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Stage 6 Subjects

Considerations for Stage 6 Course Selection

Ancient History

Biology

Business Studies

Chemistry

Drama

Economics

English – Standard

English – Advanced

English Extension

Food Technology

History Extension

Industrial Technology – Timber Products and Furniture (ITT)

Information Processes and Technology (IPT)

Legal Studies

General Mathematics / HSC General Mathematics 2

Mathematics

Mathematics Extension

Modern History

Music 1

Music 2

PDHPE

Physics

Studies of Religion II

Visual Arts
Christian Education

At Norwest Christian College we believe that student outcomes are enhanced when there is consistency in beliefs and values between the home and the school, laying the foundation for an effective home/school partnership. We also believe that the spiritual development of each student provides meaning, context and purpose to the pursuit of excellence in academic, cultural, physical and social development. We hope that our graduates will not just know about God, but grow a knowledge of God, and that in their life after school, they reflect the hope and purposeful service characteristic of those who follow Jesus.

Vision

Our vision is for all Norwest Christian College students to learn to love God, pursue their God-given purpose, and in order to do these things, to build their capacity.

College Values

Norwest Christian College aims to instil the following values in the lives of its students:

- Love & Service
- Faith & Integrity
- Truth & Wisdom
- Justice & Mercy
- Kindness & Compassion
- Courage & Perseverance
- Responsibility & Respect
Introduction

A quality education is of great value and one of every parent's highest priorities for their children. We consider it a privilege to partner with our students and their parents to ensure that this learning is undertaken from a Christian worldview. It is our goal that students are encouraged to explore their God-given gifts and talents, discover their place in the world and become productive members of society who strive for excellence for themselves, their peers, and their community. The College promotes high academic standards and takes a proactive approach to managing each student's learning. The frequent cycle of accountability and reporting that exists in the Secondary Years, coupled with online access to live information on Edumate, empowers parents to support students in their education, and to partner with the College to ensure the best educational outcomes possible. This partnership and the systems the College has recently developed places us in a very sound position to support each student through the challenge that is the Higher School Certificate (HSC).

Recent Changes Affecting Senior Schooling

In response to recent statistics released by the Australian Bureau of Statistics indicating that early school leavers are two-and-a-half times more likely to be unemployed, there are a number of Federal Government initiatives aimed at keeping students at school longer.

One such change to the NSW Education Act effective from 1 January 2010, requires NSW students to complete Year 10 or equivalent and then, until the age of 17 years, choose to continue schooling (Years 11 and 12), undertake approved vocational education training, undertake an apprenticeship or traineeship, or participate in paid work for at least 25 hours per week. This means that in most cases where students would previously have left school without a plan for their future, they will now remain at school learning skills that will improve their life opportunities.

Upon leaving school all students will now receive either a Record of Student Achievement (RoSA) or a Higher School Certificate (HSC). The majority of HSC recipients will select a pattern of study that will qualify them for an Australian Tertiary Admissions Rank (ATAR) that will enable them to receive offers from tertiary institutions. The criteria for qualification for the RoSA, the HSC and the ATAR are outlined in this booklet.

Typical Pattern of HSC Study

The typical pattern of study in Years 11 and 12, detailed elsewhere in this handbook, requires students to complete six separate 2 unit courses; studying the Preliminary component in Year 11 and the HSC component in Year 12, culminating in the HSC exams at the end of Year 12.

Our Approach to the HSC – “Focused” Subjects

For many years, the NSW Board of Studies has permitted schools to vary the pattern of study for students to help them accommodate the stresses and pressures associated with the HSC. As a result we evaluated the program of study for our senior students and explored a range of flexible options to better serve their learning needs. Our leading question was how can we best assist our students to succeed in their senior years whilst offering them the broadest possible range of subjects?

After very positive feedback from the growing number of schools that have implemented it, we chose a modified “focused” HSC program in which two of the 2 unit courses that our students undertake are reconfigured. We allocate the whole 240 hours required to do the Preliminary and HSC components of these courses in one 12 month period. The first of these courses is completed in Year 11 and the second in Year 12, reducing the number of courses each student studies in Year 11 by one only. The student sits the HSC in their first course at the end of Year 11 whilst studying at least four Preliminary courses in the traditional manner. They are then able to forget about the first of their focused courses and refocus on a completely new course for the 12 months that they are in Year 12, along with their complement of traditional courses, sitting the HSC in these courses at the end of Year 12. This approach affects courses in pairs and so can be adopted for one third, two thirds or the whole of a student's program of study. We have chosen to only apply it to one third of each student's program of study to deliver some crucial benefits without a significant change.

In order to accommodate this approach, the Preliminary course must begin part way through Term 4 of Year 10 in the same way that HSC courses traditionally begin part way through Term 4 of Year 11. Our Stage 5 students are quite familiar with this cyclical approach since we have been using it in our Stage 5 electives for a number of years. A benefit to students in both Stage 5 and Stage 6 is that it enables the College to offer a broader course offering than we might otherwise be able to.
Another great benefit of this approach is that it gives students fewer courses to focus on and enables them to apply a larger proportion of their attention and time to the concepts, readings, and skills associated with those courses, reducing student stress and improving results. The greatest benefit of this approach is that it gives students experience of the HSC twelve months before they sit the remainder of their HSC exams. The lessons they learn regarding approaches to study and exam strategies can then be applied to their subsequent courses. In addition, on the second time around students are far more familiar with and prepared for the HSC exam format and so perform significantly better than they would have otherwise.

A student’s ATAR only considers their best ten units of study. It is possible that their best ten units will be those completed in Year 12, their results having been enhanced by their prior experience of the HSC in one subject. This model is explained throughout this booklet and will be explained on the Subject Information Evening. Students or parents that do not understand the changes and how they affect them should approach the Head of Secondary Years of their Stage Coordinator.

Subject Selection

The Subject Information Evening and handbooks are designed to assist students and parents in the decision making processes surrounding subject selection and patterns of study for Stages 5 and 6.

Stage 5

The Head of Secondary Years will manage the process of leading Years 8 and 9 students through the selection of their Stage 5 electives, giving consideration to HSC courses they may be considering in the future. They will also encourage students to consult with their parents in the formulation of a proposed plan of study for each of the coming years. This may evolve each year as students’ aspirations and interests change. Stage 5 electives provide an opportunity to explore different courses in the hope of discovering those to pursue in Stage 6, especially for those students who at this stage do not know where their interests lie.

Stage 6

The Head of Secondary Years will manage the process of leading the Year 10 students through a career matching program to ensure a longer term focus upon a student’s career destination, including discussions about possible subjects required for certain areas of tertiary study. A consultation process will then be undertaken with teachers to ensure that students have selected courses consistent with their academic strengths.

Term 4 – A New Beginning in the Secondary Years

The introduction of the Focused Courses impacts timetabling for the whole school. All secondary students will move into their next phase of study in Term 4. This will allow all students to benefit from a renewed focus on learning as courses and teachers change, at a time when frequently in a traditional model student commitment begins to wane after end of year examinations.

Please pray for them as they do so.
Secondary Staff Details

The following names are those that you may need to contact during the course of the subject selection process.

**Leadership Team**

Head of Secondary Years ................................................................. Geraldine Paynter
Director of Learning Innovation ......................................................... Owen Laffin
Stage 4 Coordinator ........................................................................... Luke Barnett
Stage 5 Coordinator ........................................................................... Sharon Brozzesi
Stage 6 Coordinator ........................................................................... Mark Longworth
Careers Adviser .................................................................................. Mark Longworth

**KLA Coordinators and Specialist Teachers**

English/Drama KLA Coordinator ......................................................... Linda Hogan
Specialist Teachers: English ................................................................. Luke Barnett, Linda Hogan, Jennifer Murray and Tracy Payne
Specialist Teacher: Drama ................................................................. Linda Hogan
Mathematics KLA Coordinator ......................................................... Karen Huntly
Specialist Teacher: Mathematics ....................................................... Karen Huntly, Catherine Ma, Graeme Phillips and Michelle Wilson
HSIE/LOTE KLA Coordinator ............................................................. Owen Laffin
Specialist Teacher: Economics / Business Studies / Commerce/Studies of Religion ............................................. Mark Longworth
Specialist Teacher: History (Modern and Ancient) ...................................... Owen Laffin and Jennifer Murray
Specialist Teacher: Chinese ................................................................. Vivian Huang
Specialist Teacher: Legal Studies ........................................................ Geraldine Paynter
PDHPE KLA Coordinator ................................................................. Rod Braine
Specialist Teacher: PDHPE ............................................................... Rod Braine and Benjamin Thomas
TAS/Creative Arts KLA Coordinator ....................................................... Gina Galea
Specialist Teacher: Food Tech ........................................................... Gina Galea
Specialist Teacher: IT (Timber) .......................................................... Mark Brown
Specialist Teacher: IST/IPT ............................................................... Olivier Kameya
Specialist Teacher: Music ................................................................. Greg Page
Specialist Teacher: Visual Arts/Photography ........................................ Bethany Sinden
Science KLA Coordinator and Physics ............................................... Matthew Ditton
Specialist Teacher: Chemistry ............................................................. Leonita Punzalan
Specialist Teacher: Biology ............................................................... Benjamin Thomas
Subject Selection Form and Sample Selections

Sample Subject Selection Form Stage 5

Norwest Christian College
Subject Selection Form Stage 5

By responding to the instructions in each box select your 2017 courses and a proposed learning plan for 2018 and beyond. Year 9 and 10 students may also record the courses they have studied so far. Descriptions for each course are available in the Subject Handbook.

**Stage 5**

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
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<td>(in 201__)</td>
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</table>

- Compulsory
- English
- Mathematics
- Science
- Geography
- History
- PDHPE

**Stage 6 Proposed Learning Plan**

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
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<tr>
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<td>(in 201__)</td>
</tr>
</tbody>
</table>

At least 12 units must be selected in the Preliminary Year and 10 units in the HSC Year.

- **Traditional Line 1 - Compulsory**
  - (choose one)
  - English - Standard (2 unit – Year 11 & 12)
  - English - Advanced (2 unit – Year 11 & 12)

- **Traditional Line 2**
  - (choose one 2 unit course)
  - General Mathematics (2 unit – Year 11)
  - General Mathematics HSC 2 (2 unit – Year 12)
  - Mathematics (2 unit – Year 11 & 12)

- **Traditional Line 3**
  - (choose one)
  - Modern History (2 unit – Year 11 & 12)
  - Music (2 unit – Year 11 & 12)
  - PDHPE (2 unit – Year 11 & 12)

- **Traditional Line 4**
  - (choose one)
  - Biology (2 unit – Year 11 & 12)
  - Business Studies (2 unit – Year 11 & 12)
  - Visual Arts (2 unit – Year 11 & 12)

- **Focused Line 6**
  - (choose one)
  - (2017 & 2019) (for Year ___)
  - Physics (2 unit)
  - Legal Studies (2 unit)
  - IT (Timber) (2 unit)
  - Studies of Religion II (2 unit)

- **Focused Line 5**
  - (choose one)
  - (2018 & 2020) (for Year ___)
  - Ancient History (2 unit)
  - Economics (2 unit)
  - Food Technology (2 unit)
  - IPT (2 unit)
  - Chemistry (2 unit)

**2017 Elective**

- (choose one)
- Commerce
- Drama
- IT (Timber)
- IST
- Visual Arts

**2018 Elective**

- (choose one)
- Commerce
- Drama
- IT (Timber)
- Chinese
- Visual Arts

**Extension Courses**

Advanced students in Mathematics, English and History may choose 1 and 2 unit Extension Courses in consultation with the Key Learning Area coordinator.

