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The College’s vision is to be ‘a Christ-centred learning community that inspires and equips students to fulfil their God-given purpose’. In striving towards this vision our focus is on inspiring all members of our community to seek God to understand His calling on their life and to discover within themselves a strong and driving purpose that will provide direction and motivation for their lives. We also seek to encourage each community member to equip themselves with the knowledge, skills and dispositions to achieve this purpose.

Our vision for Norwest Christian College graduates is that they:

- love God; serving others through faith in Jesus, exhibiting Godly wisdom and virtues, including kindness, humility, integrity, and respect;
- confidently pursue an aspirational purpose, striving for excellence in themselves, their network, and their community as they contribute positively to society; and
- are hopeful, optimistic and resilient individuals capable of engaging thoughtfully and creatively with the world, managing their lives, and relating to others.

Central to how we nurture students towards this vision is our Building Purposeful Lives (BPL) framework which focuses on creating a culture that systematically cultivates the habits, attitudes and dispositions that equip students to be better learners, better able to concentrate, and better able to enjoy their learning, as well as more calmly, confidently and creatively face difficulty and uncertainty in their learning and their lives.

On their learning journey students ideally learn the self-discipline that enables them to excel in those tasks that they do not find enjoyable, as well as experience the joy of pursuing opportunities about which they are passionate. Choosing Elective courses in Stage 5, all courses in Stage 6, as well as Interest Electives throughout the Secondary Years are some of the opportunities for students to pursue their passions and continue to develop a well-rounded suite of skills and dispositions with which to approach their learning, enabling them to become more and more capable and therefore perform better and better at school each year.

I wish every student the very best in this endeavour.

Felicity Marlow
Principal
BUILDING PURPOSEFUL LIVES

LOVE GOD with all your heart.

FAITH - We are learning to trust in Jesus by whose grace, we come into relationship with God the Father and His people, the Church.

PURSUE YOUR PURPOSE

INTEGRITY - We explore our gifts and passions to identify our purpose, and faithfully pursue it, all the while behaving consistently with what believe and say.

for which you were created and gifted, and it will provide both direction and motivation for your life.

CONFIDENCE - We take initiative and well-considered, yet courageous risks in the context of an accurate assessment of our own gifts and limitations.

ASPIRATION - To help create a better future, set life and learning goals, work hard, and strive for excellence.

NETWORK - We grow a network of people with the skills, knowledge, connections and willingness to support us.

BUILD YOUR CAPACITY

ENGAGE - To grow our passions we reflect on feelings and motivations, the reasons for them and whether they are helpful as we engage passionately with our world in meaningful ways.

MANAGE - To grow our minds we reflect on our thinking and learning processes, why we think and learn that way, and how we could manage ourselves better to bring order and value to the world.

CREATE - To grow our creativity we reflect on our perspective, testing what we know and how sure we are, to discover and pursue opportunities to improve the world.

RELATE - To grow our social skills we reflect on how we interact, why we interact that way, and how to improve in order to form and maintain strong, positive connections with others.

Noticing: We intentionally observe the world to uncover detail, patterns, and subtle nuances as well as deeper truths, collecting and organizing data to assist us where required.

Focusing: We work out the things that distract us, and learn to reduce their impact so that we can maintain concentration, and restore it after a distraction.

Immersing: We look for interest in tasks and choose challenging activities so that we become curious and fully absorbed in the endeavour.

Persevering: We are developing the patience and strategies to maintain effort when stuck or facing a challenge or a setback.

Planning: We form a strategic overview of actions that address expectations, safety, resources, timeframes and other parameters, and cater for any problems anticipated.

Resourcing: We locate, identify, evaluate the quality and usefulness of, and wisely use all available materials, research, support, and experience to help us.

Reviewing: We monitor and evaluate quality, progress, and compliance with requirements, both ongoing and at key points, and adapt as required.

Distilling: We condense information of various types to extract the essential meaning and enrich our understanding.

Questioning: We express our curiosity by asking great questions of ourselves and others as we wonder, explore and clarify.

Linking: We seek coherence, relevance and meaning by relating experiences and learning to what we already know, identifying patterns, making inferences, and applying what we discover.

Imagining: We explore and generate new possibilities by looking at things from different perspectives and paradigms, through different lenses, or on different scales.

Reasoning: We use logical thinking and methodical analysis to appraise sources, make inferences, establish hypotheses, construct strong evidence-based arguments, and to critique the ideas, hypotheses and arguments of others.
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. 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).

In response to 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.

Current legislation 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.

**Focused Patterns of Study**

Following a review of the overall Stage 6 pattern of study, the College will phase out the existing Focused model with the current Stage 6 student cohorts. Students beginning their Year 11 studies will do so in the traditional format, completing a minimum of 12 units of study in Year 11, and a minimum of 10 units of study in Year 12 unless other agreed pathways are in place.

**Subject Selection Application Process**

The Subject Information Evening and handbooks are designed to assist students and parents in the application 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, along with the Director of Teaching & Learning and Careers Counsellor 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 applied for courses consistent with their academic strengths, and life as a graduate.

Thank you for your time taken in reading the information that follows. Please do not hesitate to contact the College or specialist teachers should you have any questions about your child’s subject choices for Stages 5 and 6.

Yours Sincerely,

Owen Laffin  
Head of Secondary Years

Linda Hogan  
Director of Secondary Teaching and Learning
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 ........................................................................................................... Owen Laffin
Director of Secondary Teaching and Learning ........................................................................ Linda Hogan
Acting Head of Faculty - English ............................................................................................ Viviana Mattiello
Head of Faculty - Mathematics .............................................................................................. Cindy Ham
Head of Faculty – Science ................................................................................................. Estelle McNaught
Acting Head of Faculty – HSIE and LOTE .......................................................................... Thea Laffin
Head of Faculty - PDHPE ........................................................................................................ Rodney Braine
Head of Faculty – Creative Arts (Music and Art) ................................................................. Peter Christie
Head of Faculty – Technology & STEM ................................................................................... Brian Barter
Careers Counsellor ................................................................................................................ Pamela Ledley
Subject Application Form Stage 5 (Sample)

The following is the subject application form for your Stage 5 studies. This is an important process for you to engage in with purpose as you prepare for an HSC pattern of study that maximises your learning strengths, interests and goals. You should also refer to the Subject Information Handbook and the expertise of your teachers to assist with your selection of subjects.

You should use this form as a guide in early Term 2, you will be emailed an online survey for the final submission of your preferred subject choices.

<table>
<thead>
<tr>
<th>2020</th>
<th>2021</th>
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<tbody>
<tr>
<td><strong>Mandatory Courses</strong></td>
<td><strong>Mandatory Courses</strong></td>
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<tr>
<td>English</td>
<td>English</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics</td>
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<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
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<td>History</td>
<td>History</td>
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<tr>
<td>PDHPE</td>
<td>PDHPE</td>
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</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>2020 Electives</th>
<th>2021 Electives</th>
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<tbody>
<tr>
<td><strong>Choose one</strong></td>
<td><strong>Choose one</strong></td>
</tr>
<tr>
<td>X</td>
<td>Y</td>
</tr>
<tr>
<td>☐ Chinese</td>
<td>☐ Commerce</td>
</tr>
<tr>
<td>☐ Commerce</td>
<td>☐ Engineering Technology</td>
</tr>
<tr>
<td>☐ Design &amp; Technology</td>
<td>☐ Food Technology</td>
</tr>
<tr>
<td>☐ Drama</td>
<td>☐ Graphics</td>
</tr>
<tr>
<td>☐ IST</td>
<td>☐ History Elective</td>
</tr>
<tr>
<td>☐ PASS</td>
<td>☐ Music</td>
</tr>
<tr>
<td>☐ Visual Arts</td>
<td>☐ Photographic &amp; Digital Media</td>
</tr>
</tbody>
</table>

Choose one | Choose one |
----------------|----------------|
X | Y |
| ☐ Commerce | ☐ Commerce |
| ☐ Engineering Technology | ☐ Engineering Technology |
| ☐ Design & Technology | ☐ Food Technology |
| ☐ Drama | ☐ Graphics |
| ☐ IST | ☐ History Elective |
| ☐ PASS | ☐ Music |
| ☐ Visual Arts | ☐ Philosophy |
| ☐ Photographic & Digital Media | ☐ Photographic & Digital Media |
Subject Application Form Stage 6 (Sample)

The following is the subject application form for your Stage 6 studies. This is an important process for you to engage in with purpose as you prepare for an HSC pattern of study that maximises your learning strengths, interests and goals. You should also refer to the Subject Information Handbook and the expertise of your teachers to assist with your selection of subjects.

**Please Note:** subjects marked with an * have a prerequisite achievement level for their selection. Other subjects will have recommended levels of achievement or Stage 5 Subjects. Refer to the Subject Information handbook for further information.

