



**MOAMA  
ANGLICAN  
GRAMMAR**

# **CURRICULUM HANDBOOK**

**Preliminary (Year 11) and Higher School Certificate (Year 12)**

**2019-2020**



**HIGHER SCHOOL CERTIFICATE  
CURRICULUM HANDBOOK 2019/20**

**TABLE OF CONTENTS**

<b>INTRODUCTION</b>	<b>3</b>
<b>SUBJECT SELECTION PROCEDURE</b>	<b>3</b>
<b>STRUCTURE OF THE HIGHER SCHOOL CERTIFICATE</b>	<b>5</b>
<b>ASSESSMENT OF COURSES</b>	<b>5</b>
<b>TERTIARY ADMISSION</b>	<b>6</b>
<b>STRUCTURE OF LESSON DELIVERY FOR HSC</b>	<b>6</b>
ENGLISH	7
MATHEMATICS	8
AGRICULTURE	14
ANCIENT HISTORY	15
BIOLOGY	16
BUSINESS STUDIES	17
CHEMISTRY	18
COMMUNITY & FAMILY STUDIES	19
DRAMA	20
DESIGN & TECHNOLOGY (GRAPHICS OR METALWORK/WOODWORK)	21
EARTH AND ENVIRONMENTAL SCIENCE	22
ECONOMICS	23
FOOD TECHNOLOGY	24
GEOGRAPHY	26
INDUSTRIAL TECHNOLOGY (MULTIMEDIA)	27
INVESTIGATING SCIENCE	28
ITALIAN – CONTINUERS	29
LEGAL STUDIES	30
MODERN HISTORY	31
HISTORY EXTENSION	32
MUSIC	33
PDHPE	34
PHYSICS	35
PRIMARY INDUSTRIES (VET COURSE)	36
SOCIETY AND CULTURE	38
STUDIES OF RELIGION	40
TOURISM, TRAVEL & EVENTS (VET COURSE)	42
VISUAL ARTS	44

## INTRODUCTION

Moama Anglican Grammar aims to empower students with academic and life skills that will prepare them well for 21<sup>st</sup> Century current and future learning. We hope to produce independent learners who have initiative and integrity and who respect and value learning, their peers and the wider community. Embarking on senior secondary school studies is an exciting time but can also be a little daunting for some students. However, many avenues of support are available for students here at school as they navigate the subject selection process and consider future career pathways.

Every student is asked to select a course of study that they will undertake for the final two years of their secondary schooling. To help students make informed decisions about their choices Moama Anglican Grammar has put into place its comprehensive careers program in Year 10.

Every Year 10 student at Moama Anglican Grammar School has taken part in the Morrisby Online Career Assessment and has received a useful profile about their career interests and abilities. They have all taken part in weekly careers classes, gone on the Year 10 Careers Camp and will have the opportunity to take part in work experience.

At the HSC Information Night important details about the operation of the HSC and University Entry procedures will be provided.

## SUBJECT SELECTION PROCEDURE

The overarching guidelines for subject selection are:

- Choose what you like
- Choose what you are good at
- Look at subject prerequisites

In that order

Factors that should NOT be taken into account:

- What my friends are doing
- Who I think the teacher might be.

This booklet will provide an outline of each subject offered for study in 2018. Included with this booklet there are log in instructions for completing subject selection on-line. Submit your choices online **no later than 9.00am Friday 10 August**.

Students and parents have had the opportunity to have an interview with a senior member of staff to discuss their chosen course of study.

The following steps outline how to enter your subject preferences online.

1. Internet Access: You will need a computer with an internet connection and a printer. We recommend using Google Chrome or Apple Safari.
2. Log in to [www.selectmysubjects.com.au/student](http://www.selectmysubjects.com.au/student) using the Student Access Code and Password shown on the Access Guide.
3. Home Page: To select/change your preferences, click "Add New Preferences" at the top right of the screen.
4. Preference Selection: Select your subjects from the drop down lists - you have 30 minutes to do so. Once complete, click "Proceed". Note: You are not finished yet.

5. If you are happy with your preferences click "Submit Valid Preferences" which will open your "Preference Receipt". Or if you would like to make changes to your preferences click "Cancel" and this will take you back to the Preference Selection page.
6. Print your "Preference Receipt" by clicking "Open Print View" and clicking "Print Receipt".
7. To continue click "Return to Home Page". If you want to change your preferences, repeat the process by clicking "Add New Preferences", otherwise exit by clicking "Log Out".
8. If you change your mind before the closing date – log back in, reselect your subjects and save them again.
9. Once the deadline for submission has passed a letter will be sent home for parents to sign confirming the subject choices that have been entered.
10. An interview time is made via the parent portal for discussion of subject choices with a senior member of staff at the school.

## **What happens next?**

- Students will be placed in classes based on elective choices and a timetable constructed for next year.
- Every effort will be made to give students their 'High Priority' subjects.
- Students will normally be told of their elective subjects by the end of Term 3 or early Term 4 this year.
- Some courses will only run if there are sufficient numbers of students to form a class. If a course does not run here at school there may be an opportunity for the course to be studied by correspondence.
- In some cases the demands of timetabling and staffing will limit the choice of subjects a student may take.

## **Procedure for Students Discontinuing or Changing Subjects**

### **Year 12**

- a. Students usually discontinue one of their Preliminary subjects either at the start of their HSC courses (Term 4) or at the start of Term 1 the following year as part of going from the Preliminary 12 units of study to the HSC 10 units of study.
- b. If the student is in doubt about which subject to discontinue, they are encouraged to 'keep' the subject at least until the end of Term 4 of their Year 11 year ("Term 1" of their HSC studies).
- c. Students are still enrolled in a HSC subject and are expected to attend classes until all the relevant paperwork has been completed and signed off by the student, parents and staff at the school.
- d. Once a subject is discontinued it cannot be taken up again by the student at a later date.

## **Year 11**

- a. Changes in selected subjects are possible after 'tasters week' at the end of Year 10 and before starting Preliminary Courses the following year.
- b. Once Preliminary Courses start, student must stay in the subject until the end of WEEK THREE first term.
- c. If the student then wants to change subjects, the paperwork must be completed and signed off by student, parents and staff at the school the end of WEEK FOUR first term – 'change week'.
- d. It is the student's responsibility to collect a Change of Enrolment form from Reception, complete the necessary sections and return the signed form to school. If paperwork not completed by end of 'change week', student must stay in the original courses selected.
- e. The student stays in their original class until a new timetable is issued to them by the Deputy.
- f. No changes permitted to enrolment in Preliminary Courses after the end of week 4 first term.
- g. Students may elect to change a level of Mathematics (or English) at the completion of their Preliminary course only after appropriate consultation with student, teacher, Head of Mathematics (or English) and parents. These refer to moving from Advanced to Standard Mathematics or moving from Advanced to Standard English.

## **STRUCTURE OF THE HIGHER SCHOOL CERTIFICATE**

The award of the Higher School Certificate is made at the end of at least two years of study. Year 11 is known as Preliminary. Students have to complete 120 hours (roughly equivalent to three terms) of a subject at Preliminary prior to attempting that subject at HSC level. HSC Courses run from early Term 4 in Year 11 until October of Year 12 when the HSC exams commence.

### **Preliminary Courses**

- Students must study at least 12 units at Preliminary level. Most subjects are worth 2 units, so most courses will consist of 6 subjects at this level. Extension subjects are worth 1 unit each.
- All students must study 2 units of English at Preliminary
- At Moama Anglican Grammar, it is highly recommended that all students enrol in an appropriate study of Mathematics.

### **HSC courses**

- Students must study at least 10 units at HSC level. Most subjects are worth 2 units, so most courses will consist of 5 subjects at this level. Extension subjects are worth 1 unit each.
- All students must study 2 units of English at HSC

## **ASSESSMENT OF COURSES**

### **Preliminary**

- Assessment is conducted by the School and will consist of 3 pieces of Summative assessment.
- While Preliminary assessments do not contribute towards the calculation of HSC results, satisfactory completion of course requirements is essential before a student can progress to HSC studies in that course.

### **HSC**

- All courses have a school based assessment component that counts for 50% of the HSC mark.
- All courses have externally assessed components, which will be made up of written examinations, and practical works, speaking and listening tests etc, as outlined in the syllabus for that subject

For a detailed explanation of how HSC assessment results are calculated and reported, please see Studying for the NSW Higher School Certificate, An Information Booklet for Year 10 Students (NSW Education Standards Authority).