Course available:

- **Preliminary**
  - Extension 1 English
  - Extension 1 Mathematics

- **HSC**
  - Extension 1 English
  - Extension 2 English
  - Extension 1 Maths
  - Extension 2 Maths
  - Extension History Subject to numbers
**Norwest Christian College**

**Subject Selection Form Stage 6**

By responding to the instructions in each box select your 2017 courses and a proposed learning plan for 2018. Descriptions for each course are available in the Subject Selection Handbook.

**Stage 6**

(At least 12 units must be selected in the Preliminary Year and 10 units in the HSC Year)

<table>
<thead>
<tr>
<th>Year 11 (in 2017)</th>
<th>Year 12 (in 2018)</th>
</tr>
</thead>
</table>

**Traditional Line 1 - Compulsory**

- [ ] English - Standard (2 unit - Year 11 & 12)
- [ ] English - Advanced (2 unit - Year 11 & 12)

**Traditional Line 2**

(choose one 2 unit course)

- [ ] General Mathematics (2 unit - Year 11)
- [ ] General Mathematics HSC 2 (2 unit - Year 12)
- [ ] Mathematics (2 unit - Year 11 & 12)

**Traditional Line 3**

(choose one)

- [ ] Modern History (2 unit - Year 11 & 12)
- [ ] Music (2 unit - Year 11 & 12)
- [ ] PDHPE (2 unit - Year 11 & 12)

**Traditional Line 4**

(choose one)

- [ ] Biology (2 unit - Year 11 & 12)
- [ ] Business Studies (2 unit - Year 11 & 12)
- [ ] Visual Arts (2 unit - Year 11 & 12)

**Focused Line 6**

(2017 & 2019) (for Year ___)

- [ ] Physics (2 unit)
- [ ] Legal Studies (2 unit)
- [ ] Drama (2 unit)
- [ ] IT (Timber) (2 unit)
- [ ] Studies of Religion II (2 unit)

**Focused Line 5**

(2018 & 2020) (for Year ___)

- [ ] Ancient History (2 unit)
- [ ] Economics (2 unit)
- [ ] Food Technology (2 unit)
- [ ] IPT (2 unit)
- [ ] Chemistry (2 unit)

**Extension Courses**

Advanced students in Mathematics, English and History may choose 1 and 2 unit Extension Courses in consultation with the Key Learning Area coordinator.

**Preliminary**

- [ ] Extension 1 English
- [ ] Extension 1 Mathematics

**HSC**

- [ ] Extension 1 English
- [ ] Extension 2 English
- [ ] Extension 1 Maths
- [ ] Extension 2 Maths
- [ ] Extension History (subject to numbers)

**External Courses**

Only one external course may be chosen if a subject is not available at the College and a student is able to work independently. Please refer to the Subject Selection Handbook regarding cost.

- Providers of External Courses:
  - Open High – languages only
  - Distance High – limited places
  - BOSTES subjects
  - TAFE – TVET courses – either external or online options

**TAFE**

TVET framework courses (Category B):

- Automotive; Business Services; Construction; Electrotechnology; Financial Services; Entertainment Industry; Hospitality; Human Services; Information Technology; Metal and Engineering; Primary Industries; Retail Services; Tourism and Events.

Board Endorsed courses:

- Ceramics; Computing Applications; Exploring Early Childhood; Marine Studies; Photography; Video and Digital Imaging; Sport, Lifestyle and Recreation Studies; Visual Design; Work Studies.

NB: Students may need to be able to attend classes at an external venue (dependent upon subject chosen) each week.

**Number of Units Selected:** ______

(min 12 – max 14)

**Whilst all can be, only 10 units need to be completed to HSC level.**
Students interested in Science

These options would suit a student who enjoys and achieves well in Mathematics and Science in Stage 5. These subjects would be good choices (and some are prerequisites) for students keen to study the following at tertiary level: engineering, applied or pure sciences, computing or paramedical sciences, nursing, forestry or rural science.

Norwest Christian College
Subject Selection Form Stage 5

By responding to the instructions in each box select your 2017 courses and a proposed learning plan for 2018 and beyond. Year 9 and 10 students may also record the courses they have studied so far. Descriptions for each course are available in the Subject Selection Handbook.

<table>
<thead>
<tr>
<th>Stage 5</th>
<th>Stage 6 Proposed Learning Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9</td>
<td>Year 10</td>
</tr>
<tr>
<td>(in 201__)</td>
<td>(in 201__)</td>
</tr>
<tr>
<td>Compulsory</td>
<td></td>
</tr>
<tr>
<td>☐ English</td>
<td>☐ English – Standard (2 unit – Year 11 &amp; 12)</td>
</tr>
<tr>
<td>☐ Mathematics</td>
<td>☐ English – Advanced (2 unit – Year 11 &amp; 12)</td>
</tr>
<tr>
<td>☐ Science</td>
<td>☐ General Mathematics (2 unit – Year 11)</td>
</tr>
<tr>
<td>☐ Geography</td>
<td>☐ General Mathematics HSC 2 (2 unit – Year 12)</td>
</tr>
<tr>
<td>☐ History</td>
<td>☐ Mathematics (2 unit – Year 11 &amp; 12)</td>
</tr>
<tr>
<td>☐ PDHPE</td>
<td>☐ PDHPE (2 unit – Year 11 &amp; 12)</td>
</tr>
<tr>
<td></td>
<td>☐ Modern History (2 unit – Year 11 &amp; 12)</td>
</tr>
<tr>
<td></td>
<td>☐ Music (2 unit – Year 11 &amp; 12)</td>
</tr>
<tr>
<td></td>
<td>☐ PDHPE (2 unit – Year 11 &amp; 12)</td>
</tr>
<tr>
<td></td>
<td>☐ Biology (2 unit – Year 11 &amp; 12)</td>
</tr>
<tr>
<td></td>
<td>☐ Business Studies (2 unit – Year 11 &amp; 12)</td>
</tr>
<tr>
<td></td>
<td>☐ Visual Arts (2 unit – Year 11 &amp; 12)</td>
</tr>
<tr>
<td></td>
<td>☐ Physics (2 unit)</td>
</tr>
<tr>
<td></td>
<td>☐ Legal Studies (2 unit)</td>
</tr>
<tr>
<td></td>
<td>☐ Drama (2 unit)</td>
</tr>
<tr>
<td></td>
<td>☐ IT (Timber) (2 unit)</td>
</tr>
<tr>
<td></td>
<td>☐ Studies of Religion II (2 unit)</td>
</tr>
<tr>
<td></td>
<td>☐ Chemistry (2 unit)</td>
</tr>
</tbody>
</table>

Each elective is 100hrs. Students must select a total of 400hrs over 2 years. They may select up to 200hrs in any course.

<table>
<thead>
<tr>
<th>2017 Elective</th>
<th>Y (choose one)</th>
<th>Y (choose one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Commerce</td>
<td>☐ Food Tech</td>
<td></td>
</tr>
<tr>
<td>☐ Drama</td>
<td>☐ Graphics</td>
<td></td>
</tr>
<tr>
<td>☐ IT (Timber)</td>
<td>☐ Music</td>
<td></td>
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<tr>
<td>☐ IST</td>
<td>☐ PASS</td>
<td></td>
</tr>
<tr>
<td>☐ Visual Arts</td>
<td>☐ Photographic and Digital Media</td>
<td></td>
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<table>
<thead>
<tr>
<th>2018 Elective</th>
<th>Y (choose one)</th>
<th>Y (choose one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Commerce</td>
<td>☐ Food Tech</td>
<td></td>
</tr>
<tr>
<td>☐ Drama</td>
<td>☐ History</td>
<td></td>
</tr>
<tr>
<td>☐ IT (Timber)</td>
<td>☐ Music</td>
<td></td>
</tr>
<tr>
<td>☐ Chinese</td>
<td>☐ PASS</td>
<td></td>
</tr>
<tr>
<td>☐ Visual Arts</td>
<td>☐ Photographic and Digital Media</td>
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</tbody>
</table>

Extension Courses
Advanced students in Mathematics, English and History may choose 1 and 2 unit Extension Courses in consultation with the Key Learning Area coordinator.

Course available:

Preliminary

☐ Extension 1 English

HSC

☐ Extension 1 English

☐ Extension 2 English

Extension 1 Maths

Extension 2 Maths

Extension History (subject to numbers)
Students interested in Business

These options would suit a student who enjoys and achieves well in HSIE in Stage 5. These subjects would be good choices for students keen to study Commerce, Business or Law at tertiary level.

Norwest Christian College
Subject Selection Form Stage 5

By responding to the instructions in each box select your 2017 courses and a proposed learning plan for 2018 and beyond. Year 9 and 10 students may also record the courses they have studied so far. Descriptions for each course are available in the Subject Selection Handbook.

### Stage 5

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</table>

- **Compulsory**
  - ☐ English
  - ☐ Mathematics
  - ☐ Science
  - ☐ Geography
  - ☐ History
  - ☐ PDHPE

Each elective is 100 hrs. Students must select a total of 400 hrs over 2 years. They may select up to 200 hrs in any course.

#### 2017 Elective

- ☐ Commerce
- ☐ Food Tech
- ☐ Drama
- ☐ Graphics
- ☐ IT (Timber)
- ☐ Music
- ☐ IST
- ☐ PASS
- ☐ Visual Arts
- ☐ Photographic and Digital Media

#### 2018 Elective

- ☐ Commerce
- ☐ Food Tech
- ☐ Drama
- ☐ History
- ☐ IT (Timber)
- ☐ Music
- ☐ Chinese
- ☐ PASS
- ☐ Visual Arts
- ☐ Photographic and Digital Media

### Stage 6 Proposed Learning Plan

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
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- **At least 12 units must be selected in the Preliminary Year and 10 units in the HSC Year.**

#### Traditional Line 1 - Compulsory

- ☐ English – Standard (2 unit – Year 11 & 12)
- ☐ English – Advanced (2 unit – Year 11 & 12)

#### Traditional Line 2

- ☐ General Mathematics (2 unit – Year 11)
- ☐ General Mathematics HSC 2 (2 unit – Year 12)
- ☐ Mathematics (2 unit – Year 11 & 12)

#### Traditional Line 3

- ☐ Modern History (2 unit – Year 11 & 12)
- ☐ Music (2 unit – Year 11 & 12)
- ☐ PDHPE (2 unit – Year 11 & 12)

#### Traditional Line 4

- ☐ Biology (2 unit – Year 11 & 12)
- ☐ Business Studies (2 unit – Year 11 & 12)
- ☐ Visual Arts (2 unit – Year 11 & 12)

#### Focused Line 6

- ☐ Physics (2 unit)
- ☐ Legal Studies (2 unit)
- ☐ Economics (2 unit)

#### Focused Line 5

- ☐ Ancient History (2 unit)
- ☐ Studies of Religion II (2 unit)
- ☐ Chemistry (2 unit)

### Extension Courses

Advanced students in Mathematics, English and History may choose 1 and 2 unit Extension Courses in consultation with the Key Learning Area coordinator.

Course available:

- **Preliminary**
  - ☐ Extension 1 English
  - ☐ Extension 1 Mathematics

- **HSC**
  - ☐ Extension 1 English
  - ☐ Extension 2 English
  - ☐ Extension 1 Maths
  - ☐ Extension 2 Maths
  - ☐ Extension History (subject to numbers)
Students interested in English/History

These options would suit a student who enjoys and has achieved at a high level in English and History in Stage 5. These subjects would be good choices for students keen to study English, History, Law, Journalism, Media/Communications, or Social Work at tertiary level.