You should use this form as a guide. In early Term 2, you will be emailed an online survey for the final submission of your preferred subject choices. These will be finalised by interview during Term 2 also.

**Student statement** (you will enter this onto your online survey – consider your past grades, learning strengths and interests, and future career and study paths)

The pattern of study I have chosen is appropriate because:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**English** – Compulsory (you must select a minimum of 2 units of English)

Tick your preferred option/s:

☐ English Standard (2 units)

☐ English Advanced (2 units) *

☐ English Extension I (1 unit - by application only) *

☐ English Extension II (1 unit - by application - in HSC year only) *

**Mathematics** - Tick your preferred option/s:

☐ Mathematics Standard

☐ Mathematics Advanced *

☐ Mathematics Extension I (1 unit - by application only) *

☐ Mathematics Extension II (1 unit - by application - in HSC year only) *
For the remainder of your selections, please rank your preferences 1-6.

**Science**
- Biology
- Chemistry*
- Physics*

**Human Society and its Environment**
- Ancient History
- Business Studies
- Economics
- History Extension (1 unit) *
- Legal Studies
- Modern History
- Studies of Religion I (1 unit – select this if you have chosen another 1 unit subject)
- Studies of Religion II (2 units) *

**PDHPE**
- PDHPE
- Community & Family Studies (CAFS)

**Creative and Performing Arts**
- Music I *
- Music II *
- Drama
- Visual Arts

**Technologies**
- Food Technology
- Design and Technology *
- Engineering Studies *

**Vocational Education & Training Options (VET)**
- I am considering the following VET course
Courses by Key Learning Area

The NSW Education Standards Authority (NESA) 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 NESA courses are offered at this College. Extension courses are offered by application only.

<table>
<thead>
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<th>KLA</th>
<th>Stage 4</th>
<th>Stage 5</th>
<th>Stage 6</th>
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<tr>
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<td>English Advanced</td>
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<td>English Standard</td>
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<td>English Extension 1</td>
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<td>English Extension 2 (Y12 only)</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics Mandatory</td>
<td>Mathematics Mandatory</td>
<td>Mathematics Advanced</td>
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<td>Mathematics Standard</td>
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<td>Mathematics Extension 1</td>
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<td></td>
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<td>Mathematics Extension 2 (Y12 only)</td>
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<tr>
<td>Science</td>
<td>Science Mandatory</td>
<td>Science Mandatory</td>
<td>Biology</td>
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<td></td>
<td>Chemistry</td>
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<td></td>
<td>Physics</td>
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<tr>
<td>HSIE</td>
<td>Geography Mandatory</td>
<td>Geography Mandatory</td>
<td>Ancient History</td>
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<td></td>
<td>History Mandatory</td>
<td>History Mandatory</td>
<td>Business Studies</td>
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<td>History Elective</td>
<td>Economics</td>
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<td>Commerce Elective</td>
<td>Legal Studies</td>
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<td>Philosophy</td>
<td>Modern History</td>
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<td>History Extension (Y12 only)</td>
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<td>Studies of Religion I</td>
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<td>Studies of Religion II</td>
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<tr>
<td>PDHPE</td>
<td>PDHPE Mandatory</td>
<td>PDHPE Mandatory</td>
<td>PDHPE</td>
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<td>PASS Elective</td>
<td>Community and Family Studies</td>
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<tr>
<td>LOTE</td>
<td>LOTE Mandatory</td>
<td>Chinese Elective</td>
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<tr>
<td>CAPA</td>
<td>Music Mandatory</td>
<td>Music</td>
<td>Music 1 or Music 2 (*)</td>
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<td>Visual Arts Mandatory</td>
<td>Drama</td>
<td>Drama (*)</td>
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<td>Visual Arts</td>
<td>Visual Arts (*)</td>
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<td>Photographic and Digital Media</td>
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<tr>
<td>Technologies</td>
<td>Technology Mandatory</td>
<td>Design and Technology</td>
<td>Design and Technology (*)</td>
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<td>Food Technology</td>
<td>Food Technology (*)</td>
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<td></td>
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<td>IST</td>
<td>Engineering Studies (*)</td>
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<td>Engineering Technology</td>
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<tr>
<td></td>
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<td>Graphics Technology</td>
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*Students intending to study these subjects in Stage 6 should complete at least 100 hours (one year) in Stage 5.
Considerations for Stage 5 Course Selection

Students will be asked to apply for their elective choices in order of preference, nominating at least 4 subjects. 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 (2020) 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 (2020) 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.

Vocational Education & Training (VET)

VET courses are ‘dual accredited’, where students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification. VET courses play in helping students prepare for further education, training, employment and lifelong learning is widely recognised by key stakeholders in education.

**Industry Curriculum Frameworks – Board Developed courses**

Some VET courses include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR), necessary for direct university entry. These courses known as Industry Curriculum Framework courses and include

- Automotive
- Construction
- Entertainment Industry
- Electrotechnology
- Information and Digital Technology
- Hospitality (Kitchen/Cooking/Catering focus)
- Retail Services (as a School Based Traineeship – conditions apply)

Courses within Industry Curriculum Frameworks (Frameworks) count as Board Developed units of credit for the HSC.

**Stage 6 VET Board Endorsed courses**

In addition to Framework courses, Stage 6 VET Board Endorsed courses (VET BECs) count as Board Endorsed unit credit for the HSC but do not contribute towards an ATAR.

These include courses such as Early Childhood Education and Care.

**Where will a VET course fit into my HSC studies?**

All HSC VET courses count as 2 unit HSC subjects. It is essential, however, to make a course decision that aligns with your need for an ATAR (or not). An interview with the Career’s Advisor is a compulsory part of the application process.

**How can I engage with a VET course?**

In 2020, the College will be offering students the option of studying VET courses through KEY Alliance. KEY Alliance is a collaboration between Independent Schools from the Nepean, Blue Mountains and Hawkesbury regions who work together to provide a Trade Training Centre. The centre offers students at Independent Schools access to trade and other vocational education courses as part of their Higher School Certificate.

**Timetable of Delivery**

Our students will be able to access courses in “block delivery” mode, and as part of the KEY Alliance, this is usually on Tuesday afternoons for Year 12 students and Thursday afternoons for Year 11 students. Transport to Delivery Schools is provided by the College for Year 11 and Year 12 students, and students arrange their own transport home from their delivery school.

Stage 6 students will also be able to choose other VET courses from providers such as TAFE NSW and Whitehouse College. These timetables will vary.
Pattern of Study

Students are permitted to undertake a maximum of one VET subject over the course of their Stage 6 studies.

Cost

The cost of courses will vary and is dependent upon the provider/delivery school. Parents will also assume the cost of materials, uniforms, etc. associated with completing individual courses. Further information can be provided upon request via the Career’s Counsellor.

Please Note: VET course outlines will be provided in an additional handbook.

The Record of School Achievement

The Record of School Achievement (RoSA) will be awarded to students who leave school after completing Year 10 requirements but before qualifying for their HSC. This is possible in certain circumstances only.

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.
Subject Selection Handbook

STAGE 5 MANDATORY

Key Learning Area

English

Course description

It is our aim 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.

What will students learn about?

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.

What will students learn to do?

In the Speaking component, experiences range from contribution to class discussion to the individual delivery of a prepared speech debate or multimodal presentation.

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.

Course Requirements

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.

Suitability for Stage 6

English is the only compulsory course for the HSC. Two units of study in English are guaranteed to be included in the calculation of the ATAR by UAC.

A student who achieves an A for the Year 10 ROSA in English and demonstrates a high level of proficiency in reading and writing extensively and independently is a suitable candidate for the study of Extension 1 English. Students in the Extension 1 English course demonstrating exceptional ability will be offered the opportunity to study Extension 2 English in their HSC year.

A candidate who achieves an A or B grade for the Year 10 ROSA in English is a suitable candidate for the study of Advanced English.

All other students are suitable candidates for the Standard English course.
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 5.3 outcomes of Stage 5 Mathematics are eligible for the study of Mathematics Advanced (formerly known as Mathematics) and Extension 1 and Extension 2 Mathematics at the Stage 6 level.
- Students studying the 5.2 outcomes are suited to the study of Mathematics Standard 2 if they choose to study Mathematics at a Senior level.
- 5.1 STEM Mathematics prepares students for the optional ATAR Standard 1 Mathematics course.

**What will students learn about?**  
Students will study under the broad strands of:

- Number & Algebra
- Measurement & Geometry
- Statistics & Probability

**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. Classes will accommodate the various levels of mathematical ability that are present within our students.

**Course requirements**  
It is imperative that effective 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 and the correct setting out of work.

The Home Learning Assistance Program will continue to be available in the Learning Resource Centre after school weekly.