## **TERTIARY ADMISSION**

The Australian Tertiary Admission Rank (ATAR) is a numerical measure of a student's overall academic achievement in the NSW Higher School Certificate (HSC) in relation to that of other students. This measure allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission.

Other criteria such as a portfolio, interview, audition, questionnaire or test may also be taken into account in conjunction with the ATAR for certain courses.

Calculation of the ATAR is the responsibility of the NSW Universities Admissions Centre (UAC). Students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC. ATARs are also made available to institutions for selection purposes.

The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05. Specifically, an ATAR indicates the position of a student relative to their Year 10 cohort. That is, an ATAR of 80.00 indicates that students with that ATAR have performed well enough in the HSC to place them 20% from the top of their Year 10 cohort, had all the Year 10 students completed Year 12 and been eligible for an ATAR.

### **ATAR courses**

ATAR courses are Board Developed courses for which there are formal examinations conducted by the Board of Studies that yield a graded assessment. These are the only courses that can be included in the ATAR calculations.

### **Who receives an ATAR?**

While ATARs are calculated for all ATAR-eligible students, only students who indicate on their HSC entry forms that they wish to be notified of their ATAR receive an ATAR Advice Notice from Universities Admissions Centre (UAC). These students will receive their written Advice Notices at the same time as they receive their HSC results from the Board of Studies.

The ATAR Advice Notice includes:

- a student's ATAR
- a list of the ATAR courses which the student studied and the categorisation of each course, and
- the number of units of each ATAR course that were actually included in the calculation of the ATAR.

## **STRUCTURE OF LESSON DELIVERY FOR HSC**

The School operates over a two-week (10 day) cycle. There are six 50-minute periods per day and 60 periods per two-week cycle.

Each 2-unit subject has 9 periods per cycle. Year 11 students study six 2-unit subjects making 54 periods per cycle. There are 5 periods per cycle during which students either study a 1-unit extension course in Mathematics or English or have private study. In addition the School holds an Assembly or Pastoral Care session every week.

## ENGLISH

Please note no final decision needs to be made on English courses until the end of Term 4 after consultation with your English teacher. However, at this stage you will be asked to indicate your **likely** choice.

**Two units of English are compulsory for the HSC and two units count towards both the HSC and ATAR (except if a student is doing English Studies where it will mean a student will not be eligible to receive an ATAR). It is very important for students to choose the course best suited to their interests and abilities.**

### **Common Modules: English (Standard and Advanced)**

In both the English (Standard) and English (Advanced) courses, students will undertake Common modules. In the Year 11 course this is 'Reading to Write: Transition to Senior English'. In Year 12, the Common module is 'Texts and Human Experiences'. The selection of texts for the Standard and Advanced Common module are **different**. For both courses, students are expected to support the study of texts with their own wide reading.

### **Standard English**

*Standard English* is designed for students to increase their expertise in English in order to enhance their personal, social and vocational lives. These students 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.

In their HSC year, students will be required to study THREE types of prescribed texts including prose fiction OR print nonfiction, poetry OR drama and film OR media.

This course is recommended for students who wish to improve their English skills for success in their academic, personal and vocational lives.

### **Advanced English**

*Advanced English* is a more demanding course designed for students to undertake the challenge of higher order thinking to enhance their personal, social and vocational lives. These students will be expected to compose and respond to complex texts.

In their HSC year, students will be required to study FOUR prescribed texts, one drawn from each of the following categories:

Shakespearean drama, prose fiction OR print nonfiction and poetry OR drama. The remaining text may be film, media or digital.

This course is recommended for interested, motivated and capable English students who wish to maximise their range of choices for tertiary study.

**NB:** For both Standard and Advanced there will be TWO 2 hour examinations for the HSC.

**Students should check with the University Entry Requirements 2018 booklet concerning prerequisites and assumed knowledge for specific tertiary courses. It is important that they discuss their choice of course with their English teacher and if necessary with the Careers Advisor.**

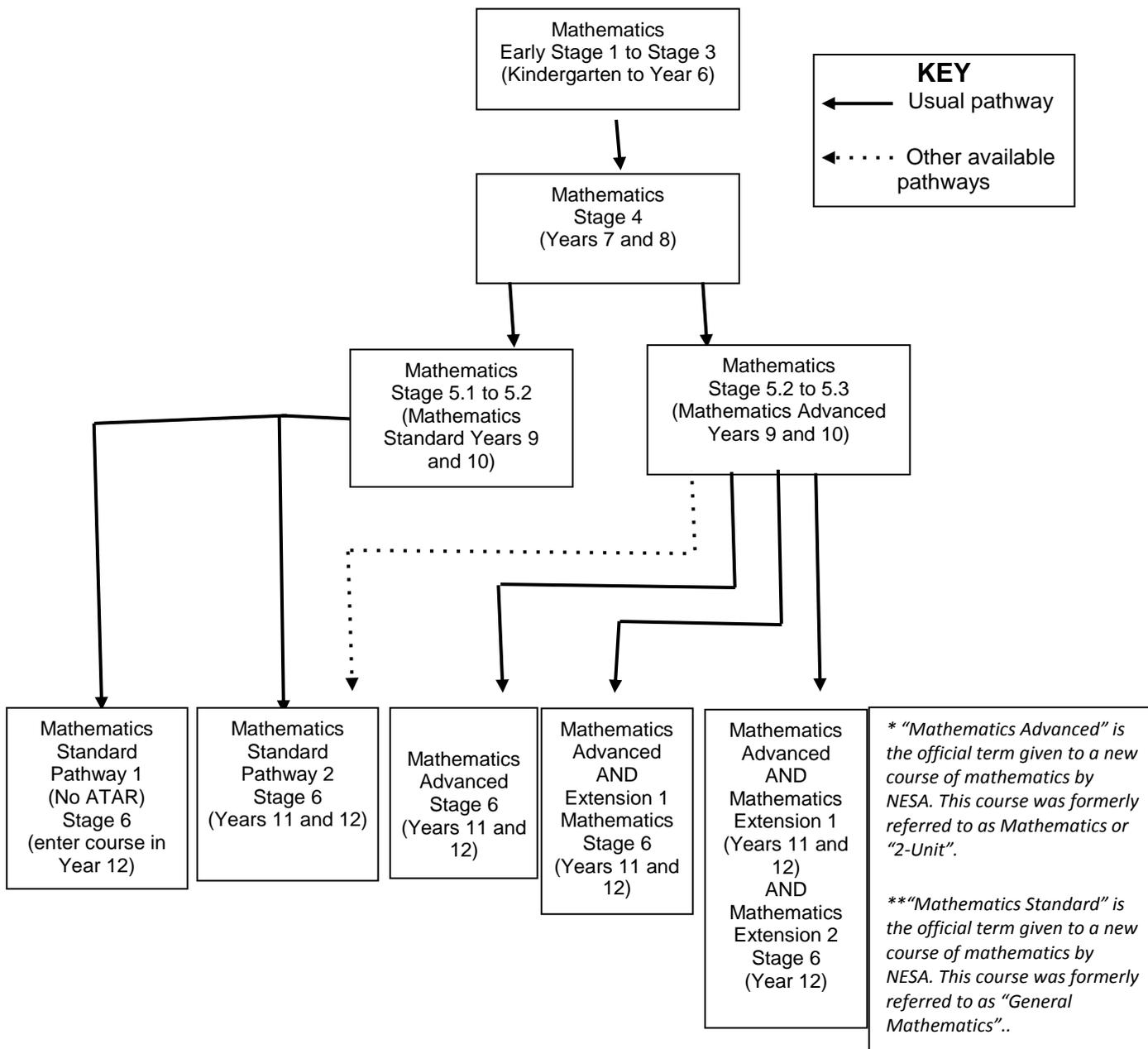
### **English Extension 1**

In addition to the Standard and Advanced courses, students may select the following 1 Unit elective in Year 11: **English Extension 1:** is designed for students undertaking English (Advanced) who choose to study at a more intensive level. The Preliminary Extension course is a prerequisite to studying the HSC Extension 1 course.

# MATHEMATICS

(At Moama Anglican Grammar, it is highly recommended that all students enrol in an appropriate study of Mathematics)

## Pathways in Mathematics at Moama Anglican Grammar



**NOTES:** A student studying Mathematics Advanced in Year 9 can choose to change to Mathematics Standard in Year 10. Similarly, a student studying Mathematics Advanced (formerly "2-Unit") in Year 11 (Preliminary) can choose to change to Mathematics Standard (formerly "General") in Year 12 (HSC) (but this is not recommended).