Norwest Christian College
Subject Selection Form Stage 5

By responding to the instructions in each box select your 2017 courses and a proposed learning plan for 2018 and beyond. Students interested in English/History

These options would suit a student who enjoys and has achieved at a high level in English and History in Stage 5. These subjects would be good choices for students keen to study English, History, Law, Journalism, Media/Communications, or Social Work at tertiary level.

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<tr>
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<tr>
<td>☑️ PDHPE</td>
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</tbody>
</table>

Each elective is 100hrs. Students must select a total of 400hrs over 2 years. They may select up to 200hrs in any course.

2017 Elective
☑️ Y (choose one) ☑️ Y (choose one)

- Commerce
- Drama
- IT (Timber)
- IST
- Visual Arts
- Food Tech
- Graphics
- Music
- PASS
- Photographic and Digital Media

2018 Elective
☑️ X (choose one) ☑️ Y (choose one)

- Commerce
- Drama
- IT (Timber)
- Chinese
- Visual Arts
- History
- Food Tech
- Music
- PASS
- Photographic and Digital Media

At least 12 units must be selected in the Preliminary Year and 10 units in the HSC Year

Traditional Line 1 - Compulsory (choose one)

- English – Standard (2 unit – Year 11 & 12)
- English – Advanced (2 unit – Year 11 & 12)

Traditional Line 2 (choose one 2 unit course)

- General Mathematics (2 unit – Year 11)
- General Mathematics HSC 2 (2 unit – Year 12)
- Mathematics (2 unit – Year 11 & 12)

Traditional Line 3 (choose one)

- Modern History (2 unit – Year 11 & 12)
- Music (2 unit – Year 11 & 12)
- PDHPE (2 unit – Year 11 & 12)

Traditional Line 4 (choose one)

- Biology (2 unit – Year 11 & 12)
- Business Studies (2 unit – Year 11 & 12)
- Visual Arts (2 unit – Year 11 & 12)

Focused Line 6 (2017 & 2019) (for Year ____) (choose one)

- Physics (2 unit)
- Legal Studies (2 unit)
- Drama (2 unit)
- IT (Timber) (2 unit)
- Studies of Religion II (2 unit)

Focused Line 5 (2018 & 2020) (for Year ___) (choose one)

- Ancient History (2 unit)
- Economics (2 unit)
- Food Technology (2 unit)
- IPT (2 unit)
- Chemistry (2 unit)

Extension Courses

Advanced students in Mathematics, English and History may choose 1 and 2 unit Extension Courses in consultation with the Key Learning Area coordinator.

Course available:

- Preliminary
- Extension 1 English
- Extension 1 Mathematics
- Extension 1 English
- Extension 1 Maths
- Extension 2 Maths
- Extension History (subject to Numbers)
Students interested in Creative and Performing Arts

These options would suit a student who enjoys and achieves at a high level in Creative and Performing Arts in Stage 5. These subjects would be good choices for students keen to study – Music, Visual Arts or Drama at a tertiary level or those who wish to pursue a career or interest in these areas.

Norwest Christian College
Subject Selection Form Stage 5

By responding to the instructions in each box select your 2017 courses and a proposed learning plan for 2018 and beyond. Year 9 and 10 students may also record the courses they have studied so far. Descriptions for each course are available in the Subject Selection Handbook.

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>(in 201__)</td>
<td>(in 201__)</td>
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</tbody>
</table>

**Stage 5**

- Compulsory
- English
- Mathematics
- Science
- Geography
- History
- PDHPE

Each elective is 100hrs. Students must select a total of 400hrs over 2 years. They may select up to 200hrs in any course.

<table>
<thead>
<tr>
<th>2017 Elective</th>
<th>2018 Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>(choose one)</td>
<td>(choose one)</td>
</tr>
</tbody>
</table>

- Commerce
- Food Tech
- Drama
- Graphics
- IT (Timber)
- Music
- IST
- PASS
- Visual Arts
- Photographic and Digital Media

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>(in 201__)</td>
<td>(in 201__)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 6 Proposed Learning Plan</th>
</tr>
</thead>
</table>

**Traditional Line 1 - Compulsory** (choose one)
- English – Standard (2 unit – Year 11 & 12)
- English – Advanced (2 unit – Year 11 & 12)

**Traditional Line 2** (choose one 2 unit course)
- General Mathematics (2 unit – Year 11)
- General Mathematics HSC 2 (2 unit – Year 12)
- Mathematics (2 unit – Year 11 & 12)

**Traditional Line 3** (choose one)
- Modern History (2 unit – Year 11 & 12)
- Music (2 unit – Year 11 & 12)
- PDHPE (2 unit – Year 11 & 12)

**Traditional Line 4** (choose one)
- Biology (2 unit – Year 11 & 12)
- Business Studies (2 unit – Year 11 & 12)
- Visual Arts (2 unit – Year 11 & 12)

**Focused Line 6** (choose one) (2017 & 2019) (for Year ____)
- Physics (2 unit)
- Legal Studies (2 unit)
- Drama (2 unit)
- IT (Timber) (2 unit)
- Studies of Religion II (2 unit)

**Focused Line 5** (choose one) (2018 & 2020) (for Year ____)
- Ancient History (2 unit)
- Economics (2 unit)
- Food Technology (2 unit)
- IPT (2 unit)
- Chemistry (2 unit)

**Extension Courses**

Advanced students in Mathematics, English and History may choose 1 and 2 unit Extension Courses in consultation with the Key Learning Area coordinator. Courses available:

**Preliminary**
- Extension 1 English
- Extension 1 Mathematics

**HSC**
- Extension 1 English
- Extension 2 English
- Extension 1 Maths
- Extension 2 Maths
- Extension History (subject to numbers)
Students interested in Technology

These options would suit a student who enjoys and has achieved at a high level in Technology in Stage 5. These subjects would be good choices for students keen to study Computing, Hospitality or Design and Technology at a tertiary level or pursue a career or an interest in these areas. (Note in Line 7 Food Technology could replace IPT, and in Line 4 Business Studies could replace Visual Arts).

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### Norwest Christian College

#### Subject Selection Form Stage 5

By responding to the instructions in each box select your 2017 courses and a proposed learning plan for 2018 and beyond. Year 9 and 10 students may also record the courses they have studied so far. Descriptions for each course are available in the Subject Selection Handbook.

<table>
<thead>
<tr>
<th>Stage 5</th>
<th>Stage 6 Proposed Learning Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9</td>
<td>Year 11</td>
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<tr>
<td>Year 10</td>
<td>Year 12</td>
</tr>
<tr>
<td>(in 201__)</td>
<td>(in 201__)</td>
</tr>
</tbody>
</table>

#### Compulsory
- English
- Mathematics
- Science
- Geography
- History
- PDHPE

Each elective is 100hrs. Students must select a total of 400hrs over 2 years. They may select up to 200hrs in any course.

<table>
<thead>
<tr>
<th>2017 Elective</th>
<th>2018 Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>(choose one)</td>
<td>(choose one)</td>
</tr>
</tbody>
</table>
- [x] Commerce
- [ ] Drama
- [ ] IT (Timber)
- [ ] IST
- [ ] Visual Arts
- [ ] Food Tech
- [ ] Graphics
- [ ] Music
- [ ] PASS
- [ ] Photograph and Digital Media
- [ ] History
- [ ] Music
- [ ] PASS
- [ ] Photograph and Digital Media

#### Stage 6 Compulsory

- English – Standard (2 unit – Year 11 & 12)
- English – Advanced (2 unit – Year 11 & 12)

#### Stage 6 Proposed Learning Plan

At least 12 units must be selected in the Preliminary Year and 10 units in the HSC Year.

- Traditional Line 1 - Compulsory
  - (choose one)
  - English – Standard (2 unit – Year 11 & 12)
  - English – Advanced (2 unit – Year 11 & 12)

- Traditional Line 2
  - (choose one 2 unit course)
  - General Mathematics (2 unit – Year 11)
  - General Mathematics HSC 2 (2 unit – Year 12)
  - Mathematics (2 unit – Year 11 & 12)

- Traditional Line 3
  - (choose one)
  - Modern History (2 unit – Year 11 & 12)
  - Music (2 unit – Year 11 & 12)
  - PDHPE (2 unit – Year 11 & 12)

- Traditional Line 4
  - (choose one)
  - Biology (2 unit – Year 11 & 12)
  - Business Studies (2 unit – Year 11 & 12)
  - Visual Arts (2 unit – Year 11 & 12)

- Focused Line 6
  - (choose one)
  - (2017 & 2019) (for Year ___)
  - Physics (2 unit)
  - Legal Studies (2 unit)
  - Drama (2 unit)
  - IT (Timber) (2 unit)
  - Studies of Religion II (2 unit)

- Focused Line 5
  - (choose one)
  - (2018 & 2020) (for Year ___)
  - Ancient History (2 unit)
  - Economics (2 unit)
  - Food Technology (2 unit)
  - IPT (2 unit)

#### Extension Courses

Advanced students in Mathematics, English and History may choose 1 and 2 unit Extension Courses in consultation with the Key Learning Area coordinator. Course available:

- Preliminary
  - Extension 1 English
  - Extension 1 Mathematics

- HSC
  - Extension 1 English
  - Extension 2 English
  - Extension 1 Maths
  - Extension 2 Maths
  - Extension History (subject to numbers)
The Board of Studies, Teaching and Educational Standards NSW (BOSTES) serves government and non-government schools in the development of school education for Years K-12. It provides educational leadership by developing quality curriculum and awarding secondary school credentials (Record of School Achievement and Higher School Certificate). The following BOSTES courses are offered at this College.

<table>
<thead>
<tr>
<th>KLA</th>
<th>Stage 4</th>
<th>Stage 5</th>
<th>Stage 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English Mandatory</td>
<td>English Mandatory</td>
<td>English Advanced</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>English Standard</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>English Ext 1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>English Ext 2 (Y12 only)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics Mandatory</td>
<td>Mathematics Mandatory</td>
<td>General Mathematics (Yr 11)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>General Mathematics HSC 2 (Yr 12)</td>
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<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
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<td>Mathematics Ext 1</td>
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<td></td>
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<td></td>
<td>Mathematics Ext 2 (Y12 only)</td>
</tr>
<tr>
<td>Science</td>
<td>Science Mandatory</td>
<td>Science Mandatory</td>
<td>Biology</td>
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<td>Chemistry</td>
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<td>Physics</td>
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<tr>
<td>HSIE</td>
<td>Geography Mandatory</td>
<td>Australian Geography</td>
<td>Ancient History</td>
</tr>
<tr>
<td></td>
<td>History Mandatory</td>
<td>Mandatory</td>
<td>Business Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History Mandatory</td>
<td>Economics</td>
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<tr>
<td></td>
<td></td>
<td>History Elective</td>
<td>Legal Studies</td>
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<tr>
<td></td>
<td></td>
<td>Commerce Elective</td>
<td>Modern History</td>
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<td></td>
<td></td>
<td></td>
<td>History Ext (Y12 only)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Studies of Religion II</td>
</tr>
<tr>
<td>PDHPE</td>
<td>PDHPE Mandatory</td>
<td>PDHPE Mandatory</td>
<td>PDHPE</td>
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<tr>
<td></td>
<td></td>
<td>PASS Elective</td>
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<tr>
<td>LOTE</td>
<td>LOTE Mandatory</td>
<td>Chinese Elective</td>
<td></td>
</tr>
<tr>
<td>CAPA</td>
<td>Music Mandatory</td>
<td>Music Elective</td>
<td>Music 1 or Music 2 (*)</td>
</tr>
<tr>
<td></td>
<td>Visual Arts Mandatory</td>
<td>Drama Elective</td>
<td>Drama (*)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual Arts Elective</td>
<td>Visual Arts (*)</td>
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<tr>
<td></td>
<td></td>
<td>Photographic and Digital Media Elective</td>
<td>Photography, Video and Digital Imaging (Year 11 only)</td>
</tr>
<tr>
<td>TAS</td>
<td>Technology Mandatory</td>
<td>Food Technology Elective</td>
<td>Food Technology</td>
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<td></td>
<td></td>
<td>IST Elective</td>
<td>IPT (*)</td>
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<td></td>
<td></td>
<td>Industrial Technology</td>
<td>Industrial Tech Timber (*)</td>
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<tr>
<td></td>
<td></td>
<td>Timber Elective</td>
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<tr>
<td></td>
<td></td>
<td>Graphics Elective</td>
<td></td>
</tr>
</tbody>
</table>