**Suitability for Stage 6**  
Note, the College upholds prerequisite achievement grades for Stage 6 Advanced courses. Students qualify if they achieve an A grade in Year 10 Mathematics 5.3 course. B grades will be considered on merit.
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.

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

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

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. The Remainder of the actual investigation is to be completed in the students’ own time.

Students who engage with Science in Stage 5 will have the opportunity to go onto further studies in Physics, Chemistry, and Biology in Stage 6. Please note there are academic standards for entry into some courses.
Geography

STAGE 5 MANDATORY

Key Learning Area

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Course description

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

What will students learn about?

What will students learn to do?

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

Course Requirements

Students will be required to participate in relevant course work to improve their critical thinking and enhance their role as a global citizen.

Suitability for Stage 6

The skills and knowledge learned in Stage 5 Geography will prepare students for further studies in the HSIE Faculty in Business Studies and/or Economics.
History

STAGE 5 MANDATORY

Key Learning Area

Human Society and Its Environment (HSIE)

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.

Course Requirements

Students will be required to engage with all relevant resource materials to obtain a varied and broad historical viewpoint.

Suitability for Stage 6

This subject will prepare students wanting to study Modern History, Ancient History and Legal Studies at a Stage 6 level.
## STAGE 5 MANDATORY

<table>
<thead>
<tr>
<th><strong>Key Learning Area</strong></th>
<th>Personal Development, Health &amp; Physical Education (PDHPE)</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>
<tr>
<td><strong>What will students learn about?</strong></td>
<td>Personal Development, Health &amp; Physical Education involves the following four strands of study:</td>
</tr>
<tr>
<td></td>
<td>• Self and Relationships</td>
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<tr>
<td></td>
<td>• Movement Skill and Performance</td>
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<tr>
<td></td>
<td>• Individual and Community Health</td>
</tr>
<tr>
<td></td>
<td>• Lifelong Physical Activity</td>
</tr>
<tr>
<td><strong>What will students learn to do?</strong></td>
<td>The skills that will be developed in this subject include: communicating, decision making, interacting, moving, planning and problem solving.</td>
</tr>
<tr>
<td><strong>Course requirements</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Suitability for Stage 6</strong></td>
<td>Students wishing to study PDHPE in Stage 6 will find this course useful.</td>
</tr>
</tbody>
</table>
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 way 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.

Recommended for Stage 6 studies: This subject is essential for those students who want to study Chinese in Stage 6.
# Commerce

## STAGE 5 ELECTIVE

<table>
<thead>
<tr>
<th><strong>Key Learning Area</strong></th>
<th>Human Society and Its Environment (HSIE)</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>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.</td>
</tr>
<tr>
<td><strong>What will students learn about?</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>What will students learn to do?</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Course requirements</strong></td>
<td>Students must have an ability to engage in abstract thinking to be successful in this course to enable them to engage with consumer, financial, legal and employment issues. Students should also be regularly engaged with a range of current affairs, particularly in economics and the law to maximise their learning in Commerce.</td>
</tr>
<tr>
<td><strong>Recommended for Stage 6 studies</strong></td>
<td>Commerce is strongly recommended for students who wish to study Legal Studies, Economics and/or Business Studies in Stage 6.</td>
</tr>
</tbody>
</table>
# Design and Technology

## Key Learning Area
Technologies

## Course length
100hrs or 200hrs

## Course description
Design and Technology provides broad experience in a range of contexts and builds on the know-how and know-why developed in Science and Technology K–6 and the foundation Technology (Mandatory) course. The design and development of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects.

The diversity of approaches to design projects provides the scope to develop high order thinking, future thinking and understanding of conceptual principles. The design process caters for a variety of student needs, abilities and interests. The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects.

### What will students learn about?
The study of Design and Technology will assist students to appreciate and be informed about a range of careers in design and technological innovation. Students will learn to critically analyse and reflect on the implications of design in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose.

### What will students learn to do?
Design projects, relevant to student needs and interest, are the main learning activity of students during a unit of work and culminates in the designed solution and documentation.

The focus areas of design may include: agricultural, architectural, communication systems, digital media, engineering, environmental, fashion, food, furniture, graphical, industrial, information systems, interior, jewellery, landscape, medical, packaging, promotional, software, structural, transport systems or a student-negotiated focus area of design.

## Course Requirements
AN engineering report and project are undertaken as part of the course.

### Please Note:
There is a requirement that a laptop is provided by parents with capacity to run a CAD package for Orthographic, 3D modelling and stress analysis. Windows 10 is the preferred operating system with at least 6 Gig ram

## Recommended for Stage 6 studies
The College requires that students wishing to undertake the Stage 6 D&T elective complete at least 100 hours of this course in Stage 5.
# Drama

**STAGE 5 ELECTIVE**

<table>
<thead>
<tr>
<th><strong>Key Learning Area</strong></th>
<th>Creative and Performing Arts (CAPA)</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>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.</td>
</tr>
<tr>
<td><strong>What will students learn about?</strong></td>
<td>All students undertake a unit of Playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to create an original performance 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, commedia, 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.</td>
</tr>
<tr>
<td><strong>What will students learn to do?</strong></td>
<td>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, and the musical, every alternate year. 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.</td>
</tr>
<tr>
<td><strong>Course Requirements</strong></td>
<td>Group performance work and Log Book Reflections are a mandatory requirement for Drama at Norwest.</td>
</tr>
<tr>
<td><strong>Recommended for Stage 6 studies</strong></td>
<td>The College requires that students wishing to undertake the Stage 6 Drama Elective complete 100 hours of this course in Stage 5.</td>
</tr>
</tbody>
</table>
Engineering Technology

STAGE 5 ELECTIVE

Key Learning Area
Technologies

Course length
200hrs

Course description
Industrial Technology Engineering develops students' knowledge and understanding of material 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.

What will students learn about?
This course investigates the practice of engineering, societal and environmental implications, and the calculations involving problem solving, material analysis, manufacturing and the graphics required for engineering applications. Engineering Technology promotes environmental, economic and global awareness, problem solving ability engagement with information technology self-directed learning, communication, management and skills in working as a team.

What will students learn to do?
Core modules develop knowledge and skills in the use of materials, tools and techniques related to the structures and mechanisms. These are enhanced and further developed through the study of specialist modules in:

- Control Systems
- Alternative Energy

The major emphasis of the Industrial Technology Engineering syllabus is on student active planning and constructing quality practical projects.

These may include:

- Small structures
- Small Vehicles
- A range of devices and appliances
- Robotic projects
- Electronic and mechanical control systems

Students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences should be used to develop knowledge and understanding of the skills in designing, producing, and evaluating.

Course Requirements
An engineering report and project are undertaken as part of this course.

Please Note: There is a requirement that a laptop is provided by parents with capacity to run a CAD package for Orthographic, 3D modelling and stress analysis. Windows 10 is the preferred operating system with at least 6 Gig ram.

Recommended for Stage 6 studies
The College requires that students wishing to undertake the Stage 6 Engineering Studies complete at least 100 hours of this course in Stage 5.
Food Technology

STAGE 5 ELECTIVE

Key Learning Area

Technologies

Course length

100 or 200 hours

Course description

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.

What will students learn about?

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:

<table>
<thead>
<tr>
<th>Course A</th>
<th>Course B</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

What will students learn to do?

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 regarding 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.

Course Requirements

Please Note: There is a requirement that a laptop is provided by parents with capacity to run a CAD package for Orthographic, 3D modelling and stress analysis. Windows 10 is the preferred operating system with at least 6 Gig ram

Recommended for Stage 6 studies

The College requires that students wishing to undertake the Stage 6 Food Technology elective complete at least 100 hours of this course in Stage 5.
# Graphics Technology

**Key Learning Area**  
Technologies

**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.

**Course Requirements**  
**Please Note:** There is a requirement that a laptop is provided by parents with capacity to run a CAD package for Orthographic, 3D modelling and stress analysis. Windows 10 is the preferred operating system with at least 6 Gig ram

**Recommended for Stage 6 studies**  
This course is recommended for students wishing to undertake Design and Technology in Stage 6 in addition to the Stage 5 Design and Technology course.
# History Elective

## Stage 5 Elective

**Key Learning Area**

Human Society and Its Environment (HSIE)

**Course length**

100 hours

**Course description**

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.

**What will students learn about?**

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.

**What will students learn to do?**

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.

**Course Requirements**

Students must have an interest in a broad range of historical time periods and contexts. Where a breadth of historical knowledge does not currently exist, students must be willing to learn about different time periods to expand their historical knowledge and skills. Students must have a sound level of research skills and writing ability to be successful in this course.