Students who have studied a year of Mathematics Standard at Year 9 level would not change to Mathematics Advanced in Year 10. Similarly, a student who has studied Mathematics Standard (formerly "General") in Year 11 (Preliminary) level would not change to Mathematics Advanced (formerly "2-Unit") in Year 12 (HSC).

Any changes of students' Mathematics pathways are only to be made after consultation with student, teachers and parents/guardians.

## MATHEMATICS (cont'd)

All courses commence at the start of Year 11 with the Preliminary Course with the exception of Mathematics Extension 2 that starts at the beginning of HSC. Students electing to take up Mathematics Standard 1, would also commence this at the beginning of HSC (following enrolment in the common Mathematics Standard course in Year 11). After satisfactory completion of the Preliminary Course, students progress to the HSC level course. It is necessary and advisable that all students are placed in the correct mathematics course by the end of Term 1 in Year 11. This will enable students to meet NESA requirements and complete their Mathematics course with optimum success.

### Mathematics Standard

This course is designed for students who want to do a HSC Mathematics course that counts towards their ATAR but who are unlikely to be studying mathematics at tertiary level. Students who have completed the Mathematics Standard course (Stage 5.1/5.2) in Year 9 and 10 will find Mathematics Standard to be the most suitable, relevant and useful HSC Mathematics course. Students who have studied Mathematics Advanced (Stage 5.2/5.3) in Year 10 and found it too challenging should consider Mathematics Standard. This is a non-calculus mathematics course.

Students studying Mathematics Standard use a scientific calculator.

### Mathematics Advanced

This course is designed for students who **do** intend on studying mathematics at tertiary level and is the **minimum requirement** for tertiary students in any field requiring Mathematics, eg: Economics courses, Science, Engineering and Medical degrees. It is recommended for any students intending to study Physics and Chemistry. Mathematics is a calculus based course and students who take this course in Preliminary must have studied Mathematics Advanced in Years 9 and 10.

### Mathematics Extension 1

This course is studied from the start of Year 11 and Mathematics Advanced must also be studied in conjunction with this course (Mathematics Extension 1 is not a stand-alone mathematics subject).

This course is designed for students who have studied Mathematics Advanced in Years 9 and 10 and who have demonstrated a **high level of competency** in course skills in Year 10 Mathematics Advanced.

The course covers the entire Mathematics Advanced course in more depth and breadth and a further four extension topics. Mathematics Extension 1 is a calculus based course. The course will generally be taken by students who are also studying Chemistry or Physics.

The Course provides a basis for tertiary study in mathematics and other related fields such as physical and engineering sciences.

Students studying Mathematics Advanced retain their Scientific Calculator from Year 10 to use in this course.

### Mathematics Extension 2

This course is studied from the start of Year 12 and Mathematics Advanced and Mathematics Extension 1 must also be studied in conjunction with this course (Mathematics Extension 2 is not a stand-alone mathematics subject).

This course is designed for students who have studied Mathematics Advanced in Years 9 and 10 and who have demonstrated a **VERY high level of competency** in course skills in both Year 11 Mathematics Advanced and Year 11 Mathematics Extension 1.

Students studying Mathematics Extension 2 currently only do the HSC Mathematics Extension 1 and Extension 2 exams even though they study the HSC Mathematics Advanced course.

# MATHEMATICS

<p><b>Course: Mathematics Standard (new NESA course in 2018 – formerly known as “General Mathematics”).</b></p>			
<p>2 units for each of Preliminary and HSC</p> <p><b>Prerequisites:</b> The course is constructed on the assumption that students have achieved the outcomes in 5.1 or 5.2 course for Year 10 Mathematics Standard (together with the recommended options <i>Trigonometry</i> and <i>Further Algebra</i> for Mathematics Standard).</p> <p><b>Exclusions:</b> Students may <b>not</b> study any other Stage 6 Mathematics course in conjunction with Mathematics Standard 2 .</p>			
<p><b>Course Description</b></p> <p>Mathematics Standard focuses on mathematical skills and techniques that have direct application to everyday activity. The course content in Year 11 is written in four areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.</p> <p>The Mathematics Standard course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.</p>			
<p><b>Main Topics Covered</b></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>● Algebra</li> <li>● Measurement</li> <li>● Financial Mathematics</li> <li>● Statistical Analysis</li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <p><b>HSC Courses</b></p> <ul style="list-style-type: none"> <li>● Algebra</li> <li>● Measurement</li> <li>● Financial Mathematics</li> <li>● Statistical Analysis</li> <li>● Networks</li> </ul> </td> </tr> </table>		<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>● Algebra</li> <li>● Measurement</li> <li>● Financial Mathematics</li> <li>● Statistical Analysis</li> </ul>	<p><b>HSC Courses</b></p> <ul style="list-style-type: none"> <li>● Algebra</li> <li>● Measurement</li> <li>● Financial Mathematics</li> <li>● Statistical Analysis</li> <li>● Networks</li> </ul>
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>● Algebra</li> <li>● Measurement</li> <li>● Financial Mathematics</li> <li>● Statistical Analysis</li> </ul>	<p><b>HSC Courses</b></p> <ul style="list-style-type: none"> <li>● Algebra</li> <li>● Measurement</li> <li>● Financial Mathematics</li> <li>● Statistical Analysis</li> <li>● Networks</li> </ul>		
<b>External Assessment</b>	<b>Internal Assessment</b>		
<p>A single HSC examination – new and updated specifications due to be announced by NESA.</p> <p>Preliminary course content is assumed knowledge and may be examined in the HSC examination. Questions based on the Preliminary course can also be asked when they lead in to questions based on the HSC course.</p> <p>Calculators, including graphics calculators, that meet Board requirements (as advised through the Official Notices section of the <i>Board Bulletin</i>) may be used.</p> <p>Geometrical instruments and approved geometrical templates may be used.</p>	<p>A variety of assessment tasks across all of the content of the course.</p> <p>Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics Standard. No more than 30% of the assessment is to be based on the Preliminary course.</p>		

\*N.B.:

- 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, or the Mathematics Standard 2 Year 12 course.
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.

## MATHEMATICS (cont'd)

<p>Course: <b>Mathematics Advanced (new NESA course in 2019 – formerly known as “Mathematics” or “2-Unit” Mathematics).</b></p>			
<p>2 units for each of Preliminary and HSC</p> <p><b>Prerequisites:</b> This course is constructed on the assumption that students have achieved the outcomes in the 5.3 course for Stage 5.</p> <p><b>Exclusions:</b> Mathematics Standard (formerly General Mathematics).</p>			
<p><b>Course Description</b></p> <p>The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students, who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course.</p>			
<p><b>Main Topics Covered</b></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>● Working with Functions</li> <li>● Trigonometry and Measure of Angles</li> <li>● Trigonometric Functions and Identities</li> <li>● Introduction to Differentiation</li> <li>● Logarithms and Exponentials</li> <li>● Probability and Discrete Probability Distributions</li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>● Graphing Techniques</li> <li>● Trigonometric Functions and Graphs</li> <li>● Differential Calculus</li> <li>● Applications of Differentiation</li> <li>● Integral Calculus</li> <li>● Modelling Financial Situations</li> <li>● Descriptive Statistics and Bivariate Data Analysis</li> <li>● Random Variables</li> </ul> </td> </tr> </table>		<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>● Working with Functions</li> <li>● Trigonometry and Measure of Angles</li> <li>● Trigonometric Functions and Identities</li> <li>● Introduction to Differentiation</li> <li>● Logarithms and Exponentials</li> <li>● Probability and Discrete Probability Distributions</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>● Graphing Techniques</li> <li>● Trigonometric Functions and Graphs</li> <li>● Differential Calculus</li> <li>● Applications of Differentiation</li> <li>● Integral Calculus</li> <li>● Modelling Financial Situations</li> <li>● Descriptive Statistics and Bivariate Data Analysis</li> <li>● Random Variables</li> </ul>
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>● Working with Functions</li> <li>● Trigonometry and Measure of Angles</li> <li>● Trigonometric Functions and Identities</li> <li>● Introduction to Differentiation</li> <li>● Logarithms and Exponentials</li> <li>● Probability and Discrete Probability Distributions</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>● Graphing Techniques</li> <li>● Trigonometric Functions and Graphs</li> <li>● Differential Calculus</li> <li>● Applications of Differentiation</li> <li>● Integral Calculus</li> <li>● Modelling Financial Situations</li> <li>● Descriptive Statistics and Bivariate Data Analysis</li> <li>● Random Variables</li> </ul>		
<p><b>External Assessment</b></p> <p>New and updated examinations specifications due to be announced by NESA.</p> <p>Currently one single written examination paper of three hours duration.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>	<p><b>Internal Assessment</b></p> <p>A variety of assessment tasks across all of the content of the course (maximum of four formal assessment tasks):</p> <p>Only one task may be a formal written examination with maximum weight 30%. One task must be an assignment or investigation with weighting of 15-30%.</p> <p>The objectives of the course are grouped into two components; Understanding, fluency and communication (50%) and Problem solving, reasoning and justification (50%). A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment in both components.</p> <p>School assessment for the Mathematics Advanced HSC course can be based on the whole of the Mathematics Advanced course. Assessment for this course should not begin until the school program of HSC assessments for other subjects begins.</p>		

