2 Units HSC	
Minimum mandatory work placement – 70 hours		Category B status for the Australian Tertiary Admission Rank (ATAR)	
Course Description			
This course provides students with the opportunity to obtain a nationally recognised vocational qualification in Construction and is suited for those considering entry to occupations such as carpentry, bricklaying or other occupations in general construction. Students will gain skills in planning & organising work, measuring & calculating, reading & interpreting plans, safe & environmentally sustainable work practices & the use of construction tools and equipment.			
AQF VET Qualification(s)			
Students who are assessed as competent in the units listed below will be eligible for a Certificate II in Construction Pathways CPC20211. Students who do not achieve competency in all units will be eligible for a Statement of Attainment towards Certificate II in Construction Pathways CPC20211			
Units of Competency			
Mandatory		Elective	
CPCCCM1012A	Work effectively and sustainably in the construction industry	CPCCCA2002B	Use carpentry tools and equipment
CPCCCM1013A	Plan and organise work	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground
CPCCCM1014A	Conduct workplace communication	CPCCJN2001A	Assemble components
CPCCCM1015A	Carry out measurements and calculations	CPCCJN2002B	Prepare for off site manufacturing
CPCCCM2001A	Read and interpret plans and specifications	CPCCCM2004A	Handle construction materials
CPCCCM2005B	Use construction tools and equipment	CPCCCM2006	Apply basic levelling procedures
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPCCCA2011A	Handle carpentry materials
CPCCWHS1001#	Prepare to work safely in the construction industry		
<p><i># This unit is delivered and credentialed by an external provider at an additional cost of \$100.</i> <i>Students already holding a 'White Card' CPCCWHS1001 can apply for Credit Transfer /RPL.</i> <i>This course contains additional elective units to meet NESA HSC requirements</i></p>			
Recognition of Prior Learning			
Students may apply for Recognition of Prior Learning by submitting evidence of current skills against the relevant units of competency. Students with a part-time job in a related industry may also apply for partial recognition of Work Placement. Students may apply for Credit Transfer if they are able to supply a certified transcript of the same unit of competence from another RTO. You should discuss any RPL /Credit Transfer application requirements with your trainer.			
Students with Special Education Needs may access this course under regular course arrangements or through collaborative curriculum planning.			
Uniform Requirements			
• Stiff upper work boots	• Work pants	• High vis work shirt	
Assessment and Course Completion			
Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks against a prescribed industry standard. Students are assessed using observation, oral, written and practical assessment methods. They are given a number of opportunities to demonstrate competence across the range of competency standards covered by this course.			
External Assessment (Optional HSC examination): Students are eligible to sit a written HSC exam which may be used in the calculation of an ATAR. The exam is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment. Students not wishing to achieve an ATAR need not sit the HSC examination.			
N Determinations: Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification. Students may lodge appeals against assessment decisions or 'N' determinations through their school or college			
Assessment Appeals: Students are able to lodge an assessment appeal through their VET Trainer. For details see the Student Information Guide			
Delivery Arrangements: Timetabled classes over 2 years plus 70 hours of work place learning.			
Cost: The cost of this course is \$165 per year over 2 years plus \$100 for the "White Card" if not already held.			
Refund Policy: Refunds are available on pro rata basis			
More Information			
For more information on this course: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html			
For more information on this qualification: https://training.gov.au/Training/Details/CPC20211			
For more information on the Registered Training Organisation (RTO): http://vet.bth.catholic.edu.au/			

Board Developed Course	A total of 4 units of credit – Preliminary and HSC		
Minimum mandatory work placement – 70 hours	Category B status for the Australian Tertiary Admission Rank (ATAR)		
Course Description			
This VET Course is recognised as an entry-level qualification for employment in the Agriculture Industry. The course would suit students who are interested in agriculture based occupations such as an assistant animal attendant, stockperson, Farm or Station hand/worker/labourer.			
AQF VET Qualification(s)			
Depending on the achievement of units of competency the possible qualification outcome is AHC20116 Certificate II in Agriculture			
Units of Competency			
AHCWHS201	Participate in work health and safety processes	AHCLSK206	Identify and mark livestock
AHCWRK204	Work effectively in the industry	AHCLSK210	Muster and move livestock
AHCWRK209	Participate in environmentally sustainable work practices	AHCLSK316A	Prepare livestock for competition
AHCCHM201	Apply chemicals under supervision	AHCMOM202	Operate tractors
AHCINF201	Carry out basic electric fencing operations	AHCPMG201	Treat weeds
AHCINF202	Install, maintain and repair farm fencing	AHCWRK201	Observe and report on weather
AHCLSK202	Care for health and welfare of livestock	AHCWRK207	Collect and record production data
AHCLSK204	Carry out regular livestock observation	AHCLSK209	Monitor water supplies
AHCLSK205	Handle livestock using basic techniques	HLTAID002	Provide basic emergency life support
Recognition of Prior Learning			
Students may apply for Recognition of Prior Learning by submitting evidence of current skills against the relevant units of competency. Students with a part-time job in a related industry may also apply for partial recognition of Work Placement. Students may apply for Credit Transfer if they are able to supply a certified transcript of the same unit of competence from another RTO. You should discuss any specific RPL /Credit Transfer application requirements with your trainer.			
Students with Special Education Needs			
Students with special needs may access this course under regular course arrangements or through collaborative curriculum planning.			
Uniform Requirements			
<ul style="list-style-type: none"> Work boots/leather shoes 			
Assessment and Course Completion			
<p>Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks against a prescribed industry standard. Students are assessed using observation, oral, written and practical assessment methods. They are given a number of opportunities to demonstrate competence across the range of competency standards covered by this course.</p> <p>External Assessment (Optional HSC examination): Students are eligible to sit a written HSC exam which may be used in the calculation of an ATAR. The exam is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment. Students not wishing to achieve an ATAR need not sit the HSC examination.</p> <p>N Determinations: Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification. Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college</p> <p>Assessment Appeals: Students are able to lodge assessment appeals through their VET Trainer. For details see the Student Information Guide</p>			
Delivery Arrangements: Timetabled classes over 2 years plus 70 hours of work place learning			
Cost: The cost of this course is \$150 a year over 2 years			
Refund Policy: Refunds are available on pro rata basis			
More Information			
For more information on this course: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/primary-industries.html			
For more information on this qualification: https://training.gov.au/Training/Details/AHC20116			
For more information on the Registered Training Organisation (RTO): http://vet.bth.catholic.edu.au/			