**Recommended for Stage 6 studies**

This subject is strongly recommended for students wanting to study Ancient History and/or Modern History Stage 6.
Information and Software Technology (IST)

STAGE 5 ELECTIVE

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Technologies</th>
</tr>
</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. |
| Course Requirements        | Group and individual project-based work designed to assist in developing a range of skills, including research, design and problem-solving strategies in the chosen topics. |
| Please Note:               | There is a requirement that a laptop is provided by parents with capacity to run a CAD package for Orthographic, 3D modelling and stress analysis. Windows 10 is the preferred operating system with at least 6 Gig ram |
| Recommended for Stage 6 studies | The College requires that students wishing to undertake Stage 6 Information Processes & Technology (available in 2021) complete at least 100 hours of this course in Stage 5. |
Music

STAGE 5 ELECTIVE

**Key Learning Area**
Creative and Performing Arts (CAPA)

**Course length**
100 or 200 hours

**Course description**
All students undertaking music in stage 5 have the opportunity to develop their musical abilities and work towards achieving their potential. As an art form music plays an important role in society. It occupies a significant place in world cultures in both 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 student to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activities that reflects the real world practice of performers, composers and audience.

**What will students learn about?**
Students will study the concepts of music (duration, pitch, dynamics and expressive techniques, structure, texture and tone colour) 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 several 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 have the opportunity to work with current music technologies both in the realm of composition and performance.

**Course requirements**
It is essential that students undertaking this course have the ability to play an instrument of sin in preparation for the performance aspect of the course. Tuition on an instrument / voice is highly recommended.

**Recommended for Stage 6 studies**
It is recommended that students wishing to study Music 1 or Music 2 course for their HSC should take Stage 5 Elective Music. Students in Stage 6 must undertake private tuition.
Philosophy

**STAGE 5 ELECTIVE**

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Human Society and Its Environment (HSIE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course length</td>
<td>100 hours</td>
</tr>
<tr>
<td>Course description</td>
<td>Cogito ergo sum (I think therefore I am). Most people blunder through life, unable or unwilling to articulate and understand their most fundamental beliefs and ideas about how the world works. Philosophy provides opportunities for students to engage with the ideas of some of the greatest thinkers of the past several thousand years. It allows students to freely explore complex and challenging viewpoints, to contest and sometimes upset the status quo and come to understand why we see the world the way we do. This course focuses on developing logical thinking and reasoning skills and tests the implicit ethics that shape how we live.</td>
</tr>
<tr>
<td>What will students learn about?</td>
<td>The course includes four key modules, although students are invited to engage in philosophical debate arising from current affairs:</td>
</tr>
<tr>
<td></td>
<td>• Module 1: Forms of Logic (how to win arguments)</td>
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<td></td>
<td>• Module 2: Great Thinkers (the big ideas we didn't know we knew)</td>
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<tr>
<td></td>
<td>• Module 3: Ethics <em>(when is it right to do wrong and wrong to do right?)</em></td>
</tr>
<tr>
<td></td>
<td>Module 4: Schools of Philosophy <em>(politics, purchases and personal lives)</em></td>
</tr>
<tr>
<td>What will students learn to do?</td>
<td>Throughout the course students will develop the ability to:</td>
</tr>
<tr>
<td></td>
<td>• Use a range of sophisticated forms of logical argument (both in writing and spoken) and enhance their ability to communicate complex ideas simply.</td>
</tr>
<tr>
<td></td>
<td>• Notice the flaws in the ideas and arguments of others and enhance their use of reasoning skills and evidence.</td>
</tr>
<tr>
<td></td>
<td>• Think more clearly about the world, articulate their understanding and defend their beliefs and opinions.</td>
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<tr>
<td></td>
<td>Research more effectively.</td>
</tr>
<tr>
<td>Course requirements</td>
<td>There are no pre-requisite subjects for this course. Throughout the course, however, students will be expected to engage in conversation and debate.</td>
</tr>
<tr>
<td>Recommended for Stage 6 studies</td>
<td>Student who engage with Philosophy in Stage 5 will have the opportunity to engage in subjects such as Ancient History, Modern History, Advanced English, Extension I English, Legal Studies and Studies of Religion in Stage 6. Please note that there are standards for entry into some courses.</td>
</tr>
</tbody>
</table>
Photographic and Digital Media

STAGE 5 ELECTIVE

Key Learning Area

Creative and Performing Arts (CAPA)

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.

Recommended for Stage 6 studies

This course is a good addition to Stage 5 Visual Arts for students wishing to undertake Visual Arts in Stage 6.
Physical Activity and Sports Studies (PASS)

STAGE 5 ELECTIVE

Key Learning Area: Personal Development, Health & Physical Education (PDHPE)

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.

Course Requirements: Student are required to engage with the practical and theoretical components of the course.

Recommended for Stage 6 studies: The College requires that students wishing to undertake Stage 6 PDHPE complete at least 100 hours of this course in Stage 5.
Visual Arts

STAGE 5 ELECTIVE

Key Learning Area
Creative and Performing Arts (CAPA)

Course length
100 or 200 hours

Course description
Visual Arts provides students with the opportunity to develop knowledge and understanding in both Artmaking and the Study of Art and Artists Practice. The course is broken down with 70% being allocated to the Artmaking and 30% to the Study of Art. The Visual Arts course builds an understanding of both the contemporary and the historical world and enables student to become informed through experimentation in a variety of 2D, 3D and 4D medias and process.

What will students learn about?
Students learn about ideas, themes and interest in our contemporary world and how artists respond to their personal world experiences in their artmaking.

Students learn about the pleasure and the enjoyment in making artworks both individually and collaboratively, as well as learning about the function of the artist and how it reflects a time and place in history.

Students learn about how art is shaped by different belief, values and meanings and their own lives and experiences can influence their artmaking and critical and historical studies.

What will students learn to do?
Student will learn about experimentation as a way of learning new skills, and that through experimentation we gain mastery.

Students will learn to investigate traditions and customs in artmaking. Students will learn new process in a variety of media: drawing, painting, printmaking, ceramics, sculpting, photography, graphics, textiles and mixed media.

Students will learn about the significance of learning about other artists practice and the impact it can have on their own artmaking.

They learn to:
- develop their research skills, approaches to experimentation and how to make informed personal choices and judgments.
- Record the process of artmaking and research in their Visual Arts Process Diary.
- Use a variety of Art Appreciation tools to discuss, interpret and understand artworks (The Frames, The Conceptual Framework & Artists Practice).

Course Requirements
In this course students will take a hands on approach to learning as they develop skills in looking at and understanding artworks as well as developing an appreciation for the role of Visual Arts in the world.

Recommended for Stage 6 studies
It is a college requirement that students wishing to undertake the Stage 6 Visual Arts course complete at least 100 hours of this course in Stage 5.
Stage 6 Subjects

<table>
<thead>
<tr>
<th>Stage 6 Subjects</th>
<th>Considerations for Stage 6 Course Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>Higher School Certificate (HSC)</td>
</tr>
<tr>
<td>Biology</td>
<td>To qualify for the Higher School Certificate</td>
</tr>
<tr>
<td>Business Studies</td>
<td>students must satisfactorily complete a Preliminary pattern of study</td>
</tr>
<tr>
<td>Chemistry</td>
<td>comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>• At least two units of a Board Developed Course in English</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>• At least four subjects</td>
</tr>
<tr>
<td>Drama</td>
<td>• At least six units from Board Developed Courses</td>
</tr>
<tr>
<td>Economics</td>
<td>• At least three courses of two units value or greater (either Board Developed or Board Endorsed Courses).</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>Norwest Patterns of Study</td>
</tr>
<tr>
<td>English – Standard</td>
<td>Traditional Pattern</td>
</tr>
<tr>
<td>English – Advanced</td>
<td>• Preliminary Course in Year 11 leads to HSC course in Year 12 (240 hours)</td>
</tr>
<tr>
<td>English Extension,</td>
<td>Australian Tertiary Admissions Rank (ATAR)</td>
</tr>
<tr>
<td>Food Technology</td>
<td>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 rank 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 FAQs.</td>
</tr>
<tr>
<td>History Extension I</td>
<td>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.</td>
</tr>
</tbody>
</table>

**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 (HSIE)

**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)

**Course Duration**  
240 hours

**Course Outline**

- **Preliminary Course:**
  - The Nature of Ancient History
  - Features of Ancient Societies
  - Historical Investigation

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

**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.

**Expectations of Students**  
Students must be prepared to engage with textual, documentary and visual material and be able to present conclusions in written and oral forms. Students will also be required to engage extensively with historical sources and develop skills of critical analysis of historical issues and events.

**Prerequisite Studies and achievements**  
The study of Ancient History is recommended for students who have achieved an A or B grade in Stage 5 History (mandatory) and/or Elective History courses and have the capacity to write in a sustained and cohesive manner.
**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)

**Course Duration**
240 hours

**Course Outline**
Biology enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological system levels, and the interactions between living things and the environment in which they live.