## MATHEMATICS (cont'd)

<b>Course: Mathematics Extension 1</b>	
1 unit in each of Preliminary ( <i>Preliminary Mathematics Extension 1</i> ) and HSC <b>Prerequisites:</b> This course is constructed on the assumption that students have achieved the outcomes in the 5.3 course for the School Certificate. <b>Exclusions:</b> Mathematics Standard (formerly General Mathematics).	
<b>Course Description</b> The content of this course and its depth of mathematical study indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences.	
<b>Main Topics Covered</b>	
<b>Preliminary Course</b> <ul style="list-style-type: none"> <li>● Further Work with Functions</li> <li>● Polynomials</li> <li>● Inverse Trigonometric Functions</li> <li>● Further Trigonometric Identities</li> <li>● Rates of Change</li> <li>● Working with Combinatorics</li> </ul>	<b>HSC Course</b> <ul style="list-style-type: none"> <li>● Proof by Mathematical Induction</li> <li>● Introduction to Vectors</li> <li>● Trigonometric Equations</li> <li>● Further Calculus Skills</li> <li>● Applications of Calculus</li> <li>● The Binomial Distribution</li> </ul>
<b>External Assessment</b>	<b>Internal Assessment</b>
<p>New and updated examinations specifications due to be announced by NESA.</p> <p>Currently two written examination papers. One paper is the Mathematics Advanced course paper and is of three hours duration. The other paper, of two hours duration, is based on the Mathematics Extension 1 course.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>	<p>A variety of assessment tasks across all of the content of the course (maximum of four formal assessment tasks):</p> <p>Only one task may be a formal written examination with maximum weight 30%.</p> <p>One task must be an assignment or investigation with weighting of 15-30%.</p> <p>The objectives of the course are grouped into two components; Understanding, fluency and communication (50%) and Problem solving, reasoning and justification (50%). A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment in both components.</p> <p>School assessment for the Mathematics Extension 1 HSC course can be based on the whole of the Mathematics Extension 1 course. Assessment for this course should not begin until the school program of HSC assessments for other subjects begins.</p>

## MATHEMATICS (cont'd)

<p><b>Course: Mathematics Extension 2 (YEAR 12 ONLY)</b></p> <p>1 unit in HSC</p> <p><b>Prerequisites:</b> The course is constructed on the assumption that students have achieved the outcomes in the Preliminary Mathematics Advanced and Mathematics Extension 1 courses to a high standard.</p> <p><b>Exclusions:</b> Mathematics Standard (formerly General Mathematics).</p>	
<p><b>Course Description</b></p> <p>The content of this course and its depth of mathematical study indicate that it is intended for students who have demonstrated a mastery of the skills of Preliminary Mathematics Advanced and Mathematics Extension 1 and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a further extension of mathematical proofs and methods. The course is recommended for those interested in further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences.</p>	
<p><b>Main Topics Covered</b></p>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>● The Nature of Proof</li> <li>● Further Proof by Mathematical Induction</li> <li>● Further Work with Vectors</li> <li>● Introduction to Complex Numbers</li> <li>● Using Complex Numbers</li> <li>● Further Integration</li> <li>● Applications of Calculus to Mechanics</li> </ul>
<p><b>External Assessment</b></p> <p>New and updated examinations specifications due to be announced by NESA.</p> <p>Currently two written examination papers. One paper is the Extension 1 course paper and is of two hours duration. The other paper, of two hours duration, is based on the Mathematics Extension 2 course.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>	<p><b>Internal Assessment</b></p> <p>A variety of assessment tasks across all of the content of the course (maximum of four formal assessment tasks):</p> <p>Only one task may be a formal written examination with maximum weight 30%.</p> <p>One task must be an assignment or investigation with weighting of 15-30%.</p> <p>The objectives of the course are grouped into two components; Understanding, fluency and communication (50%) and Problem solving, reasoning and justification (50%). A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment in both components.</p> <p>School assessment for the Mathematics Extension 2 HSC course can be based on the whole of the Mathematics Extension 2 course. Assessment for this course should not begin until the school program of HSC assessments for other subjects begins.</p>

# AGRICULTURE

**Course: Agriculture**

## Course Description:

In Agriculture, students will engage in and reflect upon practical experience relevant to all aspects of the physical, chemical, biological, economic and social sciences embodied within Agriculture Stage 6. Some of this experience will be in the laboratory, some in small plot work and some on commercial farms or other components of the industry. In all cases, students will use these practical experiences to develop design, practical, management, observation, recording, interpretation and communication skills. Practical experiences will also be used to achieve coverage of the content statements not specifically related to skills. The practical experiences will occupy a minimum of 30 per cent of allocated course time.

## Main Topics Covered:

### Preliminary Course

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

#### Overview (15%)

- Agricultural systems
- Agricultural history
- Social aspects surrounding agriculture

#### The farm case study (25%)

- The farm as a unit of production
- Farm management
- Marketing
- Farm technology
- The agricultural workplace

#### Plant production (30%)

- Plants and their commercial production
- Animals, climate and resource interaction
- Microbes, invertebrates and pests
- Technology
- Experimental design and research

#### Animal production (30%)

- Animals and their commercial production
- Plants, climate and resource interaction
- Microbes, invertebrates and pests
- Technology
- Experimental design and research

## HSC Course

The Higher School Certificate course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production and places a greater emphasis on farm management to maximise productivity and environmental sustainability. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from both national and international perspectives. This is achieved through the farm product study. Australian agriculture faces many challenges and significant and continuous change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture.

### Core (80%) (approximately 96 indicative hours)

- Plant/Animal production (50%)
- Soil, nutrients and water
- Factors contributing to the degradation of soil and water
- Sustainable resource management
- Plant production systems
- Constraints on plant production
- Managing plant production
- Animal nutrition
- Animal growth and development
- Animal reproduction and genetics
- Animal pests and diseases
- Experimental analysis and research in plant/animal systems

### Farm product study (30%)

- The farm as a business
- Decision-making processes and management strategies
- Agricultural technology
- Marketing of a specific farm product

### Elective (20%) (approximately 24 indicative hours)

Choose ONE of the following electives to study.

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

# ANCIENT HISTORY

**Course: Ancient History**

## Course Description

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world.

Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander peoples.

## Main Topics Covered

### Preliminary Course:

#### **Part I: Investigating Ancient History**

- (a) The Nature of Ancient History  
(b) Case Studies

Students undertake:

- at least ONE option from 'The Nature of Ancient History', AND
- at least TWO case studies.

ONE case study **must** be from Egypt, Greece, Rome or Celtic Europe.

ONE case study **must** be from Australia, Asia, the Near East or the Americas.

#### **Part II: Features of Ancient Societies**

Students study at least TWO ancient societies through an investigation of:

- a different key feature for each society, OR
- one key feature across the societies selected.

#### **Part III: Historical Investigation**

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.

### HSC Course:

**Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum - 25%**

**Part II: Ancient Societies - 25%**  
One ancient society is to be studied.

**Part III: Personalities in Their Times - 25%**  
One personality is to be studied.

**Part IV: Historical Periods - 25%**  
One historical period is to be studied.

**The HSC course requires study from at least TWO of the following areas: Egypt, Near East, Greece, Rome**

**Note:** The core study, *Cities of Vesuvius: Pompeii and Herculaneum*, is a Roman study

## Assessment – HSC Course:

External Assessment	Weighting	Internal Assessment Components	Weighting
A three hour written examination assessing all four parts of the HSC course.	100	Knowledge and understanding of course content	40
		Historical skills in the analysis and evaluation of sources and interpretations	20
		Historical inquiry and research	20
		Communication of historical understanding in appropriate forms.	20
	100		100

# BIOLOGY

**Course:** Biology

**Course Description:**

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

**Topics Covered:**

**Preliminary Course (120 hours)**

- Cells as the Basics of life
- Organisation of living things
- Biological Diversity
- Ecosystem Dynamics

**Topics Covered:**

**HSC Course (120 hours)**

- Heredity
- Genetic Change
- Infectious Diseases
- Non-infectious Disease and Disorders

**Particular Course Requirements:**

At both Preliminary and HSC levels students must undertake a **Depth Study** (15 hours) that contributes to the Summative assessment and can be completed in any Module 1-4.