*Students intending to study these subjects in Stage 6 should complete at least 100 hours (one year) in Stage 5.
Stage 5 Subjects

<table>
<thead>
<tr>
<th>Mandatory</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Chinese</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Commerce</td>
</tr>
<tr>
<td>Science</td>
<td>Drama</td>
</tr>
<tr>
<td>Australian Geography</td>
<td>Food Technology</td>
</tr>
<tr>
<td>History (Mandatory)</td>
<td>Graphics Technology</td>
</tr>
<tr>
<td>Personal Development, Health and</td>
<td>History Elective</td>
</tr>
<tr>
<td>Physical Education (PDHPE)</td>
<td>Industrial Technology – Timber (ITT)</td>
</tr>
<tr>
<td></td>
<td>Information and Software Technology (IST)</td>
</tr>
<tr>
<td></td>
<td>Music</td>
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<tr>
<td></td>
<td>Photographic and Digital Media</td>
</tr>
<tr>
<td></td>
<td>Physical Activity and Sports Studies (PASS)</td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
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</tbody>
</table>

Considerations for Stage 5 Course Selection

Students will be asked to list three choices in order of preference from each group.

The content of each of these courses is outlined later in this booklet and should be examined carefully before a choice of elective is made. In making this choice the following should be remembered:

- Students should elect those subjects in which they have a genuine interest and talent.
- Students should elect those subjects which will lead on to subjects they wish to choose in Year 11 and 12 – this is especially relevant for performance subjects.
- Year 10 (2017) students will choose TWO electives. Each elective may be a 100 hour course or it may be the continuation of an existing elective to give a 200 hour course.
- Year 9 (2017) students will choose TWO electives for this calendar year with the possibility that these might be continued in the following year to give a 200 hour course.

The Record of School Achievement

The NSW School Certificate has been replaced by a new national credential called the Record of School Achievement (RoSA). The RoSA will be awarded to students who leave school after completing Year 10 but before qualifying for their HSC.

The RoSA will:

- record the school based grade students will receive at the end of Year 10
- provide an ongoing, cumulative record of achievement for students they can access anytime
- report results of moderated school based assessment
- introduce optional, online literacy and numeracy testing for school leavers
- provide an opportunity for students to incorporate extra-curricular achievements
- only be issued to students when they leave school.
English

STAGE 5 MANDATORY

Key Learning Area
English

Course description
It is our aim at Norwest that all students be equipped to communicate confidently and effectively in written, visual, electronic and spoken language. English is the only compulsory subject for all HSC students and a student may take up to 4 units of English. In addition, most subjects in Stage 6 assume a high standard of reading and written expression. Thus the positive and successful study of English in Stage 5 is extremely important.

The course comprises the study of a variety of texts and text types: traditional and contemporary fiction, non-fiction, poetry, drama, including Shakespeare, as well as film and media texts. It also includes the use and evaluation of information technology in research, composition and presentation. Students are required to study increasingly complex texts and to engage thoughtfully with various universal themes and current issues and are expected to participate in all aspects of English, working both collaboratively and individually.

Expectations of students
In the Speaking component experiences range from contribution to class discussion to the individual delivery of a prepared speech.

The Listening component develops skills such as interpreting others' spoken texts and analysing a soundtrack or the lyrics of a contemporary song.

The Reading and Writing component enables students to develop their ability to respond to and compose a wide variety of text types: imaginative, critical, persuasive, reflective and informative in various forms and media.

All students are encouraged to participate in a Wide Reading program which aims to develop the students' skills of sustained reading of extended texts, broaden their vocabulary and their written expression skills and give them access to different perspectives on the world.

Representing and Viewing encourages students to compose and respond to film, electronic, multimedia and other visual texts.

Students will be expected to develop a range of skills including independent learning, critical thinking, editing and evaluating their own work.
Mathematics

STAGE 5 MANDATORY

Key Learning Area
Mathematics

Course description
The Stage 5 Mathematics course continues to develop a range of skills that are useful for everyday life and for the workplace. The Stage 5 course also prepares students for the study of Stage 6 Mathematics. Students studying the 5.2/5.3 outcomes of Stage 5 Mathematics are eligible for the study of Mathematics (formerly known as 2 unit Mathematics) and Extension Mathematics at the Stage 6 level. Students studying the 5.1/5.2 outcomes are suited to the study of General Mathematics if they choose to study Mathematics at the Senior level.

What will students learn about?
Students study under the broad strands of:
- Space & Geometry
- Data
- Patterns & Algebra
- Measurement
- Number

What will students learn to do?
Within these broad strands the students will work towards achieving the course outcomes. Accordingly, the assessment of the course will be designed to establish the degree to which a student has satisfied the outcomes. Our classes will accommodate the various levels of mathematical ability that are present within our students.

Course requirements
During the Stage 5 Mathematics course it is imperative that good mathematical work habits are employed in class and at home. It is for this reason that a major emphasis will be placed upon the showing of appropriate working for all solutions to questions, the neatness of written work and the correct setting out of work.

The Homework Assistance Program will continue to be available in the Learning Resource Centre to help students prepare for these tasks or to help them whenever they do not understand their homework or class work.

Suitability for Stage 6 Mathematics courses
A student who achieves an A grade in Year 10 Mathematics and demonstrates a high level of proficiency in the 5.3 Extension outcomes is a suitable candidate for the study of Extension 1 Mathematics. Students in the Extension 1 Mathematics course demonstrating exceptional ability will be offered the opportunity to study Extension 2 Mathematics in their HSC year.

A student who achieves an A or B grade in Year 10 Mathematics and demonstrates proficiency in the 5.3 Extension outcomes is a suitable candidate for the study of Mathematics.

A student who achieves a C grade or above in Year 10 Mathematics is a suitable candidate for the study of General Mathematics.
Key Learning Area: Science

Course description: The aim of Stage 5 Science is to continue to reveal the wonders of God’s marvelous creation to each and every student. We will also explore the ingenuity of mankind in the exploration and manipulation of Creation. We aim for students to develop positive values about and attitudes towards themselves, others, lifelong learning, science and the environment. Students will also acquire scientific knowledge and understanding about phenomena within and beyond their experience; develop an appreciation of science as a human activity and apply their understanding to their everyday life.

What will students learn about?
Throughout the course students will develop knowledge and understanding of:
- the history of science
- the nature and practice of science
- applications and uses of science
- implications of science for society and the environment
- current issues, research and development
- models, theories and laws, structures and systems, interactions within the physical world, matter, the living world and Earth and space

What will students learn to do?
Students will also develop skills in working scientifically through:
- planning investigations
- conducting investigations
- communicating information and understanding
- developing scientific thinking and problem-solving techniques, and by working individually and in teams
- critically analysing the accuracy of scientific information presented in mass media

Course requirements: In order to assist in the development of these skills the students will undertake an individual student research project (SRP). Students will choose investigations related to one of the topics they have studied or to an area of interest. They will be encouraged to address problems relevant to their immediate environment and use readily available materials to undertake their investigation. Class time will be allocated to assist students in planning their investigations, carrying out research, clarifying their questions, developing hypotheses, identifying the dependent and independent variables and reporting results. Wherever possible, the actual investigation is to be completed in the students’ own time.
Australian Geography

STAGE 5 MANDATORY

Key Learning Area
Human Society and Its Environment

Course description
Geography allows students to develop an enjoyment of and interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

The syllabus has two key dimensions that form the basis for the study of all content in Geography:

- the spatial dimension – where things are and why they are there
- the ecological dimension – how humans interact with environments

What will students learn about?

Australian Geography consists of four focus areas in which students learn about the geographical processes and human interactions that shape Australian environments. They also learn about geographical issues and the responses to them including appropriate methods of citizenship for their management.

Students of Geography learn about the interaction of human and physical geography in a local context. They examine Australia’s physical environments and communities and explore how they are changing and responding to change. Students also look at Australia’s roles in its region and globally and how individuals and groups are planning for a better future. An important feature of the Australian Geography course is to allow students to become informed and active citizens.

What will students learn to do?

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including information and communication technologies (ICT). Geographical tools such as maps, graphs, statistics, photographs and fieldwork assist students to gather, analyse and communicate geographical information in a range of formats.

Fieldwork is an essential part of the study of Geography in Stages 4 and 5. In Stage 5, students are required to investigate a geographical issue through fieldwork by developing and implementing a research action plan.
### History

#### Key Learning Area
Human Society and Its Environment

#### Course description
History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies.

#### What will students learn about?
Students explore the nature of history, how historians investigate the past and the importance of conserving our heritage.

Students gain an understanding of significant factors in the development of the modern world, including the nature and impact of the Industrial Revolution in Europe and its reverberations throughout the world, including within Australia. Additionally, throughout Stage 5, students investigate Australia’s international relationships through an examination of World War One and Two, Australia in the Vietnam War Era and will focus on changes to rights and freedoms in Australian society over time.

#### What will students learn to do?
Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences.

In addition, all students must complete a site study in Stage 5.
**PDHPE**

**STAGE 5 MANDATORY**

<table>
<thead>
<tr>
<th><strong>Key Learning Area</strong></th>
<th>Personal Development, Health &amp; Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course description</strong></td>
<td>Personal Development, Health and Physical Education is a mandatory subject that contains both a theory and a practical component.</td>
</tr>
</tbody>
</table>
| **What will students learn about?** | Personal Development, Health & Physical Education involves the following four strands of study:  
- Self and Relationships  
- Movement Skill and Performance  
- Individual and Community Health  
- Lifelong Physical Activity |
| **What will students learn to do?** | The skills that will be developed in this subject include: communicating, decision making, interacting, moving, planning and problem solving. |
| **Course requirements** | The assessment for this subject is based on written and practical tasks which may include diaries, research projects, self-assessment tasks, assignments and participation in school carnivals. |
Chinese

STAGE 5 ELECTIVE

Key Learning Area: Languages

Course length: 100 hours

Course description: Chinese is the language of approximately one quarter of the world's population. The ability to communicate in Chinese enables students to contribute to the understanding between the two countries, to gain insight into another nearby culture and, perhaps in the future, to participate in the sociocultural and economic relationships between the two.

Students learn to Use Language through listening, reading, speaking and writing. They Make Linguistic Connections and explore the interdependence of language and culture as they Move Between Cultures.

What will students learn about?

Students learn about the ways texts are constructed for different purposes, identifying relevant details and linguistic choices that contribute to meaning.

They explore the link between culture and language, including the value of developing respect for and appreciation of other cultures.

What will students learn to do?

Students learn to select, summarise and analyse information and ideas in written and spoken texts and to construct their own texts in Chinese.

They learn to experiment with linguistic patterns and structures in Chinese to convey information and express their own ideas in well-constructed texts.

Course requirements: Students should have completed the 100 hour Mandatory Languages Course in Chinese Year 8.
Commerce

STAGE 5 ELECTIVE

**Key Learning Area**
Human Society and Its Environment

**Course length**
100 or 200 hours

**Course description**
Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

**What will students learn about?**
Commerce can be studied over one or two years. For the one year course students study either Consumer Choice and Personal Finance, or Law and Society and Employment Issues. For the two year course all of these topics will be studied. Each year there is a range of electives that students can choose from.