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

**Preliminary Course:**
- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystems Dynamics
- One Depth study

**HSC Course:**
- Heredity
- Genetic Change
- Infectious Diseases
- Non-Infectious Diseases and Disorders
- One Depth study

**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. The study of this course may lead to careers as diverse as forensic science, pharmacy, medicine, allied health, food production, education, journalism, veterinary/medical/sport/environmental science, marine biology, genetics, nursing and technology, just to name a few.

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

**Prerequisite Studies and achievements**
Not Applicable
Business Studies

STAGE 6

**Key Learning Area**
Human Society and Its Environment (HSIE)

**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)

**Course Duration**
240 hours

**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.

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

**Career Options**
Business Studies would suit students who are interested in learning how businesses operate and helpful for students who are planning to study Business at University or TAFE. Possible career paths can include business management and forecasting, banking, share-broking, marketing, sales and advertising

**Expectations of Students**
Business Studies is a NESA 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.

**Prerequisite Studies and achievements**
The study of Business Studies is recommended for students who have achieved an A, B or C grade in Stage 5 Commerce and who have the capacity to write essays in a sustained and cohesive manner.
<table>
<thead>
<tr>
<th><strong>Key Learning Area</strong></th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Type</strong></td>
<td>Board Developed Course (Category A)</td>
</tr>
<tr>
<td><strong>Course Duration</strong></td>
<td>240 hours</td>
</tr>
<tr>
<td><strong>Number of Units</strong></td>
<td>2 Units (Preliminary &amp; HSC)</td>
</tr>
<tr>
<td><strong>Course Outline</strong></td>
<td>The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.</td>
</tr>
</tbody>
</table>

**Preliminary Course:**
- Properties & Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions
- One Depth study

**HSC Course:**
- Equilibrium & Acid Reaction
- Acid/Base Reactions
- Organic Chemistry
- Applying Chemical Ideal
- One Depth study

**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. There are many diverse careers in industry, government organisations, private companies, food industry, research, forensic science, pharmacy, allied health, medicine and education which are based on a good understanding of chemistry.

**Expectations of Students**
Students will require a reasonable understanding of Mathematics to adequately achieve the objectives of this course. Consequently, students considering this course should also consider the 2 Unit Mathematics course. Students will participate in learning activities that will involve handling various chemicals

**Prerequisite Studies and achievements**
The study of Chemistry is recommended for students who have achieved an A or B grade in their Year 10 Science studies.
Community and Family Studies

STAGE 6

**Key Learning Area**
Personal Development, Health & Physical Education (PDHPE)

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

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

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

**Course Duration**
240 hours

**Course Outline**

**Preliminary Course:**
1. Resource Management
   Basic concepts of resource management. Indicative course time: 20%
2. Individuals and Groups
   The individual's roles, relationships and tasks within and between groups. Indicative course time: 40%
3. Families and Communities
   Family structures and functions, and the interaction between family and community. Indicative course time: 40%

**HSC Course:**
1. Resource Methodology
   Research methodology and skills culminating in the production of an Independent Research Project: 25%
2. Groups in Context
   The characteristics and needs of specific community group. Indicative course time: 25%
3. Parenting and Caring
   The issues facing individuals and groups who adopt roles of parenting and caring in contemporary society. Indicative course time: 25%
4. HSC course option modules (25% total)
   The teacher will select one of the following options:
   - Family and Societal Interactions
     Government and community structures that support and protect family members throughout the lifespan. Indicative course time: 25%
   - Social Impact of Technology
     The impact of evolving technologies on individuals and lifestyle. Indicative course time: 25%
   - Individuals and Work
     Contemporary issues confronting individuals as they manage roles within both families and work environments. Indicative course time: 25%

**Methods of Assessment**
Students will carry out research in the form of an Independent Research Project which is internally examined and forms 25% of the HSC assessment mark.

**Career Options**
The course has applications in career paths such as Business Management, Human Resource Management, Teaching, Social Work, Child Care worker, Nursing, Counselling and Marketing, Allied Health, and Fitness.

**Expectations of Students**
Students are required to be self motivated, use critical thinking and have a willingness to engage with all components of the course.

**Prerequisite Studies and achievements**
It is recommended that students have achieved a grade of A-C in Stage 5 English.
### Key Learning Area
Technologies

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

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

### Course Duration
240 hours

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

Areas of content studied include:
- Designing and producing
- Innovation and emerging technologies
- Project proposal and project management
- Project development and realisation
- Project evaluation

During the Preliminary Course students will complete a minimum of two design projects, and as part of the HSC study, students will complete a major design project.

### Methods of Assessment
In the Preliminary course knowledge and skills in designing and producing. Tasks may include design projects, presentation of research and tests.

In the HSC course innovation and emerging technologies case study, research tasks, written examination and major design project.

### Career Options
The study of Design and Technology Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Design and Technology Stage 6 assists students to prepare for employment and full and active participation as citizens.

### Expectations of Students
Students in this course undertake and present, on an individual basis, a Major Design Project for submission for the Higher School Certificate examination. The Major Design Project includes the practical hands-on activity of carrying the project through to realisation and the documentation, in a design folio, of all the steps involved in this process.

**Please Note:** There is a requirement that a laptop is provided by parents with capacity to run a CAD package for Orthographic, 3D modelling and stress analysis. Windows 10 is the preferred operating system with at least 6 Gig ram

### Prerequisite
Students undertaking this course must have completed at least 100 hours of the Stage 5 D&T course with an A-C grade standard.
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<tr>
<th><strong>Key Learning Area</strong></th>
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<tbody>
<tr>
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<tr>
<td><strong>Number of Units</strong></td>
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</tr>
<tr>
<td><strong>Course Duration</strong></td>
<td>240 hours</td>
</tr>
</tbody>
</table>

**Course Outline**

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

**Preliminary Course:**
Is 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)

**Methods of Assessment**

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

**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. It provides limited opportunities in the performing arts industry – so development of portfolios of work is vital.

**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 reflection tasks. It can complement the English course with in depth study of plays and opportunities to develop confidence in public speaking and performance.

**Prerequisite Studies and achievements**

Students undertaking this course must have completed 100 hours in the Stage 5 Drama Elective with A-C standard. It is also required that student have an A-C grade in English.
Economics

STAGE 6

Key Learning Area Human Society and Its Environment (HSIE)

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)

Course Duration 240 hours

Course Outline Discussion of economic issues dominate 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.

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

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

Methods of Assessment In-school assessment will consist of essay tasks, short answer and multiple choice questions, examinations, stimulus-based skills work and research projects which.

Career Options The 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.

Expectations of Student Students must have an ability to engage in abstract thinking to be successful in this course, they should also be regularly engaged with a range of current affairs, particularly in economics and the law to maximise their learning.

Prerequisite Studies and achievements The study of Commerce is recommended for students who have achieved an A, B or C grade in Stage 5 Commerce and who have the capacity to write essays in a sustained and cohesive manner.
# Engineering Studies

## STAGE 6

### Key Learning Area
Technologies

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

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

### Course Duration
240 hours

### Course Outline
The Engineering Studies course provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

The course investigates the practice of engineering, societal and environmental implications, and the calculations involving problem solving, material analysis, manufacturing and the graphics required for engineering applications. Work can be at a level for all students. Engineering Studies promotes environmental, economic and global awareness, problem solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team. Students gain experience in developing engineering reports based on the engineering specialisations including Mechanical, Civil, Aeronautical and Bioengineering. Students will study theoretical content on household objects, transport, bridges, bioengineering, aeronautical and telecommunications. An Engineering report, similar to design folios created in Stage 5 have a strong emphasis on technical language associated with Engineering principals and design elements.

**Preliminary Course:**
Has 4 compulsory Application Modules
- Braking Systems
- Household Appliances
- Bioengineering
- Landscape Products

**HSC Course:**
3 Compulsory Application Modules
- Civil Structures
- Personal and Public Transport
2 Application Focus Modules
- Aeronautical Engineering
- Telecommunications

### Methods of Assessment
An engineering report and project are part of the course.

### Career Options
Recommended for students wishing to engage in studies at a tertiary level in the areas of Engineering, Industrial Design, Architecture, Construction or Robotics.

### Expectations of Student
**Please Note:** There is a requirement that a laptop is provided by parents with capacity to run a CAD package for Orthographic, 3D modelling and stress analysis. Windows 10 is the preferred operating system with at least 6 Gig ram.