A maximum of 3 Sciences can be studied at Stage 6 with the potential of Extension Science at HSC (TBA).

**Assessment: HSC course only**

External Assessment	Weighting	Internal Assessment Components	Weighting
A three hour written examination assessing all four parts of the HSC course.	100	Skills in working scientifically	60
		Knowledge and understanding of course content	40

# BUSINESS STUDIES

<b>Course: Business Studies</b>			
<b>Course Description</b> Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.			
<b>Main Topics Covered</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>▪ Nature of Business – the nature and role of business</li> <li>▪ Business Management – the nature and role of effective business managers</li> <li>▪ Business Planning – the role of planning for success in business</li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>▪ Operations Management – the nature of effective management of the production process</li> <li>▪ Financial Management – financial management for success in business</li> <li>▪ Marketing Management – the nature and role of marketing for business</li> <li>▪ Human Resource Management – the nature of effective employment relations in business</li> </ul>			
<b>Assessment – HSC course only:</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment Components</b>	<b>Weighting</b>
A three hour written examination consisting of four sections:		Knowledge and understanding	40
Multiple Choice	20	Stimulus-based skills	20
Short Answer Questions	40	Inquiry and research	20
Business Report	20	Communication of business information, ideas and issues in appropriate forms	20
Extended Response	20		
	100		100

# CHEMISTRY

<b>Course: Chemistry</b>			
<b>Course Description:</b> 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. The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.			
<b>Topics Covered:</b>  <b>Preliminary Course</b> <ul style="list-style-type: none"> <li>• Properties and Structures of Matter</li> <li>• Introduction to Quantitative Chemistry</li> <li>• Reactive Chemistry</li> <li>• Drivers of Reactions</li> </ul>		<b>Topics Covered:</b>  <b>HSC Course</b> <ul style="list-style-type: none"> <li>• Equilibrium and Acid Reactions</li> <li>• Acid/base Reactions</li> <li>• Organic Chemistry</li> <li>• Applying Chemical Ideas</li> </ul>	
<b>Particular Course Requirements:</b> At both Preliminary and HSC levels students must undertake a Depth Study (15 hours) that contributes to the Summative assessment and can be completed in any Module 1-4.  A maximum of 3 Sciences can be studied at Stage 6 with the potential of Extension Science at HSC (TBA).			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment Components</b>	<b>Weighting</b>
A three hour written examination assessing all four parts of the HSC course.	100	Skills in Working Scientifically	60
		Knowledge and understanding of course content	40
			100

# COMMUNITY & FAMILY STUDIES

**Course: Community and Family Studies**

**Course Description:**

Community and Family Studies aims to develop in each student: knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing.

- knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
- knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
- knowledge and understanding about research methodology and skills in researching, analysing and communicating
- skills in the application of management processes to meet the needs of individuals, groups, families and communities
- skills in critical thinking and the ability to take responsible action to promote wellbeing
- an appreciation of the diversity and interdependence of individuals, groups, families and communities.

**Main Topics Covered:**

**Preliminary Course**

**Core Topics (100%)**

- Resource Management
  - Basic concepts of resource management.
- Individuals and Groups
  - The individual's roles, relationships and tasks within and between groups.
- Families and Communities
  - Family structures and functions, and the interaction between family and community.

**HSC Course**

**Core Topics (75%)**

- Research Methodology
  - Research methodology and skills culminating in the production of an Independent Research Project.
- Groups in Context
  - The characteristics and needs of specific community groups.
- Parenting and Caring
  - Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.

**Optional Components (25%)**

- Family and Societal Interactions
  - Government and community structures that support and protect family members throughout the lifespan.
- Social Impact of Technology
  - The impact of evolving technologies on individuals and lifestyle.
- Individuals and Work
  - Contemporary issues confronting individuals as they manage roles within both family and work environments.

**Particular Course Requirements:**

In addition to core studies students complete two options in each of the Preliminary and HSC courses

**Assessment: HSC course only**

External Assessment	Internal Assessment	Weighting
A three hour written paper	Core Options	75 25
		100

**Exam Content:**

- Multiple Choice Questions
- Extended Written Responses ( 5-12 lines)
- Short Essays (15–30 lines)

# DRAMA

<b>Course: Drama</b>			
<b>Course Description:</b>			
<p>Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. The study of Drama will develop the talents and capacities of all students — physical, emotional, intellectual, social, spiritual, creative and expressive — as well as developing self-confidence and self-esteem.</p> <p><b>Preliminary course</b> content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p><b>HSC Course content</b>          Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.</p> <p>The Group Performance of between three and six students involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.          For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Script-writing <b>or</b> Video Drama.</p>			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>• Improvisation, Playbuilding, Acting</li> <li>• Elements of Production in Performance</li> <li>• Theatrical Traditions and Performance Styles</li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>• Australian Drama and Theatre (Core content)</li> <li>• Studies in Drama and Theatre</li> <li>• Group Performance (Core content)</li> <li>• Individual Project</li> </ul>			
<b>Particular Course Requirements:</b>			
<p>The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</p>			
<b>Assessment HSC course only:</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Group Presentation (Core)	30	Australian Drama and Theatre	30
Individual Project	30	Studies in Drama and Theatre	30
		Development of Group Performance	20
		Development of Individual Project	20
A one and a half hour written Examination comprising two compulsory sections: <ul style="list-style-type: none"> <li>• Australian Drama and Theatre (Core)</li> <li>• Studies in Drama and Theatre</li> </ul>	40		
	100		100

# DESIGN & TECHNOLOGY (GRAPHICS OR METALWORK/WOODWORK)

**Course:** Design and Technology (Graphics)

## Course Description

The **Preliminary course** involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The **HSC course** applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. A case study of an innovation is also required with students identifying the factors underlying the success of the innovation, analyse associated ethical issues and discuss its impact on Australian society.

## Main Topics Covered

### Preliminary Course

Involves both theory and practical work in Designing and Producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

### HSC Course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses 3 key areas: project proposal and project management, project development and realisation, and project evaluation.

## Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of 2 design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

# EARTH AND ENVIRONMENTAL SCIENCE

**Course:** Earth and Environmental Science

**Course Description:**

The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. Through applying Working Scientifically skills processes, the course aims to examine how earth and environmental science models and practices are used and developed.

The course provides the foundation knowledge and skills required to study Earth and Environmental Science after completing school, and supports participation in careers in a range of related industries.

The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

**Topics Covered:**

**Preliminary Course**

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

**Topics Covered:**

**HSC Course**

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

**Particular Course Requirements:**

At both Preliminary and HSC levels students must undertake a Depth Study (15 hours) that contributes to the Summative assessment and can be completed in any Module 1-4.

A maximum of 3 Sciences can be studied at Stage 6 with the potential of Extension Science at HSC (TBA).

**Assessment: HSC course only**

External Assessment	Weighting	Internal Assessment Components	Weighting
Examination specifications for Earth and Environmental Sciences will be available in Term 3 2017.	TBA	Skills in working scientifically	60
		Knowledge and understanding of course content	40
			100

# ECONOMICS

<b>Course: Economics</b>			
<b>Course Description:</b> Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.			
<b>Topics covered:</b>  <b>Preliminary Course</b>		<b>Topics covered:</b>  <b>HSC Course</b>	
<ul style="list-style-type: none"> <li>• Introduction to Economics</li> <li>• Consumers and Business</li> <li>• Markets</li> <li>• Labour Markets</li> <li>• Financial Markets</li> <li>• Government in the Economy</li> </ul>		<ul style="list-style-type: none"> <li>• The Global Economy</li> <li>• Australia's Place in the Global Economy</li> <li>• Economic Issues</li> <li>• Economic Policies and Management</li> </ul>	
<b>Assessment – HSC course only:</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination consisting of three sections:		Knowledge and understanding of course content	40
Multiple Choice	20	Geographical tools and skills	20
Short Answer Questions	40	Geographical inquiry and research, including research	20
Extended Response Questions	40	Communication of geographical information, ideas and issues	20
	100		100

# FOOD TECHNOLOGY

**Course:** Food Technology

## **Course Description:**

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

## **Main Topics Covered:**

### **Preliminary Course**

#### **• Food Availability and Selection (30%)**

Communities endeavour to obtain an adequate supply of food. Selection of food is influenced by physiological and psychological factors as well as broader social and economic factors. Throughout human history, the availability of food has been determined by local and/or external influences.