In the study of Consumer Choice and Personal Finance students learn about making responsible spending, saving, borrowing and banking decisions.

In Law and Society and Employment Issues students develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues and their rights and responsibilities at work.

In addition, students will study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business and a School-developed option.

**What will students learn to do?**
The study of Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

They will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace.
**Key Learning Area**  
Creative and Performing Arts

**Course length**  
100 or 200 hours

**Course description**  
Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

**What will students learn about?**  
All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to create a drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

**What will students learn to do?**  
Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. Students will be involved in individual and group performances, with performance opportunities including Stage 5 Performance Evening, ‘Live @ Norwest’ each term, Presentation Day and the annual Fusion Easter City Outreach. They will participate in engaging excursions and learn to respond to, reflect on and analyse their own work and the work of others, as well as evaluating the contribution of drama and theatre to the enrichment of society.
## Food Technology

### STAGE 5 ELECTIVE

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Technological and Applied Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course length</strong></td>
<td>100 or 200 hours</td>
</tr>
<tr>
<td><strong>Course description</strong></td>
<td>The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.</td>
</tr>
<tr>
<td><strong>What will students learn about?</strong></td>
<td>Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (food preparation and processing, nutrition and consumption) will be studied:</td>
</tr>
<tr>
<td><strong>Course A</strong></td>
<td><strong>Course B</strong></td>
</tr>
<tr>
<td>- Food in Australia</td>
<td>- Food for Special Needs</td>
</tr>
<tr>
<td>- Food Selection and Health</td>
<td>- Food Product Development</td>
</tr>
<tr>
<td>- Food Trends</td>
<td>- Food Equity</td>
</tr>
<tr>
<td>- Food for Special Occasions</td>
<td>- Food Service and Catering</td>
</tr>
<tr>
<td><strong>What will students learn to do?</strong></td>
<td>The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.</td>
</tr>
</tbody>
</table>
Graphics Technology

**Key Learning Area**

Technological and Applied Studies

**Course length**

100 hours

**Course description**

The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

**What will students learn about?**

All students will learn about the principles and techniques involved in producing a wide range of images, models, pictures and drawings. They will gain an understanding of graphics standards, conventions and procedures used in manual and computer-based drafting.

Students undertaking 100 hours of Graphics Technology will study a range of topics that cover a variety of areas of graphics:

- Logos and Pictographs
- Communication Devices
- Children’s Toys
- Household Appliances
- Transportation
- Packaging

**What will students learn to do?**

The major emphasis of the Graphics Technology syllabus is on the student actively planning, developing and producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and computer-based drafting technologies. They will learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic applications.
## History Elective

### STAGE 5 ELECTIVE

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Human Society and Its Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course length</strong></td>
<td>100 hours</td>
</tr>
<tr>
<td><strong>Course description</strong></td>
<td>History develops in young people an interest in and enjoyment of exploring the past. A study of History Elective provides opportunities for developing a knowledge and understanding of past societies and historical periods.</td>
</tr>
<tr>
<td><strong>What will students learn about?</strong></td>
<td>Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership and preservation and conservation of the past. A selection of ancient, medieval and early modern societies are studied in relation to themes such as war and peace, crime and punishment, music through history, slavery, women in history or other relevant topics.</td>
</tr>
<tr>
<td><strong>What will students learn to do?</strong></td>
<td>Students apply an understanding of history, heritage, archaeology and the methods of historical inquiry and examine the ways in which historical meanings can be constructed through a range of media. Students learn to apply the skills of investigating history, including understanding and analysing sources and evidence, and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.</td>
</tr>
</tbody>
</table>
## Industrial Technology – Timber (ITT)

<table>
<thead>
<tr>
<th><strong>Key Learning Area</strong></th>
<th>Technological and Applied Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course length</strong></td>
<td>100 or 200 hours</td>
</tr>
<tr>
<td><strong>Course description</strong></td>
<td>Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.</td>
</tr>
<tr>
<td><strong>What will students learn about?</strong></td>
<td>All students will learn about the properties and applications of materials associated with their chosen area of study. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about designing and the communication of ideas and processes.</td>
</tr>
<tr>
<td><strong>Specialist modules for Timber:</strong></td>
<td>Cabinetwork and Wood Machinery.</td>
</tr>
<tr>
<td><strong>What will students learn to do?</strong></td>
<td>The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.</td>
</tr>
<tr>
<td>Practical projects for Timber focus may include:</td>
<td>furniture items, decorative timber products, storage and transportation products, small step ladder or similar, storage and display units</td>
</tr>
</tbody>
</table>
# Information and Software Technology (IST)

**STAGE 5 ELECTIVE**

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Technological and Applied Studies</th>
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</thead>
<tbody>
<tr>
<td>Course length</td>
<td>100 hours</td>
</tr>
<tr>
<td>Course description</td>
<td>People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies. Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.</td>
</tr>
</tbody>
</table>
| What will students learn about? | The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth. The option topics to be studied within this course may include:
  - Artificial intelligence, simulation and modelling
  - Internet and website development
  - Authoring and multimedia
  - Software development and programming
  - Robotics and automated systems |
| What will students learn to do? | Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats. Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies in the chosen topics. |
Music

Key Learning Area
Creative and Performing Arts

Course length
100 or 200 hours

Course description
All students have the opportunity to develop their musical abilities and work towards their potential. As an art form, music plays an important role in society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What will students learn about?
Students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone, colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

What will students learn to do?
The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres. Students will learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination and appreciation to a broad range of musical styles. Students undertaking this course will also have the opportunity to record compositions and performances, learn how to operate equipment such as sequencers, drum machines, recording equipment and Public Address systems, compose and notate using industry standard software (Sibelius, Ableton, and Acid Studio) and take part in the online musicianship programs.

There is a strong emphasis on Performance and Music Technology.

Course requirements
The ability to play any instrument or sing would be beneficial in preparation for the performance component of the course. Students should be prepared to perform in front of an audience with sufficient notice.
Photographic and Digital Media

STAGE 5 ELECTIVE

Key Learning Area
Creative and Performing Arts

Course length
100 or 200 hours

Course description
Photographic and Digital Media provides extensive opportunities for students to enjoy creating artworks in a range of photographic and digital media. Students learn about the photographic practice of artists who use engaging and relevant media, and then apply their knowledge in developing their own works. The subject builds an understanding of the role of photography in the contemporary and historical world, and enables students to become informed about, analyse and document their artistic growth.

What will students learn about?
Students experience the pleasure of producing a range of photographic and digital media artworks. Students explore their own world through photography and learn to represent their ideas and interests with reference to contemporary trends in photographic and digital media. Students will learn about photographic practices and processes, as well as the ways in which beliefs, ideas, values and experiences may be documented and represented by photography.

What will students learn to do?
Students learn how to:

- Operate Film and Digital Single Lens Reflex (SLR) cameras.
- Produce quality photographs and video.
- Work safely in the Darkroom and to develop prints from their negatives.
- Use equipment in the Studio and creative lighting techniques.
- Edit and manipulate their work as well as create digital illustrations, animations and interactive works.
- Develop and refine their research skills, approaches to experimentation.
- Engage with the learned knowledge to make informed personal choices and judgments.
- Analyse and comment on a wide range of artworks and visuals; which is a key skill in understanding our contemporary world.

Course requirements
Students are encouraged to provide their own digital camera with manual settings (DLSR or advanced Point and Shoot), an 8GB or larger SD card as well as an 8GB or larger USB drive.
Physical Activity and Sports Studies (PASS)

Key Learning Area
Personal Development, Health & Physical Education

Course length
100 or 200 hours

Course description
Physical Activity and Sports Studies aims to enhance a student’s capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

What will students learn about?
The course includes modules selected from each of the following three areas of study:

- Foundations of Physical Activity
  - Body systems and energy for physical activity
  - Physical activity for health
  - Physical fitness
  - Fundamentals of movement skill development
  - Nutrition and physical activity
  - Participating with safety

- Physical Activity and Sport in Society
  - Australia’s sporting identity
  - Lifestyle, leisure and recreation
  - Physical activity and sport for specific groups
  - Opportunities and pathways in physical activity and sport
  - Issues in physical activity and sport

- Enhancing Participation and Performance
  - Promoting active lifestyles
  - Coaching
  - Enhancing performance – strategies and techniques
  - Technology, participation and performance
  - Event management

What will students learn to do?
Throughout the course students will develop the ability to:

- Work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- Display management and planning skills to achieve personal and group goals in physical activity and sport
- Perform movement skills with increasing proficiency
- Analyse and appraise information, opinions and observations to inform physical activity and sport decisions.
# Visual Arts

**STAGE 5 ELECTIVE**

<table>
<thead>
<tr>
<th><strong>Key Learning Area</strong></th>
<th>Creative and Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course length</strong></td>
<td>100 or 200 hours</td>
</tr>
<tr>
<td><strong>Course description</strong></td>
<td>Visual Arts provides opportunities for students to enjoy making and studying art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed, understand and write about their contemporary world.</td>
</tr>
<tr>
<td><strong>What will students learn about?</strong></td>
<td>Students learn about ideas and interests with reference to contemporary trends and how artists including painters, sculptors, architects, designers, photographers and ceramists make artworks. Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.</td>
</tr>
<tr>
<td><strong>What will students learn to do?</strong></td>
<td>Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations and digital media and other ICT forms, to build a body of work over time. They learn to:</td>
</tr>
<tr>
<td></td>
<td>• develop their research skills, approaches to experimentation and how to make informed personal choices and judgments.</td>
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<tr>
<td></td>
<td>• Record procedures and activities about their artmaking practice in their Visual Arts diary.</td>
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<tr>
<td></td>
<td>• Investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies.</td>
</tr>
<tr>
<td></td>
<td>• Interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.</td>
</tr>
<tr>
<td><strong>Course requirements</strong></td>
<td>Students are required to produce a body of work and keep a Visual Arts diary.</td>
</tr>
</tbody>
</table>
Stage 6 Subjects

| Ancient History | Information Processes and Technology (IPT) |
| Biology | Legal Studies |
| Business Studies | General Mathematics / HSC General Mathematics 2 |
| Chemistry | Mathematics |
| Drama | Mathematics Extension |
| Economics | Modern History |
| English – Standard | Music 1 |
| English – Advanced | Music 2 |
| English Extension | Personal Development, Health & Physical Education (PDHPE) |
| Food Technology | Physics |
| History Extension | Studies of Religion II |
| Industrial Technology – Timber (ITT) | Visual Arts |

Considerations for Stage 6 Course Selection

**Higher School Certificate (HSC)**

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least two units of a Board Developed Course in English
- At least four subjects
- At least six units from Board Developed Courses
- At least three courses of two units value or greater (either Board Developed or Board Endorsed Courses).

**Norwest Patterns of Study**

Focused Pattern (applies to 2 courses)
- Preliminary Course and HSC course completed in ONE (1) year either in Year 11 (240 hours) or Year 12 (240 hours)

Traditional Pattern (applies to remaining courses)
- Preliminary Course in Year 11 leads to HSC course in Year 12 (240 hours)

**Australian Tertiary Admissions Rank (ATAR)**

The ATAR is used by Universities as the basis for offering places in courses. The ATAR gives students a rank amongst the whole cohort of students who have notionally sat the HSC. Although the ATAR is calculated on the basis of a student’s HSC marks, it takes into account the academic demands of each course and the position of each student in that course. The ATAR gives a student’s position in the whole cohort – it is not a mark. For more information on the ATAR and on the scaling of courses, students should consult the UAC website FAQ’s.