### Prerequisite Studies and achievements
The College requires that all students undertaking Engineering Studies have completed 100 hours of the Stage 5 Engineering Technology course, (with the exception of the 2020 Yr 11 cohort).
<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Type</strong></td>
<td>Board Developed Course (Category A)</td>
</tr>
<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)</td>
</tr>
<tr>
<td><strong>Course Duration</strong></td>
<td>120 hours</td>
</tr>
</tbody>
</table>
| **Course Outline**     | • Common module – Reading to Write: Transition to Senior English – 40 hours  
                        | • Module A: Contemporary Possibilities – 40 hours  
                        | • Module B: Close Study of Literature – 40 hours  
                        | Text requirements  
                        | There are no prescribed texts for Year 11.  
                        | Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film.)  
                        | Students are required to study ONE substantial literary print text in Module B  
                        | Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.  
                        | The Year 11 course requires students to support the study of texts with their own wide reading.  
                        | For the Year 11 English Standard course students are required to:  
                        | • Complete 120 indicative hours  
                        | • Complete the common module as the first unit of work  
                        | • Complete Modules A and B |
| **Methods of Assessment** | Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate |
| **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. |
| **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. |
| **Prerequisite Studies and achievements** | Not Applicable |
English – Standard, HSC

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 (HSC)

Course Duration 120 hours

Course Outline
- Common module – Texts and Human Experiences – 30 hours
- Module A: Language, identity and Culture – 30 hours
- Module B: Close Study of Literature – 30 hours
- Module C: The Craft of Writing (optional: this module may be studied concurrently with the common module and/or Modules A and B) – 30 hours

Text requirements
Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:
- Prose fiction OR print nonfiction
- Poetry OR drama
- File OR media

For the Year 12 English Standard course students are required to:
- Complete the Year 11 course as a prerequisite
- Complete 120 indicative hours
- Complete the common module as the first unit of work
- Complete Modules A and B and C over the course of the year

Methods of Assessment
Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Career Options Preparing students for tertiary study and workplace communication.

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.

Prerequisite Studies and achievements Not Applicable
<table>
<thead>
<tr>
<th>Key Learning Area</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Board Developed Course (Category A)</td>
</tr>
</tbody>
</table>
| Course Outline    | - Common module – Reading to Write – 40 hours  
|                   | - Module A: Narratives that Shape our World – 40 hours  
|                   | - Module B: Critical Study of Literature – 40 hours  |
| Number of Units   | 2 Units (Preliminary HSC) |
| Course Duration   | 120 hours |
| Text requirements | There are no prescribed texts for Year 11.  
|                   | Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.  
|                   | The Year 11 course requires students to support their study of texts with their own wide reading.  
|                   | For the Year 11 English Advanced course students are required to:  
|                   | - Complete 120 indicative hours  
|                   | - Complete the common module as the first unit of work  
|                   | - Complete Modules A and B  |
| Methods of Assessment | Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.  |
| 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.  |
| Expectations of Students | 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.  |
| Prerequisite Studies and achievements | Students must have consistently achieved in the A or B range of results for English during Year 10.  |
English – Advanced, HSC

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 (HSC)

Course Duration: 120 hours

Course Outline:
- Common module – Texts and Human Experiences – 30 hours
- Module A: Textual conversations – 30 hours
- Module B: Critical Study of Literature – 30 hours
- Module C: The Craft of Writing (optional: this module may be studied concurrently with the common module and/or Modules A and B) – 30 hours

Text requirements:
Students are required to closely study four types of prescribed texts, one drawn from each of the following categories:
- Shakespearean drama
- Prose fiction OR print nonfiction
- Poetry OR drama

The remaining text may be film, media or digital text or may be selected from one of the categories above. Students must study ONE related text in the common module: Texts and human experiences.

For the Year 12 English Advanced course students are required to:
- Complete the Year 11 course as a prerequisite
- Complete 120 indicative hours
- Complete the common module as the first unit of work
- Complete Modules A and B and C over the course of the year

Methods of Assessment:
Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

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.

Expectations of Students:
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.

Prerequisite Studies and achievements:
Students must have consistently achieved in the A or B range of results for English during Year 10 and maintained this level of achievement in the Preliminary course.
### English Extension, Preliminary

#### STAGE 6

<table>
<thead>
<tr>
<th><strong>Key Learning Area</strong></th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Type</strong></td>
<td>Board Developed Course (Category A)</td>
</tr>
<tr>
<td><strong>Course Duration</strong></td>
<td>Extension 1 - 60 hours</td>
</tr>
<tr>
<td><strong>Number of Units</strong></td>
<td>1 Unit (Preliminary HSC)</td>
</tr>
</tbody>
</table>

#### Course Outline
- **Module: Texts, Culture and Value** – 40 hours
- **Related research project** – this project may be undertaken concurrently with the module – 20 hours

#### Text requirements
- Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures.
- Students select ONE text and its manifestations in one or more recent cultures.
- Students research a range of texts as part of their independent project.

For the Year 11 English Extension course students are required to:
- Complete 60 indicative hours
- Undertake the common module
- Undertake the related independent research project

#### Methods of Assessment
Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

#### Career Options
Study of English at university 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.

**Please note:** Extension courses are typically run offline (before or after school) especially during the Preliminary course.

#### Prerequisite
Entry into this course is by application. 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.
English Extension, HSC

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 (HSC)

Course Duration
Extension 1 – 60 hours (HSC)

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

Course Outline
Extension 1

- Common Module: Literary Worlds with ONE elective option – 60 hours

The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts. Students are required to study at least TWO related texts.

Extension 2


Text requirements
Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement. The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition.

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

- Complete the Year 11 English Extension course as a prerequisite
- Complete 60 indicative hours
- Undertake ONE elective option from the common module

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

- Be undertaking study of the Year 12 English Extension 1 course
- Complete 60 indicative hours
- Document coursework in a Major Work Journal

Methods of Assessment
Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Career Options
Study of English at university 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.

Please note: Extension courses are typically run offline (before or after school) especially during the Preliminary course.

Prerequisite Studies and achievements
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 and maintained this level of achievement in the Preliminary course.

Exclusions
Students may not study the English Extension course in conjunction with the English standard course.
### Food Technology

**STAGE 6**

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Type</strong></td>
<td>Board Developed Course (Category A)</td>
</tr>
<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 &amp; HSC)</td>
</tr>
<tr>
<td><strong>Course Duration</strong></td>
<td>240 hours</td>
</tr>
<tr>
<td><strong>Course Outline</strong></td>
<td>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:</td>
</tr>
<tr>
<td></td>
<td>• researching, analysing and communication</td>
</tr>
<tr>
<td></td>
<td>• food issues,</td>
</tr>
<tr>
<td></td>
<td>• food preparation, and</td>
</tr>
<tr>
<td></td>
<td>• the design, implementation and evaluation of solutions to food situations.</td>
</tr>
<tr>
<td><strong>Methods of Assessment</strong></td>
<td>Assessment is through various practical and written tasks including essays, investigations, experiments and reports.</td>
</tr>
<tr>
<td><strong>Career Options</strong></td>
<td>Relevant for students interested in studying food technology, nutrition or dietetics at university.</td>
</tr>
<tr>
<td><strong>Expectations of Students</strong></td>
<td>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the “learn to” section of each strand. <strong>Please Note:</strong> There is a requirement that a laptop is provided by parents with capacity to run a CAD package for Orthographic, 3D modelling and stress analysis. Windows 10 is the preferred operating system with at least 6 Gig ram</td>
</tr>
<tr>
<td><strong>Prerequisite Studies and achievements</strong></td>
<td>There are no formal prerequisites, however the completion of at least 100 hours in Food Technology in Stage 5 would be an advantage.</td>
</tr>
</tbody>
</table>
### History Extension 1

#### STAGE 6

<table>
<thead>
<tr>
<th><strong>Key Learning Area</strong></th>
<th>Human Society and Its Environment (HSIE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Type</strong></td>
<td>Board Developed Course (Category A)</td>
</tr>
<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>1 Unit (HSC)</td>
</tr>
<tr>
<td><strong>Course Duration</strong></td>
<td>60 hours</td>
</tr>
<tr>
<td><strong>Course Outline</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Methods of Assessment</strong></td>
<td>Oral and written analytical responses, research essay (major work), internal examinations.</td>
</tr>
<tr>
<td><strong>Career Options</strong></td>
<td>Study of History at university level.</td>
</tr>
<tr>
<td><strong>Expectations of Students</strong></td>
<td>This course is designed for students who have completed Preliminary Ancient or Modern History to a high standard 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.</td>
</tr>
<tr>
<td><strong>Please note:</strong> Extension courses are typically run offline (before or after school) especially during the Preliminary course.</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>An 'A' grade achievement in Preliminary Modern History or Ancient History.</td>
</tr>
<tr>
<td><strong>Studies and achievements</strong></td>
<td></td>
</tr>
</tbody>
</table>
Legal Studies