#### **• Food Quality (40%)**

Quality food products result from safe and hygienic handling of food in domestic, commercial and industrial settings. The sensory characteristics and functional properties of food determine the most appropriate storage, preparation and presentation techniques used.

#### **• Nutrition (30%)**

Nutrition is a significant factor contributing to the health of the individual and to the economic and social future of the people of Australia. Planning diets to meet requirements of particular individuals, preparing foods that are nutritious and assessing the nutritional value of products requires knowledge of nutrition and skills in food preparation.

### **HSC Course**

#### **• The Australian Food Industry (15%)**

The Australian food Industry has developed in response to changes in our physical, social, technological, economic and political environment. This is evident in the structure, operations and products of the Australian Food Industry. The industry contributes significantly to the gross domestic product and is a major employer

#### **• Food Manufacture (30%)**

Developments in Food Manufacture have an impact on society and the environment. A knowledge and understanding of manufacturing processes and their social and ecological impact engenders informed choices and encourages responsible patterns for consumption.

#### **• Food Product Development (30%)**

Food product development is an integrated system involving expertise in the fields of marketing and manufacture. The food product development process applies knowledge and skills developed through study of a range of area, including nutrition, food properties and food manufacture.

#### **• Options – Contemporary Food Issues in Nutrition (25%)**

The decisions people make have social, economic, health and environmental consequences. Raising, investigating and debating contemporary food issues enable individuals to make informed decisions and respond appropriately.

**Particular Course Requirements:**

- There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

- In order to meet the course requirements students must **learn about** food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

It is a mandatory requirement that students undertake practical activities. These are integrated throughout the Year 11 and Year 12 course. A number of excursions will be undertaken to local food establishments.

**Assessment: HSC course only:**

External Examination	Weighting	Internal Assessment	Weighting
A three hour written examination	100	<ul style="list-style-type: none"> <li>• Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues: Nutrition</li> <li>• Research, analysis and communication</li> <li>• Experimentation and preparation</li> <li>• Design, implementation and evaluation</li> </ul>	20  30 30 20
	100		100

# GEOGRAPHY

**Course: Geography**

**Course Description:**

The Preliminary course draws on contemporary developments in biophysical and human geography and refines students' knowledge and understanding about the spatial and ecological dimensions of geography. It uses inquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues.

The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of inquiry methodologies through fieldwork and a variety of case studies combines with an assessment of the geographers' contribution to understanding our environment, and demonstrates the relevance of geographical study.

**PRELIMINARY COURSE OUTLINE**

**Biophysical Interactions**

The focus of this topic is the geographical investigation of biophysical processes and how an understanding of these processes contributes to sustainable management.

**Global Challenges**

This focus of this topic is the geographical study of the social, cultural, political, economic and environmental challenges which are occurring at the global scale.

**Senior Geography Project**

This topic focuses on the nature of geographical inquiry and its application to a practical research project.

**HSC COURSE OUTLINE**

**Urban Places**

This is a study of cities both overseas and in Australia and of urban places large and small. It looks at the growth of cities and distribution globally, the differences occurring in the rich and poor worlds and of the various urban processes going on. Case studies must include a major city of the developing world, a large city of the developed world and a local urban issue.

**People and Economic Activity**

One economic activity is chosen and examined in a global context. Many various facets are examined as to its location, operation, importance and impacts. A specific case study, using a local example, will be undertaken.

**Ecosystems at Risk**

The focus of this study is a geographical investigation of the functioning of ecosystems at risk, their management and protection. Two case studies of ecosystems at risk will be completed.

**Key concepts incorporated across all topics:** change, environment, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.

**Particular Course Requirements:**

1. **Fieldwork**

A minimum of 12 hours must be undertaken in both years of the course. All of our fieldwork occurs within the local area and utilises the skills and expertise of local specialists and of the teacher concerned.

2. **Skills**

Some students are wary of Geography due to them not having a background in the subject and in particular the skills component. This should not put students off as many in the past have achieved very good results without having done Geography previously. The skills requirements are built up over the two years and staff run voluntary extra skills lessons for those students that need help.

**Assessment – HSC Course:**

<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination	100	Knowledge and understanding of course content	40
		Geographical tools and skills	20
		Geographical inquiry and research, including research	20
		Communication of geographical information, ideas and issues	20
	100		100

# INDUSTRIAL TECHNOLOGY (MULTIMEDIA)

<b>Course: Industrial Technology (Multimedia)</b>			
2 Units for each of Preliminary and HSC <b>Exclusions:</b> Italian Beginners			
<p><b>Course Description:</b> The Preliminary course consists of project work and an industry study that provide a broad range of skills and knowledge related to the Multimedia industry and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical Multimedia projects. Projects are based around the main elements of multimedia – text, graphics, audio, video and animation.</p> <p>The HSC course consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the Multimedia Industry. The HSC course combines the multimedia elements covered in the preliminary course into a Major project which demonstrates the value of multimedia to communicate information via the web in today's technology age.</p>			
<b>Main Topics Covered:</b>			
<b>Preliminary Course:</b>			
Design (10%)			
<ul style="list-style-type: none"> <li>● Website Design and Creation using industry standard programming languages – HTML, CSS and Javascript</li> <li>● Elements of Multimedia</li> <li>● Text and Hypertext</li> <li>● Image</li> <li>● Audio</li> <li>● Video</li> <li>● Animation</li> </ul>			
Project Management and Communication techniques (20%)			
Multimedia Industry Study (15%)			
Production (40%) & Manufacturing Technology (15%)			
<ul style="list-style-type: none"> <li>● Manipulating Elements of Multimedia</li> <li>● Creating Interactive Multimedia elements</li> </ul>			
<b>HSC Course:</b>			
Topics from the Preliminary course are combined into the Major Project for the HSC Course.			
Multimedia Industry Study (15%)			
Major Project (60%)			
Multimedia Manufacturing technology (25%)			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Written Examination	40	Project Proposal with folio Submission	20
Major Project	60	Mid-year Examination	30
		Industry Study Report	20
		Trial HSC Examination	30
	100		100

# INVESTIGATING SCIENCE

**Course:** Investigating Science

**Course Description:**

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

**Topics Covered:**

**Preliminary Course**

- Cause & Effect Observing
- Cause & Effect Inferences and Generalisations
- Scientific Models
- Theories and Laws

**Topics Covered:**

**HSC Course**

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

**Particular Course Requirements:**

At both Preliminary and HSC levels students must undertake a Depth Study (30 hours) that contributes to the Summative assessment and can be completed in any Module 1-4.

A maximum of 3 Sciences can be studied at Stage 6 with the potential of Extension Science at HSC (TBA).

**Assessment: HSC course only**

External Assessment	Weighting	Internal Assessment Components	Weighting
A three hour written examination assessing all four parts of the HSC course.	100	Skills in working scientifically	60
		Knowledge and understanding of course content	40
			100

# ITALIAN – CONTINUERS

<b>Course: Italian Continuers</b>			
2 Units for each of Preliminary and HSC			
<b>Prerequisites: 200–300 hours study of the language or equivalent.</b>			
<b>Exclusions:</b> Italian Beginners			
<p><b>Course Description:</b>            The Preliminary and HSC courses have three themes as their focus for the two years of the course. The students' skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. The students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts including music, film and well known and respected Italian authors.</p>			
<p><b>Main Topics Covered:</b></p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• The individual <b>topics:</b> personal identity, relationships, health and leisure, education and future aspirations</li> <li>• The Italian-speaking communities <b>topics:</b> lifestyle in Italy and abroad, the arts and entertainment, youth and social issues</li> <li>• The changing world <b>topics:</b> the world of work, communication –including mass media and technology, Italian influence in Australia, tourism and hospitality</li> </ul> <p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> <li>• Conversation</li> <li>• Responding to an aural stimulus</li> <li>• Responding to a variety of different written materials</li> <li>• Writing for a variety of purposes, including letter writing, speech preparation and blog writing</li> </ul> <p>Dictionaries are allowed in assessments, both bilingual and English.</p>			
<b>Particular Course Requirements:</b> Successful completion of Stage 5.			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Ten minute conversation	20	Speaking	20
Two hour 50 minute written examination:		Listening and Responding	25
Listening and responding	25	Reading and Responding	40
Reading and responding:		Writing in Italian	15
Part A	25		
Part B	15		
Writing in Italian	15		
	100		100