Ten (10) units of HSC Board Developed courses are required for an ATAR (2 units of English plus another 8 units). A maximum of 2 units of Category B courses (Board Developed VET Courses) may be used in the calculation for an ATAR. At this point all HSC courses offered at Norwest are Category A courses.

**UAC Guide**

www.uac.edu.au

Some university courses have prerequisites for entry that might specify HSC courses that need to be studied and/or level of performance in those courses. Other courses have certain assumed knowledge specified but no formal prerequisites. The UAC Guide will give you the information for each university course. For assistance or clarification please consult the Head of Secondary Years.

**External Courses**

You can choose to study one external course with your school courses (TAFE, SCIL, Saturday School, Distance Ed, and Open High School). If an external course is chosen, there will be a fixed reduction in College fees and all fees associated with taking the external course will be the responsibility of parents. The College recommends that only one external course is undertaken. TAFE courses lead to the award of a TAFE Certificate and can be used as recognition of Prior Learning giving advanced standing at TAFE or University.
Ancient History

STAGE 6

Key Learning Area
Human Society and Its Environment

Course Type
Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

Number of Units
2 Units (Preliminary HSC & HSC)

Course Duration
240 hours (Preliminary HSC & HSC)

Course Outline
The Preliminary Course will consist of 3 parts:

- A Core Study entitled Investigating the Past: History, Archaeology and Science and at least one case study from a range of possible case studies.
- Ancient Societies, Sites and Sources. Students undertake at least one study from a variety of areas.
- Historical Investigation. The investigation should extend a particular area of an individual student or group interest.

HSC Course will consist of 4 parts:

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- One Ancient Society
- One Personality in their Time
- One Historical Period

Expectations of Students
There are no formal prerequisites but students must be prepared to deal with textual, documentary and visual material and be able to present conclusions in written and oral forms. Students will also be required to deal extensively with historical sources and develop skills of critical analysis of historical issues and events.

Methods of Assessment
Students must complete assessment tasks, research assignments, oral tasks and class exercises. For the HSC, candidates will be expected to answer a variety of questions: short answer and structured extended response.

Career Options
This Course will be suitable for students who may wish to pursue a career in social work, mass media, tourism and public service, where there is a need to understand people and make informed decisions based on gathering information and presenting reports.
Biology

STAGE 6

Key Learning Area
Science

Course Type
Board Developed Course (Category A)
The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

Number of Units
2 Units (Preliminary HSC & HSC)

Course Duration
240 hours (Preliminary HSC & HSC)

Course Outline
The curriculum is designed to increase students understanding of Biology as an ever-developing body of knowledge, with the following emphases spread across the modules of the syllabus:

- The History of Biology
- The Nature and Practice of Biology
- The Application and uses of Biology
- Implications of Biology for Society and the Environment
- Current Issues, Research and Developments in Biology

Year 11 students will study 4 modules:
- A local ecosystem
- Patterns in nature
- Life on earth
- Evolution of Australian biota

Year 12 students will study 4 modules; 3 core & 1 elective.
The 3 core modules are:
- Maintaining a balance
- Blueprint of Life
- Search for a better health

One elective module is studied from:
- Communication
- Biotechnology
- The human story
- Biochemistry
- Genetics – the broken code

Expectations of Students
Students will participate in a variety of learning activities that will also involve handling and dissecting biological material.

Methods of Assessment
Students will complete a series of practical, theory and oral based assessments. These may be in the form of assignments, fieldwork, model making, open-ended investigations, oral reports, practical tests, reports, research projects and examinations.

Career Options
The study of Stage 6 Biology provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In particular, there are opportunities for students to gain recognition in Vocational Education and Training (VET), TAFE NSW and other registered training organisations. The study of this course may lead to careers as diverse as forensic science, pharmacy, medicine, food production, education, journalism, veterinary/medical/sport/environmental science, marine biology, genetics, nursing and technology, just to name a few.
Business Studies

STAGE 6

**Key Learning Area**  
Human Society and Its Environment

**Course Type**  
Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

**Number of Units**  
2 Units (Preliminary HSC & HSC)

**Course Duration**  
240 hours (Preliminary HSC & HSC)

**Course Outline**  
Business Studies encompasses the theoretical and practical aspects of business and management in contexts which students will encounter in life.

The course offers focus areas and perspectives ranging from the planning of a small business to the broader roles of production, finance, employment relations, marketing and the impact of the global business environment.

**Expectations of Students**  
Business Studies is a Board of Studies course that requires rigorous study and consistent effort. Students are expected to develop general and specific skills including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance students' confidence and ability to participate effectively, not only as members of the business world, but as informed citizens.

**Methods of Assessment**  
In-school assessment will consist of formal examinations, essay tasks, short-answer and extended response in oral/written form, research tasks, interpretation of stimulus material and the development of business plans.

**Career Options**  
Business Studies would suit students who are planning to run their own business in the future or students who are planning to study Business at University or TAFE. This course also offers opportunities for students to gain recognition in vocational education and training. Possible career paths can include business management and forecasting, banking, share-broking, marketing, sales and advertising.
Chemistry

STAGE 6

**Key Learning Area**
Science

**Course Type**
Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

**Number of Units**
2 Units (Preliminary HSC & HSC)

**Course Duration**
240 hours (Preliminary HSC & HSC)

**Course Outline**
The course is designed to increase students understanding of Chemistry as an ever-developing body of knowledge, with the following emphases spread across the modules of the syllabus:

- The History of Chemistry
- The Nature and Practice of Chemistry
- The Implications of Chemistry for Society and Environment
- Current issues, Research and Developments in Chemistry

Year 11 students will study 4 modules:

- The Chemical Earth
- Metals
- Water
- Energy

Year 12 students will study 4 modules; 3 core and 1 elective.
The core modules are:

- The Identification and Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

One elective module is studied from:

- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation
- Biochemistry of Movement
- Chemistry of Art
- Forensic Chemistry

**Expectations of Students**
Students will require a reasonable understanding of Maths to adequately achieve the objectives of this course. Consequently students considering this course may also consider the Mathematics course. Students will participate in learning activities that will involve handling various chemicals.

**Methods of Assessment**
Students will complete a series of practical, theory and oral based assessments. These may be in the form of assignments, model making, open-ended investigations, oral reports, practical tests, reports, research projects, topic tests and examinations.

**Career Options**
The study of Stage 6 Chemistry provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In particular, there are opportunities for students to gain recognition in Vocational Education and Training (VET), TAFE NSW and other registered training organisations. There are many diverse careers in industry, government organisations, private companies, food industry, research, forensic science, pharmacy, medicine and education which are based on a good understanding of chemistry.
Drama

STAGE 6

**Key Learning Area**
Creative and Performing Arts

**Course Type**
Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

**Number of Units**
2 Units (Preliminary HSC & HSC)

**Course Duration**
240 hours (Preliminary HSC & HSC)

**Course Outline**
Students are provided opportunities to develop skills in making, performing and critically studying drama.

Preliminary Course: an integrated study of improvisation, acting, playbuilding, elements of production, theatrical traditions and performance styles.

HSC Course:
- Australian Drama and Theatre (core topic plus an option topic)
- Studies in Drama and Theatre (one option topic)
- Group Performance (core)
- Individual Projects (a range of options)

**Expectations of Students**
This course suits students who love Drama and enjoy both the theory and the performance aspects. There are no formal prerequisites, but students must be prepared to commit to both collaborative and individual performance and project work, and to undertake written research and journal tasks. It can complement the English course with in depth study of plays and opportunities to develop confidence in public speaking and performance.

Please note: Completion of 100 hours in Stage 5 Drama Elective is a Norwest prerequisite.

**Methods of Assessment**
HSC Course – School-based Assessment (half of HSC marks)
- Making 40%
- Performing 30%
- Critically Studying 30%
- Written Examination (Australian Drama & Studies in Drama) 40%
- Group Devised Performance 30%
- Individual Project (Performance; Design: Costume, Promotion and Program; Video; Scriptwriting) 30%

**Career Options**
The Stage 6 Drama course develops confidence in creative and critical thinking, in public speaking and performance and in collaborative presentations. These skills are sought after in many workplaces. The course is recognised by industry and training organisations including TAFE NSW. It gives credit towards a qualification under the AQF, specialised study at NIDA or degree courses in theatre or performing arts. It provides limited opportunities in the performing arts industry – so development of portfolios of work is vital.
# Economics

## STAGE 6

<table>
<thead>
<tr>
<th><strong>Key Learning Area</strong></th>
<th>Human Society and Its Environment</th>
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<tbody>
<tr>
<td><strong>Course Type</strong></td>
<td>Board Developed Course (Category A)</td>
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<tr>
<td></td>
<td>The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).</td>
</tr>
<tr>
<td><strong>Number of Units</strong></td>
<td>2 Units (Preliminary HSC &amp; HSC)</td>
</tr>
<tr>
<td><strong>Course Duration</strong></td>
<td>240 hours (Preliminary HSC &amp; HSC)</td>
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</tbody>
</table>

### Course Outline

Discussion of economic issues dominates the media and politics. Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. Questions such as: Why can't we have everything that we want? Why are there unemployed people? Why do interest rates rise and fall? What is the role of the Government in running the economy? These questions are all answered. By understanding economics, students can make informed judgements about issues and policies.

The Preliminary Course includes the following topics:

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

The HSC Course includes the following topics:

- The Global Economy
- Australia's Place in the Global Economy
- Economic Issues
- Economic Policies and Management

### Expectations of Students

There are no formal prerequisites although Commerce in Years 9 and/or 10 would be an advantage. The course does have some specific terminology that students need to grasp.

### Methods of Assessment

In-school assessment will consist of essay tasks, short answer and multiple choice questions, examinations and stimulus-based skills work and a research project which involves an oral presentation.

### Career Options

A study of Economics can lead to careers in share, finance or commodities markets, business economic forecasting, banking, insurance and other planning-related fields. Students will have a much better understanding of why certain decisions are taken by government, how those decisions affect their family and how they will affect them in the future.
English – Standard

STAGE 6

Key Learning Area English

Course Type Board Developed Course (Category A)
The marks for this Board developed course are eligible for inclusion in the
calculation of the Australian Tertiary Admission Rank (ATAR).

Number of Units 2 Units (Preliminary HSC & HSC)

Course Duration 240 hours (Preliminary HSC & HSC)

Course Outline There are two sections:

Section I (Area of Study) 40%
Students read, discuss and analyse a variety of both written and visual texts in the
exploration of an Area of Study.

Section II (Modules) 60%
Students explore and examine texts and analyse aspects of meaning in three
electives. The focus is on the way in which these texts communicate ideas. Texts in
the electives include short stories, poetry, drama and film, as well as a range of
texts of the students' own choosing.

Expectations of Students
This course is designed for students to increase their expertise in English in order
to enhance their personal, social and vocational lives. They will learn to respond to
and compose a wide variety of texts in a range of situations in order to be
effective, creative and confident communicators.

Methods of Assessment
In-school essays, short answer responses, creative writing, oral reports, folio on
visual area of study, viva voce (interviews), and representations.

Career Options
Recommended for students wishing to pursue English at a non-tertiary level.
Students wishing to study English at a tertiary level should not select this subject
but complete the Advanced course.
English – Advanced

STAGE 6

Key Learning Area

English

Course Type

Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

Number of Units

2 Units (Preliminary HSC & HSC)

Course Duration

240 hours (Preliminary HSC & HSC)

Course Outline

There are two sections.

In both sections, students explore, examine and analyse a wide variety of texts which must include Shakespearean drama, fiction, novel, poetry, film and non-fiction. They also compose their own work using a variety of technologies.