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Human Society and Its Environment (HSIE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Board Developed Course (Category A)</td>
</tr>
<tr>
<td>Number of Units</td>
<td>2 Units (Preliminary &amp; HSC)</td>
</tr>
<tr>
<td>Course Duration</td>
<td>240 hours</td>
</tr>
<tr>
<td>Course Outline</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>Preliminary Course:</strong></td>
</tr>
<tr>
<td></td>
<td>This 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.</td>
</tr>
<tr>
<td></td>
<td><strong>HSC Course:</strong></td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Methods of Assessment</td>
<td>In-school assessment will consist of reading, research tasks, essays, and oral tasks as well as examinations.</td>
</tr>
<tr>
<td>Career Options</td>
<td>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.</td>
</tr>
<tr>
<td>Expectations of Students</td>
<td>Students must be prepared to undertake significant independent legal research and analysis and be competent written communicators.</td>
</tr>
<tr>
<td>Prerequisite Studies and achievements</td>
<td>The study of Legal Studies is recommended for students who have achieved an A, B or C grade in Stage 5 Commerce and who have the capacity to write essays in a sustained and cohesive manner</td>
</tr>
</tbody>
</table>
Mathematics Standard 1

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)

**Course Duration**  120 Hours Preliminary Standard Mathematics

120 hours HSC Mathematics Standard 1 or 2

**Course Outline**  The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus.

In Year 12, students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

**Mathematics Standard Year 11 course:**

This is essential for Mathematics students studying the Mathematics Standard 1 course who may elect to undertake an optional HSC examination.

To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination.

All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities.

Content: The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 Course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are

**Year 11 Course**

**Topics**  
Algebra

Measurement

Statistical Analysis

**Subtopics**  
Formule and Equations

Linear Relationships

Applications of Measurement

Working with Time

Data Analysis

Relative Frequency and Probability

**Year 12 Course**

**Topics**  
Algebra

Measurement

Financial Mathematics

Statistical Analysis

Networks

**Subtopics**  
Types of Relationships

Non-right-angled Trigonometry

Rates and Ratios

Scale Drawing

Investments

Depreciation and Loans

Further Statistical Analysis

Network and Paths
<table>
<thead>
<tr>
<th><strong>Methods of Assessment</strong></th>
<th>Written examination, research and resource assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Options</strong></td>
<td>Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at tertiary level</td>
</tr>
<tr>
<td><strong>Expectations of Students</strong></td>
<td>The Mathematics Standard 1 Year 11 Course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Year 7-10 Syllabus.</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>In particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2.</td>
</tr>
<tr>
<td><strong>Studies and achievements</strong></td>
<td>Area and surface area</td>
</tr>
<tr>
<td></td>
<td>Financial mathematics</td>
</tr>
<tr>
<td></td>
<td>Linear relationships</td>
</tr>
<tr>
<td></td>
<td>Non-linear relationships</td>
</tr>
<tr>
<td></td>
<td>Right-angled Triangles (Trigonometry)</td>
</tr>
<tr>
<td></td>
<td>Single variable data analysis</td>
</tr>
<tr>
<td></td>
<td>Volume</td>
</tr>
<tr>
<td></td>
<td>Some content from Equations</td>
</tr>
<tr>
<td></td>
<td>Some content from Probability</td>
</tr>
</tbody>
</table>
Mathematics Standard 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)

**Course Duration**
120 Hours Preliminary Standard Mathematics
120 hours HSC Mathematics Standard 1 or 2

**Course Outline**
The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

All students studying the Mathematics Standard 2 course will sit a HSC examination.

All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

**The study of Mathematics Standard 2 in Stage 6**
Enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.

Provides opportunity for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs.

Provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies.

Provides an appropriate mathematical background for students entering the workforce of undertaking further tertiary training.

Common Content: There will be common content with the Mathematics Advanced Course for HSC Examination from 2020 to develop the rigor of NSW HSC Courses. Students will need to be particularly skilled to achieve above a Band 4.

**Year 11 Course (120 hours)**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Subtopics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>Formulae and Equations</td>
</tr>
<tr>
<td></td>
<td>Linear Relationships</td>
</tr>
<tr>
<td>Measurement</td>
<td>Applications of Measurement</td>
</tr>
<tr>
<td></td>
<td>Working with Time</td>
</tr>
<tr>
<td>Financial Mathematics</td>
<td>Money Matters</td>
</tr>
<tr>
<td>Statistical Analysis</td>
<td>Data Analysis</td>
</tr>
<tr>
<td></td>
<td>Relative Frequency and Probability</td>
</tr>
</tbody>
</table>

**Year 12 Course (120 hours)**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Subtopics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>Types of Relationships</td>
</tr>
<tr>
<td>Measurement</td>
<td>Non-right-angled Trigonometry</td>
</tr>
<tr>
<td></td>
<td>Rates and Ratios</td>
</tr>
</tbody>
</table>
Financial Mathematics  Investments and Loans
Annuities
Statistical Analysis  Bivariate Data Analysis
The Normal Distribution
Networks  Network Concepts
Critical Path Analysis

**Methods of Assessment**
Written examination, research and resource assessments.

**Career Options**
Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at tertiary level.

**Expectations of Students**
Students achieving below a C grade in Year 10 will find difficulty with the literacy, numeracy and problem-solving aspects of this course.

**Prerequisite**

**Studies and achievements**
Students achieving an A or B grade in Year 10 should continue into the Mathematics Advanced course to challenge themselves and leave more options open into Tertiary studies.
Mathematics Advanced

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)

**Course Duration**
240 hours

**Course Outline**
The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

Students intending studies in Science and Mathematical fields at tertiary level may find Advanced Mathematics is now a prerequisite for study (e.g. Sydney University)

Opportunities exist for students to consider various applications of mathematics in a broad range of contemporary contexts though the use of mathematical modelling and the use these models to solve problems related to their present and future needs.

**Common Content**: There will be common content with the Mathematics Advanced Course for HSC Examination from 2020 to develop the rigor of NSW HSC Courses. Students will need to be particularly skilled to achieve above a Band 4.

**Preliminary Course:**

**Topics**
- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

**Subtopics**
- Working with Functions
- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities
- Introduction to Differentiation
- Logarithms and Exponentials
- Probability and Discrete Probability Distributions

**HSC Course:**

**Topics**
- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

**Subtopics**
- Graphing Techniques
- MA-T3 Trigonometric Functions and Graphs
- Differential Calculus
- The Second Derivative
- Integral Calculus
- Modelling Financial Situations
- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

**Methods of Assessment**
Written examination, research and resource assessments.
Career Options

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

Expectations of Students

There are prerequisite achievement standards for students wishing to study this course of Mathematics. Students who have achieved an A grade in 5.3 Mathematics qualify. A High-B grade level achievement in 5.3 will be considered on merit and must be approved by the Head of Faculty.

Prerequisite Studies and achievements

Exclusions:

Students may not study the Mathematics Advanced Course in conjunction with Mathematics Standard 1 or Mathematics Standard 2.
## Mathematics Extension 1

### STAGE 6

<table>
<thead>
<tr>
<th><strong>Key Learning Area</strong></th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Type</strong></td>
<td>Board Developed Course (Category A)</td>
</tr>
<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>1 Unit (Preliminary &amp; HSC)</td>
</tr>
<tr>
<td><strong>Course Duration</strong></td>
<td>120 hours</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. The Mathematics Extension 2 Year 12 course included the Mathematics Advanced Year 12 course. All Students studying the Mathematics Extension 1 course will sit for and HSC Examination.</td>
</tr>
</tbody>
</table>

### The study of Mathematics Extension 1 in Stage 6:
Enables students to develop thorough knowledge, understanding and skills in working mathematically and in communication concisely and precisely.
Provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively.
Provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality.
Provides basis for progression to further study in mathematics or related disciplines and in sheikh mathematics has a vital role at a tertiary level.
Provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

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

### Expectations of Students
This course can and should be attempted by any students selecting Mathematics Advanced to maximise ATAR results (see expectations of Mathematics Advanced).

**Please note:** Extension courses are typically run offline (before or after school) especially during the Preliminary course.

### Prerequisite Studies and achievements
Entry into this course is by application. Students will only be permitted to apply if they have achieved an A grade in 5.3 Mathematics in Year 10.

### Exclusions
Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course. Students achieving an A grade in the Mathematics Extension 1 in the Preliminary course are suitable candidates for this course.
Mathematics Extension 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**
1 Unit (Preliminary & HSC)

The Mathematics Extension 2 Year 12 course include the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.

**Course Description**

The study of Mathematics Extension 2 in Stage 6:

Enables students to develop strong knowledge, understanding and skills in working mathematically and in communication concisely and precisely.

Provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration.

Provides opportunities at a progressively higher levels for students to acquire knowledge understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts.

Provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as a science. Engineering, finance and economics.

**Content:** The Mathematics Extension 2 course is comprised of Five Topics, with the Topics divided into Subtopics.

**The Topics and Subtopics are:**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Subtopics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proof</td>
<td>The Proof of Nature</td>
</tr>
<tr>
<td></td>
<td>Further Proof by Mathematical Induction</td>
</tr>
<tr>
<td></td>
<td>Further Work with Vectors</td>
</tr>
<tr>
<td>Vectors</td>
<td>Introduction to Complex Numbers</td>
</tr>
<tr>
<td>Complex Numbers</td>
<td>Using Complex Numbers</td>
</tr>
<tr>
<td>Calculus</td>
<td>Further Integration</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Application of Calculus to Mechanics</td>
</tr>
</tbody>
</table>

**Career Options**

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

**Expectations of Students**

This course can and should be attempted by any students selecting Mathematics Advanced to maximise ATAR results (see expectations of Mathematics Advanced).

**Please note:** Extension courses are typically run offline (before and/or after school).
Prerequisite Studies and achievements

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7-10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry

Exclusions:

Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course. Students achieving an A grade in Mathematics Extension 1 are suitable candidates for this course.
### Modern History

**Key Learning Area**  
Human Society and Its Environment (HSIE)

**Course Type**  
Board Developed (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 and HSC)

**Course Duration**  
240 hours

**Course Outline**  
In 2019 Modern History will be conducted as a Focused Course with a new syllabus.

**Preliminary Course:**  
Investigating Modern History  
The Nature of Modern History  
- At LEAST TWO Case Studies  
Historical Investigation  
The Shaping of the Modern World

**HSC Course:**  
Core Study: Power and Authority in the Modern World 1919-1946  
National Studies  
Peace and Conflict  
Change in the Modern World

**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.

**Career Options**  
This course will be suitable for students who may wish to pursue a career in social work, media, tourism, politics and government, education, law, academic, 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.

**Expectations of Students**  
Students will be required to deal extensively with historical sources and develop skills of critical analysis of historical issues and events, student will be required to present their findings in both written and oral formats.

**Prerequisite Studies and achievements**  
The study of Modern History is recommended for students who have achieved an A or B grade in stage 5 History (mandatory) and Elective History courses and have the capacity to write in a sustained and cohesive manner.
Music 1

STAGE 6

**Key Learning Area**
Creative and Performing Arts (CAPA)

**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)

**Course Duration**
240 hours

**Course Outline**

**Preliminary Course:**
In the Preliminary course students will study 3 topics selected from a wide range of choices. Topics may include, Film, TV and Multimedia, Technology in Music, Small/Large Ensembles, Popular Music, An instrument and its repertoire, 20th and 21st century music.

**HSC Course:**
At the HSC level, students will study a further 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 choose 3 electives made up of any combination of Performance, Composition and Musicology. Students undertaking this course will also be exposed to contemporary music technologies both in composition and performance.

**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 some tertiary music and training institutions and may be suitable preparation for some university courses in the Music, Arts and Teaching areas. It may serve as a pathway for further training and employment in the music industry or in contemporary music fields.

**Expectations of Students**
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. College also assumes a commitment to external tuition on an instrument (compulsory).

**Prerequisite Studies and achievements**
The College requires that students undertaking the Music 1 course have completed a minimum of 100 hours of the Stage 5 Elective Music Course.
## Key Learning Area
Creative and Performing Arts (CAPA)

## 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)

## Course Duration
240 hours

## Course Outline

### Preliminary Course:
The Music 2 Preliminary course builds on the Year 7 – 10 Mandatory and Elective courses and focuses on the study of Western Art Music. Students explore topics such as Music from the 1600 to 1900’s, Music of a Culture, Australian Music, Renaissance and Medieval Music and Music for the last 25 years.

### HSC Course:
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 also be exposed to contemporary music technologies both in composition and performance.

## Expectations of Students
Students must be prepared to perform in front of an audience. Continuation of private instrumental tuition is essential.

## 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. It may serve as a pathway for further training and employment in the music industry or in contemporary music fields.

## Prerequisite
The College requires that students undertaking the Music 2 course have completed a minimum of 100 hours of the Stage 5 Elective Music course and be performing on their chosen instrument at a Grade 6 AMEB (or equivalent) level.
**PDHPE**

### STAGE 6

<table>
<thead>
<tr>
<th><strong>Key Learning Area</strong></th>
<th>Personal Development, Health &amp; Physical Education (PDHPE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Type</strong></td>
<td>Board Developed Course (Category A)</td>
</tr>
<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 &amp; HSC)</td>
</tr>
<tr>
<td><strong>Course Duration</strong></td>
<td>240 hours</td>
</tr>
<tr>
<td><strong>Course Outline</strong></td>
<td>This course contains mainly theoretical components and an opportunity for practical application.</td>
</tr>
<tr>
<td></td>
<td><strong>Preliminary Course:</strong></td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>HSC Course:</strong></td>
</tr>
<tr>
<td></td>
<td>The topics covered include: Health Priorities in Australia and Factors Affecting Performance. Two additional options are chosen out of: Sport &amp; Physical Activity in Australian Society, the Health of Young People, Improving Performance, Equity and Health, and Sports Medicine.</td>
</tr>
<tr>
<td><strong>Methods of Assessment</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Career Options</strong></td>
<td>The course has relevance to study in Health and Human Movement and career paths such as Business Management, Human Resource Management, Teaching, Social Work, Child Care worker, Nursing, Counselling and Marketing, Allied Health, and Fitness.</td>
</tr>
<tr>
<td><strong>Expectations of Students</strong></td>
<td>Students who study Stage 6 PDHPE should have a passion for Health and Wellbeing and be self motivated when it comes to the physical components of the course. There are no formal prerequisites however, it is recommended that students have achieved A-C results in Stage 5 English.</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Studies and achievements</strong></td>
<td></td>
</tr>
</tbody>
</table>
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)

Course Duration: 240 hours

Course Outline: The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics.

It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.

Preliminary Course:
- Kinematics
- Dynamics
- Waves & Thermodynamics
- Electricity & Magnetism
- One Depth study

HSC Course:
- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom
- One Depth study

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. Students with an interest in Engineering, Medicine, Geology and Space Exploration will find the course both rewarding and exciting.

Expectations of Students: Stage 5 Students who attain a Science and Mathematics grade of A or B are able to select this course. Students opting to study Physics must also study Mathematics (not Standard) in Year 11 & 12. The Study of Extension 1 Mathematics would be advantageous.

Prerequisite Studies and achievements:
Studies of Religion I

STAGE 6

**Key Learning Area**  
Human Society and Environment (HSIE)

**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 Units (Preliminary & HSC)

**Course Duration**  
120 hours

**Course Outline**

Students will develop knowledge, skills and understanding about:

- The nature of Religion and the belief systems in local and global contexts
- The influence and expression of religion and belief systems in Australia.
- Religious traditions and their adherents.
- Effective gathering, analysing and synthesising of information about religion.
- Effective evaluation and application of findings from research about religion.
- Communication of complex information, ideas and issues.

Students will value and appreciate:

- Ethical and socially responsible behaviours which are brought about through empathy for, and acceptance of religious diversity
- Fundamental rights of religious believers, rules and laws that promote fairness, justice and equality in society.

**Preliminary Course**

- Nature of Religion and Beliefs
- Religious Tradition Study 1
- Religious Tradition Study 2

**HSC Course**

- Religion and Beliefs Systems in Australia post 1945.
- Religious Tradition Depth Study1
- Religious Tradition Depth Study 2

**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.

**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.

**Prerequisite**

This subject is suitable for students undertaking an Extension course to assist with the required complement of units in the Preliminary year.
STAGE 6

**Key Learning Area**
Human Society and Environment (HSIE)

**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)

**Course Duration**
240 hours

**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

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

**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

**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.

**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.

**Prerequisite**
This subject is suitable for student who have achieved a C grade or above in Stage 5 History and/or Philosophy.
### Visual Arts

**STAGE 6**

<table>
<thead>
<tr>
<th><strong>Key Learning Area</strong></th>
<th>Creative and Performing Arts (CAPA)</th>
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<td><strong>Number of Units</strong></td>
<td>2 Units (Preliminary &amp; HSC)</td>
</tr>
<tr>
<td><strong>Course Duration</strong></td>
<td>240 hours</td>
</tr>
</tbody>
</table>

**Course Outline**

**Preliminary Course:**
This 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.

**HSC Course:**
This 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.

**Methods of Assessment**
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.

**Career Options**
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.

**Expectations of Students**
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.

**Prerequisite Studies and achievements**
There are no pre-requisite studies for Visual Arts, however the study of 100 hours of Visual Arts in Stage 5 is an advantage.