# LEGAL STUDIES

<b>Course: Legal Studies</b>			
<p><b>Course Description:</b>            Our society is regulated by a complex set of rules and regulations which both guide and protect individual and community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students of Legal Studies Stage 6 will develop an understanding of legal concepts and the way the law functions in our society.</p> <p>The syllabus focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it.</p> <p>Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all.</p>			
<p><b>Preliminary Course</b></p> <p><b>Core Part I : The Legal System</b></p> <ul style="list-style-type: none"> <li>• Basic legal concepts</li> <li>• Sources of contemporary Australian law</li> <li>• Classification of law</li> <li>• Law reform</li> <li>• Law reform in action</li> </ul> <p><b>Core Part II : The Individual and the law</b></p> <ul style="list-style-type: none"> <li>• Your rights and responsibilities</li> <li>• Resolving disputes</li> <li>• Contemporary issue: the individual and technology</li> </ul> <p><b>Core Part III : Law in Practice</b>            The Law in practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. <b>This section may be integrated with Part I and/or Part II.</b></p>		<p><b>HSC Course</b></p> <p><b>Core Part I : Crime</b></p> <ul style="list-style-type: none"> <li>• The nature of crime</li> <li>• The criminal investigation process</li> <li>• The criminal trial process</li> <li>• Sentencing and punishment</li> <li>• Young offenders</li> <li>• International crime</li> </ul> <p><b>Core Part II : Human Rights</b></p> <ul style="list-style-type: none"> <li>• The nature and development of human rights</li> <li>• Promoting and enforcing human rights</li> <li>• Contemporary issue</li> </ul> <p><b>Core Part III : Choose Two</b></p> <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Global environmental protection</li> <li>• Family</li> <li>• Indigenous peoples</li> <li>• Shelter</li> <li>• Workplace</li> <li>• World order</li> </ul>	
<b>Assessment – HSC Course:</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination.	100	Knowledge and understanding	40
		Analysis and evaluation	20
		Inquiry and research	20
		Communication of legal information, ideas and issues in appropriate forms	20
	100		100

# MODERN HISTORY

**Course: Modern History**

**Course Description:**

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially.

Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

**Main Topics Covered:**

**Preliminary Course**

PART I - Investigating Modern History

- (a) The Nature of Modern History
- (b) Case Studies

Students undertake:

- at least ONE option from 'The Nature of Modern History', AND
- at least TWO case studies.

ONE case study **must** be from Europe, North America or Australia.

ONE case study **must** be from Asia, the Pacific, Africa, the Middle East or Central/South America.

PART II - Historical Investigation

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.

PART III - The Shaping of the Modern World

Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity.

**HSC Course**

The course comprises a study of:

1. Core Study: Power and Authority in the Modern World 1919–1946
2. ONE 'National Studies' topic
3. ONE 'Peace and Conflict' topic
4. ONE 'Change in the Modern World' topic.

**Assessment - HSC Course:**

External Assessment	Weighting	Internal Assessment Components	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Historical skills in the analysis and evaluation of sources and interpretations	20
		Historical inquiry and research	20
		Communication of historical understanding in appropriate forms.	20
	100		100

# HISTORY EXTENSION

**Course: History Extension (Year 12 only)**

**Course Description:**

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian's context, methodology and purpose shape their interpretation of a person, group, event or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.

**Please note:**

Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.

Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

**HSC Course:**

**Part 1: Constructing History – Key Questions**

Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions:

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

**Part 2: Constructing History – Case Studies**

Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.

**Part 3: History Project**

Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

**Assessment - HSC Course:**

External Assessment	Weighting	Internal Assessment Components	Weighting
A two hour written examination		Knowledge and understanding of significant historical ideas and processes	40
		Skills in designing, undertaking and communicating historical inquiry and analysis	60
			100

# MUSIC

<b>Course: Music 1</b>
2 Units for each of Preliminary and HSC <b>Exclusions:</b> Italian Beginners
<b>Course Description:</b> The purpose of Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to engage in a range of musical styles, including contemporary popular music, and for many, it will serve as a pathway for further training and employment in the music industry or in contemporary music fields.
<b>Main Topics Covered:</b> An instrument and its repertoire Australian music Baroque music Jazz Medieval music Methods of notating music Music and religion Music and the related arts Music for large ensembles Music for radio, film, television and multimedia Music for small ensembles Music in education Music of a culture (Preliminary course) Music of a culture (HSC course) Music of the 18th century Music of the 19th century Music of the 20th and 21st centuries Popular music Renaissance music Rock music Technology and its influence on music Theatre music  Preliminary Course  Students will study at least THREE topics from the list above.  HSC Course  Students will study at least THREE topics from the list above
<b>Particular Course Requirements:</b> Stage 5 Music strongly recommended

# PDHPE

**Course: Personal Development Health and Physical Education**

**Course Description:**

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the HSC course students focus on factors that affect physical performance and major issues related to Australia's health status. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

**Main Topics Covered:**

**Preliminary Course**

**Core Topics (60%)**

- The Body in Motion - Anatomy, Fitness Components, Body Mechanics
  - Better Health for Individuals – Meaning of Health, Health Promotion, Factors that influence health.

**Optional Components (40%)**

Students to complete two options each from

- Fitness Choices – Benefits of Exercise, Different types of Fitness Methods
- First Aid – Basic Course – Assessment, Basic Diagnosis, Treatment
- Composition and Performance – Movement, Appraisal of Movement
- Outdoor Recreation – Skills, Preparation, Organisation, Decision Making, Group Dynamics

**HSC Course**

**Core Topics (60%)**

- Health Priorities in Australia – State of Australian Health, Health Promotion, Health Care
- Factors Affecting Performance – Training types, Psychology, Nutrition, Acquisition of Skills

**Optional Component (40%)**

Students to complete two options each from

- The Health of Young People – Stress, Sexuality, Risk Taking – ie. Youth issues
- Sport and Physical Activity in Australian Society – National Identity, Media, Gender and Sport
- Sports Medicine – Sports Injury Classification, Injury Recovery, Drugs in Sport
- Improving Performance – Training, Competition, Coaching
- Equity and Health – Migrant, Aboriginal Health, Social-Economic Influences

**Particular Course Requirements:**

**Preliminary**

Students will undertake a 3 day Cross Country Skiing trip.  
Students will have the opportunity to complete their Level 2 First Aid Qualification.

**HSC**

Students undertake a study camp to Geelong to undertake practical activities that relate to the Syllabus.

**Assessment: HSC course only**

External Assessment	Internal Assessment	Weighting
A three hour written paper	Core Options	60 40
100		100
<b>Exam Content:</b>	<ul style="list-style-type: none"> <li>• Multiple Choice Questions</li> <li>• Extended Written Responses (5-12 lines)</li> <li>• Short Essays (15–30 lines)</li> </ul>	

# PHYSICS

**Course: Physics**

**Course Description:**  
 The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

<p><b>Topics Covered:</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>● Kinetics</li> <li>● Dynamics</li> <li>● Waves and Thermodynamics</li> <li>● Electricity and Magnetism</li> </ul>	<p><b>Topics Covered:</b></p> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>● Advanced Mechanics</li> <li>● Electromagnetism</li> <li>● The Nature of Light</li> <li>● From the Universe to the atom</li> </ul>
--	---

**Particular Course Requirements:**  
 At both Preliminary and HSC levels students must undertake a **Depth Study** (15 hours) that contributes to the Summative assessment and can be completed in any Module 1-4.

A maximum of 3 Sciences can be studied at Stage 6 with the potential of Extension Science at HSC (TBA).

<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment Components</b>	<b>Weighting</b>
A three hour written examination assessing all four parts of the HSC course.	100	Skills in working scientifically	60
		Knowledge and understanding of course content	40
			100

# PRIMARY INDUSTRIES (VET COURSE)

**Course: VET PRIMARY INDUSTRIES**

2 units for each of Preliminary and HSC

**Exclusions:** Nil

## Course Description

The Primary Industries Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed *AHC Agriculture, Horticulture and Conservation and Land Management Training Package*. As such students will complete the HSC course with a HSC examination to be eligible for an ATAR, and also attain a qualification of **AHC20116 Certificate II in Agriculture**.

Through the completion of this course students will gain the knowledge and skills to work in one of the many different areas within primary industries in Australia. This qualification provides an entry level occupational outcome in agriculture.

Industry expects individuals with this qualification to carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work.

This qualification is suitable for an Australian Apprenticeship.