Section I (Area of Study) 40%

This is a study of various texts around a particular concept. Apart from the prescribed texts, students choose their own related texts - which may include films, novels, websites and song lyrics and then they develop a portfolio.

This section is common to both the Standard and Advanced courses; however, at this level, the texts for reading, discussion and analysis in the Area of Study, are more complex and demanding than those studied in the Standard course.

Section II (Modules) 60%

These emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued. This course requires knowledge and evaluation of complex texts.

Expectations of Students

Students must have consistently scored in the A or B range of results for English during Year 10.

Students should not undertake this course unless they are prepared to engage with complex texts in depth and detail. Wide reading, both literary and critical, is necessary for students to meet course requirements.

Methods of Assessment

Essays, critical and responsive writings, oral/written reports, research folios, visual representations, viva voces.

Career Options

This course is designed for students to undertake the challenge of higher order thinking to enhance their personal, social and vocational lives. Critical and creative skills, developed in both their composition of and response to a variety of complex texts, are of great value in the contemporary workplace. This course is also advantageous in preparation for the level of academic English and critical thinking required for university courses.
English Extension

STAGE 6

Key Learning Area

English

Course Type

Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

Number of Units

1 Unit (Preliminary HSC & HSC)

Course Duration

Extension 1 - 120 hours (Preliminary HSC & HSC)

Extension 2 - 60 hours (HSC Only), 1 year

Course Outline

Preliminary – Module: Texts, Culture and Value.

Students examine a key text from the past and its manifestations in one or more popular cultures. Students will:

- Consider the relationships between the key text from the past and its culture.
- Explore the language of the texts and examine the ways language shapes and reflects ideas.
- Consider the effects of different ways of responding to texts.
- Evaluate the ways and reasons the original and later manifestations of the text are valued.

Extension 1 - students select one Elective which involves the detailed and intense study of a least three set texts as well as a range of texts of the student's own choice.

Extension 2 - consists of a Major Work which is examined externally as a product and assessed within the school as a process. In order to undertake Extension 2 students must have completed the Preliminary Extension 1 course at a high level.

Expectations of Students

This is designed for students undertaking English (Advanced) who choose to study at a more intensive level in diverse but specific areas. They enjoy dealing with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

Students will only be permitted to take this course if they have consistently scored within the A or very high B range in Year 10.

Methods of Assessment

Oral and written analytical responses, research papers, folios, representations.

Career Options

Study of English at university level.
# Food Technology

**STAGE 6**

<table>
<thead>
<tr>
<th><strong>Key Learning Area</strong></th>
<th>Technological and Applied Studies</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Type</strong></td>
<td>Board Developed Course (Category A)</td>
</tr>
<tr>
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<td>The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).</td>
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<tr>
<td><strong>Number of Units</strong></td>
<td>2 Units (Preliminary HSC &amp; HSC)</td>
</tr>
<tr>
<td><strong>Course Duration</strong></td>
<td>240 hours (Preliminary HSC &amp; HSC)</td>
</tr>
</tbody>
</table>
| **Course Outline**     | Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in:  
  - researching, analysing and communication  
  - food issues,  
  - food preparation, and  
  - the design, implementation and evaluation of solutions to food situations.  
  Students will learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues. |
| **Expectations of Students** | It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the “learn to” section of each strand.  
There are no formal prerequisites however the completion of Food Technology in Stage 5 level would be an advantage. |
| **Methods of Assessment** | Assessment is through various practical and written tasks including essays, investigations, experiments and reports. |
| **Career Options**     | Suitable for students interested in studying food technology, nutrition or dietetics at university. |
History Extension

STAGE 6

Key Learning Area  Human Society and Its Environment

Course Type  Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

Number of Units  1 Unit (HSC)

Course Duration  60 hours (HSC)

Course Outline  This course aims to challenge students who have a strong passion for history. It aims to cover significant historiographical ideas and processes. Students learn to design, undertake and communicate historical inquiry and appreciate the way history has been recorded over time, the value of history for critical interpretation of the contemporary world and the contribution of historical studies towards lifelong learning.

Expectations of Students  This is designed for students who have completed Preliminary Ancient or Modern History to a high level and wish to study at a more intensive level in diverse but specific areas. They must enjoy extensive reading, engaging with new and challenging ideas and concepts and seek the opportunity to work in increasingly independent ways. Students will be expected to complete a major work (research essay) which forms the majority of their internal (school-based) assessment.

Students will only be permitted to take this course if they have consistently scored within the A or very high B range in Year 11.

Methods of Assessment  Oral and written analytical responses, research essay (major work), internal examinations.

Career Options  Study of History at university level.
Industrial Technology – Timber Products and Furniture (ITT)

STAGE 6

Key Learning Area

Technological and Applied Studies

Course Type

Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

Number of Units

2 Units (Preliminary HSC & HSC)

Course Duration

240 hours (Preliminary HSC & HSC)

Course Outline

This subject involves a study of the timber industry with an emphasis on the practical application of wood technologies. In both the Preliminary and HSC Courses, study takes place within four discrete sections: the Industry Study (includes a study of the overall industry and one specific organisation); Design, Planning and Management (of solutions to practical problems); Communication (includes technical and workplace communication methods); and Industry-specific content (a broad knowledge of relevant tools, equipment, materials and processes and specific in-depth knowledge of those relevant to the major project).

Expectations of Students

There is no prerequisite for this course, however completion of 100 hours in Stage 5 Industrial Technology - Timber is a Norwest prerequisite.

Methods of Assessment

The four sections of the course will be assessed through practical projects and folios, assignments and examinations.

Career Options

Students could move on to further study at university level in the areas of Industrial Design and Engineering. Opportunities may also exist for students to obtain recognition by TAFE and other industry providers for courses in the Building Construction, Carpentry and other allied trades.
STAGE 6

Key Learning Area  
Technological and Applied Studies

Course Type  
Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

Number of Units  
2 Units (Preliminary HSC & HSC)

Course Duration  
240 hours (Preliminary HSC & HSC)

Course Outline  
Information-based systems are the backbone of businesses worldwide. IPT is designed to teach students the skills and knowledge necessary for them to be confident, competent users and creators of computerised information systems. The course enables students to learn the processes of collecting, organising, communicating and managing information, as well as the technology that supports it. Students are taught methods used in information systems analysis and design at an attainable level.

The Preliminary Course covers the principles of information processes, tools for information processes, developing computer-based systems through project-based learning.

The HSC Course will cover:

- Project Management
- Information Systems and Databases
- Communication Systems

Options:

- Transaction Processing Systems
- Decision Support Systems
- Automated Manufacturing Systems
- Multimedia Systems

Expectations of Students  
Completion of 100 hours in Stage 5 IST Elective is a Norwest prerequisite. Otherwise there are no prerequisites for the Preliminary Course.

Methods of Assessment  
Assessment is through practical tasks, tests, examinations, assignments and projects.

Career Options  
On completion, this course provides students with options in the workforce, TAFE and university, along with the essential skills to manage data in a wide range of work environments.
Legal Studies

STAGE 6

**Key Learning Area**
Human Society and Its Environment

**Course Type**
Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

**Number of Units**
2 Units (Preliminary HSC & HSC)

**Course Duration**
240 hours (Preliminary HSC & HSC)

**Course Outline**
Legal Studies develops students’ knowledge, understanding and skills in relation to the legal system and explores its effectiveness in promoting a just and fair society. The course aims to empower students to participate effectively as citizens at the local, national and international level.

The Preliminary Course provides an understanding of the legal system and the relationship between the Individual and the State. It also includes a “Law in Practice” unit which allows students to investigate contemporary legal issues that illustrate how the law operates in practice. It provides an essential foundation for the HSC Course.

In the HSC Course students learn about the relationship between law and society in core topics such as Crime and Human Rights and optional studies including Family, Workplace Law and Consumers.

**Expectations of Students**
There are no formal prerequisites; however, students must be prepared to undertake significant legal research and analysis.

**Methods of Assessment**
In-school assessment will consist of reading, research tasks, essays, and oral tasks as well as examinations.

**Career Options**
Legal Studies is valuable for all students regardless of their future vocations. The course leads to the development of general research, analytical and writing skills. It is designed to increase the awareness of the legal basis on which decisions are made in various occupations and in the general community. This course will be particularly relevant to those students who have an interest in the law, government or business. Possible career paths can include working as a court official, correctional services or police officer, case worker, policy writer, public servant, para-legal assistant, solicitor or barrister.
General Mathematics / HSC General Mathematics 2

STAGE 6

Key Learning Area
Mathematics

Course Type
Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

Number of Units
2 Units (Preliminary HSC & HSC)

Course Duration
120 Hours Preliminary General Mathematics
120 hours HSC General Mathematics 2

Course Outline
The Preliminary Mathematics General course and the HSC Mathematics General 2 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 2 course content is written in the same five Strands and includes a further two Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

Main topics covered:

Preliminary Mathematics General Course
- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Communication
- Focus Study: Mathematics and Driving

HSC Mathematics General 2 Course
- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Health
- Focus Study: Mathematics and Resources
**Expectations of Students**

**Preliminary Mathematics General:** The course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2002) up to, and including, the content and outcomes of Stage 5.1.

**HSC Mathematics General 2:** For students who intend to study the HSC Mathematics General 2 course, it is recommended that they study at least some of the Stage 5.2 content of the Mathematics Years 7–10 Syllabus (2002), particularly the Patterns and Algebra topics and Trigonometry, if not all of the content.

Please note: Only students who have achieved at a satisfactory level in Preliminary General Mathematics will be permitted to continue into HSC General Mathematics 2 - and students should take this into account in their planning of subjects for the HSC.

**Methods of Assessment**

Written examinations and assignments.

**Career Options**

The Preliminary Mathematics General/HSC Mathematics General 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.
Mathematics

STAGE 6

**Key Learning Area**  Mathematics  

**Course Type**  Board Developed Course (Category A)  

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

**Number of Units**  2 Units (Preliminary HSC & HSC)  

**Course Duration**  240 hours (Preliminary HSC & HSC)

**Course Outline**  Mathematics is a more theoretical and rigorous course than General Mathematics. Aims include:

- To give an understanding of important mathematical ideas such as variable, function and limit and to introduce students to mathematical techniques which are relevant to the real world.
- To introduce calculus.
- To understand the need to prove results and to appreciate the role of deductive reasoning in establishing such proofs.

**Expectations of Students**  This course is only suitable for students who have achieved an A or a B in Year 10 Mathematics and demonstrated proficiency in the 5.3 Extension outcomes. Students who have achieved a C grade in Year 10 Mathematics are not suitable candidates for Mathematics but are encouraged to pursue the General Mathematics course.

**Methods of Assessment**  Assessment is through written examinations and assignments.

**Career Options**  It provides the mathematical background and techniques necessary for the further study of mathematics at tertiary level. It is helpful for:

- Concurrent studies in Science and Economics.
- Further studies in Mathematics as a minor discipline in support of courses such as Life Sciences or Economics.

Some careers are based on a good understanding of mathematics. Eg. Science, research, engineering, statistics and software engineering, education, economics etc.
Mathematics Extension

STAGE 6

Key Learning Area: Mathematics

Course Type: Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

Number of Units: 1 Unit (Preliminary HSC & HSC)

Course Duration: 120 hours (Preliminary HSC & HSC)

Course Outline:

Topics include:
- Further and harder work on topics already covered in the 2 Unit Mathematics course.
- Inverse functions, including inverse trigonometric functions.
- Polynomials
- Binomial theorem
- Permutations and combinations

Expectations of Students:

This course may only be chosen by students who have achieved an A in Year 10 Mathematics and demonstrated a high level of proficiency in the 5.3 Extension outcomes. Students demonstrating exceptional ability in the 2 unit and Preliminary Extension 1 course will be offered the opportunity to study Extension 2 Mathematics in their HSC year.

All students who do this course also study the Mathematics (2 Unit) course concurrently.

Methods of Assessment:

Written examinations and assignments.

Career Options:

This course provides the background and techniques necessary for the further study of mathematics at a tertiary level. It is helpful for:
- concurrent studies in Science, Industrial Arts and Economics.
- studies in Mathematics as a major discipline in support of the Physical and Engineering Sciences.

Some careers which require a deep understanding of mathematics include academics, research science, physics and engineering.
Modern History

STAGE 6

Key Learning Area
Human Society and Its Environment

Course Type
Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

Number of Units
2 Units (Preliminary HSC & HSC)

Course Duration
240 hours (Preliminary HSC & HSC)

Course Outline
The Preliminary Course consists of 3 parts:
- Case Studies: eg Yankees and Confederates in the American Civil War and Decolonisation in Indo China 1945 -1954 50%
- Historical Investigation 20%
  The investigation should extend a particular area of an individual student or group interest.
- Core Study 30%
  “The World at the Beginning of the 20th Century”

The HSC Course consists of 4 parts:
- Core Study – WWI and Its Aftermath 25%
- National Study 25%
- Personalities in the Twentieth Century 25%
- International Studies in Peace and Conflict 25%

Expectations of Students
There are no formal prerequisites but students must be prepared to deal with textual, documentary and visual material and be able to present conclusions in written and oral forms. Students will also be required to deal extensively with historical sources and develop skills of critical analysis of historical issues and events.

Methods of Assessment
In-school assessment will consist of essay tasks, short answer and extended response in oral/written form, topic tests, research tasks and examinations with reference to the Case Studies and Core.

Career Options
This Course will be suitable for students who may wish to pursue a career in social work, mass media, tourism, politics, education, law, academia, museum or cultural studies and public service, where there is a need to understand people, analyse information, make informed decisions from research, present reports and make recommendations.
## Music 1

### Key Learning Area
Creative and Performing Arts

### Course Type
Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

### Number of Units
2 Units (Preliminary HSC & HSC)

### Course Duration
240 hours (Preliminary HSC & HSC)

### Course Outline
In the Preliminary course students will have the opportunity to study 3 topics from a wide range of choices. Some of the topics included in the list are Rock, Film, Popular, 20/21st Century, Music and Technology, Jazz, Theatre, Small & Large Ensembles and Classical (there are many more). At the HSC level students study another 3 topics from the same list, developing greater depth of knowledge and understanding of the concepts of music. In addition students develop their ability to perform, compose and listen within the context of a range of styles, periods and genres. Students will also choose 3 electives made up of any combination of performance, composition and/or musicology. Students undertaking this course will have the opportunity to record compositions and performances, learn how to operate equipment such as sequencers, drum machines, recording equipment and P.A. systems, compose and notate using industry standard software (Sibelius and Acid) and take part in online musicianship programs.

### Expectations of Students
Completion of 100 hours in Stage 5 Music Elective is a Norwest prerequisite. The ability to play an instrument or sing is essential for the mandatory performance component. Students must be prepared to perform in front of an audience.

### Methods of Assessment
Assessment is through various practical and written tasks including performance, composition, aural and musicology.

### Career Options
This course is suitable for students who enjoy contemporary music in all its forms. It is recognised by many tertiary music and training institutions, and is suitable preparation for many university courses in the Music, Arts and Teaching areas. It will serve as a pathway for further training and employment in the music industry or in contemporary music fields.
Music 2

STAGE 6

**Key Learning Area**  |  Creative and Performing Arts
---|---
**Course Type**  |  Board Developed Course (Category A)
**Course Duration**  |  240 hours (Preliminary HSC & HSC)
**Number of Units**  |  2 Units (Preliminary HSC & HSC)

**Course Outline**

In the Preliminary course students Music 2 builds on the Years 7-10 Mandatory and Elective courses and focuses on the study of Western art music. They explore topics such as Music from 1600 – 1900, Music of a Culture, Australian Music, Renaissance and Medieval Music, Music of the last 25 years (plus many more).

At the HSC level students study another 2 topics from the same list, developing greater depth of knowledge and understanding of the concepts of music.

In addition students develop their ability to perform, compose and listen within the context of a range of styles, periods and genres. Students will also choose an elective from performance, composition or musicology. Students undertaking this course will have the opportunity to record compositions and performances, learn how to operate equipment such as sequencers, drum machines, recording equipment and P.A. systems, compose and notate using industry standard software (Sibelius and Acid) and take part in online musicianship programs.

**Expectations of Students**

Completion of 100 hours in Stage 5 Music Elective is a Norwest prerequisite. Music 2 students will have undertaken some formal individual tuition in their specific instrument, as it is essential for the mandatory performance component. Students must be prepared to perform in front of an audience.

**Methods of Assessment**

Assessment is through various practical and written tasks including performance, composition, aural and musicology.

**Career Options**

This course is suitable for students who enjoy music in all its forms. It is recognised by many tertiary music and training institutions, and is suitable preparation for many university courses in the Music, Arts and Teaching areas. It will serve as a pathway for further training and employment in the music industry or in contemporary music fields.
Key Learning Area: Personal Development, Health & Physical Education

Course Type: Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

Number of Units: 2 Units (Preliminary HSC & HSC)

Course Duration: 240 hours (Preliminary HSC & HSC)

Course Outline:

This course contains mainly theoretical components and also an opportunity for practical application.

2 Unit Preliminary Course

The topics covered include: Better Health for Individuals and the Body in Motion. Two additional options are chosen out of: First Aid, Composition and Performance, Fitness Choices and Outdoor Recreation.

2 Unit HSC Course

The topics covered include: Health Priorities in Australia and Factors Affecting Performance. Two additional options are chosen out of: Sport & Physical Activity in Australian Society, the Health of Young People, Improving Performance, Equity and Health, and Sports Medicine.

Expectations of Students: There are no formal prerequisites however, students who have earned a D grade or less in Year 10 English are not advised to attempt this course.

Methods of Assessment: The HSC examination is a three-hour paper containing multiple choice, short answer and essay questions. School assessment consists of formal examinations, class seminars, presentations and practical activities.

Career Options: This course leads to tertiary studies in Health and Human Movement or TAFE courses which lead to employment in the sport, recreation and fitness industries such as coaching, physiotherapy, massage, event management and personal training.
Physics

STAGE 6

Key Learning Area          Science

Course Type                 Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

Number of Units            2 Units (Preliminary HSC & HSC)

Course Duration            240 hours (Preliminary HSC & HSC)

Course Outline

The course is designed to increase students understanding of Physics as an ever-developing body of knowledge and the ongoing search for the answer to questions, with the following emphases spread across the modules of the syllabus:

- The History of Physics
- The Nature and Practice of Physics
- The Implications of Physics for Society and the Environment
- Current Issues, Research and Developments in Physics

Year 11 students will study 4 modules:

- The World Communicates
- Electricity in the Home
- Moving About
- The Cosmic Engine

Year 12 students will study 4 modules; 3 core and 1 elective.

The core modules are:

- Space, Motors and Generators and From Ideas to Implementation

One elective module is studied from:

- The Age of Silicon
- Medical Physics
- Astrophysics
- From Quantum to Quarks
- Geophysics

Expectations of Students

Stage 5 Students who attain a Science and Mathematics grade of "B" or higher are more likely to succeed at Physics. It is recommended that students opting to study Physics also study Mathematics (not General) in Year 11. The Study of Extension 1 Mathematics would be advantageous.

Methods of Assessment

Students will complete a series of practical, theory and oral based assessments. These may be in the form of assignments, model making, open-ended investigations, oral reports, practical tests, reports, research projects, topic tests and examinations.

Career Options

The study of stage 6 Physics provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In particular, there are opportunities for students to gain recognition in Vocational Education and Training (VET), TAFE NSW and other registered training organisations. Students with an interest in Engineering, Medicine, Geology and Space Exploration will find the course both rewarding and exciting.
## Studies of Religion II

**Key Learning Area**  
Human Society and Environment

**Course Type**  
Board Developed Course (Category A)

The marks for this Board developed course are eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

**Number of Units**  
2 Units (Preliminary HSC & HSC)

**Course Duration**  
240 hours (Preliminary HSC & HSC)

**Course Outline**  
Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture.

The Stage 6 Studies of Religion syllabus acknowledges religion as a distinctive answer to the human need for meaning in life. An understanding of religion provides a perspective for the human view of reality and deals with daily living as well as with the ultimate source, meaning and goal of life. Religion is generally characterised by a worldview that recognises a supernatural dimension – belief in divinity or powers beyond the human and/or dwelling within the human.

Students will study the Nature of Religion along with major religions including Christianity, Buddhism, Hinduism, Islam, Judaism and Religion in Australia

2 Unit Preliminary Course  
- Nature of Religion and Beliefs  
- The Study of 3 Religious Traditions  
- Religions of Ancient Origin  
- Religion in Australia pre-1945

2 Unit HSC Course  
- Nature of Religion and Belief Systems in Australia post 1945  
- Religious Tradition Depth Study 1  
- Religious Tradition Depth Study 2  
- Religious Tradition Depth Study 3  
- Religion and Peace  
- Religion and Non-Religion

**Expectations of Students**  
Studies of Religion emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners.

**Methods of Assessment**  
Students will be required to conduct school based assessments which examine knowledge & understanding, research skills, sourced based skills and communication. All students will sit the external HSC examination.

**Career Options**  
Careers in Social Welfare, anthropology, communication, cultural studies, philosophy, social ecology and sociology.
Visual Arts

STAGE 6

<table>
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</tr>
<tr>
<td><strong>Course Outline</strong></td>
<td>The Preliminary Course investigates the content areas of Practices, Conceptual Framework and Frames. These are dealt with in 2 separate units; one focusing on Modernism and the other on Post Modernism. In art-making practice students will learn to explore, develop and resolve their work in both their Art Diary and the finished artworks in a variety of media and techniques. In conjunction with art-making, students will study artists that relate to the topic in both art criticism and art history. The HSC Course will require students to be more or less independent in the art-making practice. They have the opportunity to make a Body of Work on their chosen theme and form. This allows students a creative outlet throughout the HSC Course. Students will also study artists and artworks in greater depth through Case Studies.</td>
</tr>
<tr>
<td><strong>Expectations of Students</strong></td>
<td>Completion of 100 hours in Stage 5 Visual Arts Elective is a Norwest prerequisite Sound drawing skills are useful and a great sense of imagination and inquiry will help in the development of ideas/techniques. Students should also have reasonable reading and writing skills for responding to artworks in both art criticism and art history.</td>
</tr>
<tr>
<td><strong>Methods of Assessment</strong></td>
<td>Art-making is assessed on conceptual strength, meaning and technical skill. Art History and Art Criticism are assessed through examinations, analysing artworks and writing extended responses.</td>
</tr>
<tr>
<td><strong>Career Options</strong></td>
<td>The Visual Arts course opens up career opportunities in areas such as Web Design, Graphic Design, Architecture, Curating, Teaching, Directing, Advertising, Diversional Therapy, Illustration, Photography, Videography, Art History, Art Criticism, Fashion Design, Interior Design, Story-Boarding, Television, Carpentry, Beauty, being a Professional Artist, and so much more. Many visual arts based vocations require minimal training; other vocations require 1 – 4 years tertiary training at TAFE, private colleges and universities. Interviews with portfolios are the usual method of application into these courses. The Visual Arts course will instil a cultured appreciation for the creative and performing arts enabling students to enjoy and participate in the changing life and culture of their communities in a holistic way.</td>
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