Job roles vary across different industry sectors and may include:

Assistant animal attendant/stockperson  
Assistant Farm or Station hand  
Assistant Farm or Station worker  
Assistant Farm or Station labourer

Attainment of the qualification Certificate II in Agriculture requires students to meet competency requirements for 18 units of work being:

- AHCWHS201 Participate in work health and safety processes
- AHCCHM201 Apply chemicals under supervision
- AHCINF201 Carry out basic electric fencing operations
- AHCINF202 Install, maintain and repair farm fencing
- AHCPMG201 Treat weeds
- AHCWRK204 Work effectively in the industry
- AHCBIO201 Inspect and clean machinery for plant, animal and soil material
- AHCLSK206 Identify and mark livestock
- AHCPMG202 Treat plant pests, diseases and disorders
- AHCLSK202 Care health and welfare of livestock
- AHCLSK211 Provide feed for livestock
- HLTAID003 Provide first aid
- AHCLSK204 Carry out regular livestock observation
- AHCLSK205 Handle livestock using basic techniques
- AHCLSK209 Monitor water supplies
- AHCWRK201 Observe and report on weather
- AHCWRK205 Participate in workplace communications
- AHCWRK209 Participate in environmentally sustainable work practices

## Course Structure

This course consists of 18 units in total, made up of:

- HSC Examination Content
  - FIVE mandatory units of competency, with the following focus areas:  
**Chemicals (AHCCHM201), Safety (AHCWHS201), Sustainability (AHCWRK209), Weather (AHCWRK201), and Working in the industry (AHCWRK204)**
  - **Livestock health and welfare** stream containing ONE unit of competency (**AHCLSK202**)
- Non – examinable content (12 elective units to complete the Certificate II in Agriculture Qualification)
- 70 hours work placement

## Pathways and Careers

The AHC20116 Certificate II in Agriculture qualification is delivered at Moama Anglican Grammar by the Association of Independent Schools (RTO 90413).

This course provides an entry level occupational outcome in agriculture. It enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both.

Further training pathways from this qualification include, but are not limited to:

- Certificate III in Agriculture
- Certificate III in Horticulture

Further training can also involve a traineeship or further studies at TAFE or University.

## Particular Course Requirements

Students must complete 35 hours of work placement each year as a mandatory part of the course. Students are required to supply work boots and work pants when participating in the practical component of the course. Students must purchase a school Primary Industries work shirt at a cost of approximately \$60. The unit HLTAID003 is provided to the students by an external provider at a cost of approximately \$100. Students are required to purchase an online text from Rural Skills Online (organised by the school) at a cost of approximately \$145 to cover the 2 year course.

## Assessment

Assessment is competency based and can include:

- observation during class and work placement
- written tasks
- practical tasks
- skills tests
- competency tests

To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out various tasks to industry standard.

## Primary Industries HSC examination

An external written Higher School Certificate examination will be conducted for the 240 indicative hour (2 year) course.

External Assessment	Weighting	Internal Assessment Components	Weighting
<p><b>A 2 hour written examination consisting of:</b></p> <p>Section I – objective response questions</p> <p>Section II – short-answer questions</p> <p>Section III – one extended response question</p> <p>Section IV – one structured extended response question for the stream focus area</p> <p><b>The Primary Industries HSC examination is based on the HSC Content (focus areas):</b>            Sections I, II and III are based on the mandatory focus areas            Section IV is based on the stream focus area and can also draw from the mandatory focus areas.</p>	<p><b>15 marks</b></p> <p><b>35 marks</b></p> <p><b>15 marks</b></p> <p><b>15 marks</b></p>	<p>Competency based assessment.</p>	
	80		

# SOCIETY AND CULTURE

**Course: Society and Culture**

## Course Description

Society and Culture is a concept based course. It develops an understanding of persons, societies, cultures, environments and time. Society and Culture draws on cross-disciplinary concepts and social research methodologies from anthropology, communication, cultural studies, media studies, philosophy, psychology, social ecology and sociology. This allows for a number of students to be interested in the topics studied in the subjects in Preliminary and HSC Course. This subject also provides students with a foundation for developing essay writing skills for university through their personal interest project. This allows students to develop their own project topic as an ongoing major work.

The subject is unique as it allows students to develop a better understanding of society and differences in culture.

## Main Topics Covered

### Preliminary Course

#### The Social and Cultural World (30% of course time)

- overview of the multicultural and hybrid nature of societies and cultures
- micro-level, meso-level and macro-level society
- examine individual behaviour within a society and their interactions
- social and cultural research
- qualitative and quantitative research methods
- study of a cultural group outside Australia

#### Personal and Social Identity (40% of course time)

- the development of personality, self-awareness and self-concept
- the development of identity and the social self
- the role of socialisation and the influence of agents of socialisation on the development of personal and social identity
- the influence of each of the following on the development of personal and social identity
  - the 'nature versus nurture' debate
  - 'adolescence' as a social construct and its validity for different cultures
- theories that offer an explanation or understanding of the development of the physical and social self
- transitions through the life course

#### Intercultural Communication (30% of course time)

- how culture determines the ways individuals encode messages, what mediums they choose for transmitting them, and the ways messages are interpreted
- verbal and non-verbal communication
- the role of communication in maintaining social relationships and social control
- the individual's rights and responsibilities in relation to communication, communication technologies and citizenship
- the impact of changing communication technologies
- theories relating to intercultural communication

### HSC Course

#### Personal Interest Project( PIP) (30% of course time)

- Student choice for PIP as long as it relates to course concepts of society, culture, environment, time and persons

#### Social and Cultural Continuity and Change (30% of course time)

- use examples drawn from contemporary society
- impact of technologies
- apply a social theory to a selected country
- role and value of social and cultural research
- features of primary and secondary research
- the nature of continuity and change:
- influence that continuity and change have on the development of society
- the impact of modernisation and westernisation
- theories of social change

Students will study in detail a country in order to:

- determine the nature of traditional society and culture
- analyse the nature of power and authority
- examine the impact of continuity and change upon the lives of individuals and groups in the micro, meso and macro levels of society

#### TWO of the following topics will be chosen and studied by the class

- Popular Culture (past examples have been Bollywood, the Simpsons, Star Trek, Barbie)
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Nonconformity

External Assessment	Weighting	Internal Assessment Components	Weighting
<b>HSC Only:</b>		<b>Preliminary</b>	
Written examination Section I – Core Objective response questions/ Short- answer questions	20%	Knowledge and understanding of course content	50%
		Application and evaluation of social and cultural research methods	30%
Written examination Section II – Depth Studies Candidates answer two questions on separate Depth Studies, each of two parts (worth 5 and 15 marks)	40%	Communication of information, ideas and issues in appropriate forms	20%
		<b>HSC</b>	
		Knowledge and understanding of course content	50%
Personal Interest Project	40%	Application and evaluation of social and cultural research methodologies	30%
		Communication of information, ideas and issues in appropriate forms	20%

# STUDIES OF RELIGION

<b>Course: Studies of Religion I</b>			
1 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<p><b>Course Description</b>            Students study studies of religion to engage in critical discussion of the major world religions. Through appreciation of and engagement with religious traditions and belief-systems students come to know how the big questions of meaning and existence have been answered through the ages. They will investigate the role of religion in society, particularly Australian society with special focus on Aboriginal spirituality. With a global and local perspective, Studies of Religion is a unique opportunity to explore the diverse ways in which religion is expressed. Students also develop skills of analysis, independent research, collaboration and effective communication. These skills empower students to become life-long learners with the ability to critically engage in discussions of global significance.</p>			
<b>Main Topics Covered</b>			
<p><b>Preliminary Course</b></p> <p><b>Part I: Nature of Religion and Beliefs</b></p> <p>(a) Characteristics of religion and belief systems as a distinctive response to the human search for meaning in life            (b) including Australian Aboriginal beliefs and spiritualities</p> <p><b>Part II: Religious Tradition Study 1</b>            Study of <b>ONE</b> particular religious tradition chosen from Buddhism, Christianity, Hinduism, Islam and Judaism.</p> <p>The particular focus is on the ways in which a religious tradition provides a distinctive answer to the enduring questions of human existence.</p> <p><b>Part III: Religious Tradition Study 2</b>            Study of <b>ONE</b> particular religious tradition chosen from Buddhism, Christianity, Hinduism, Islam and Judaism.</p> <p>The particular focus is on the ways in which a religious tradition provides a distinctive answer to the enduring questions of human existence.</p>		<p><b>HSC Course</b></p> <p><b>Part I: Religion and Belief Systems in Australia post-1945</b></p> <p>(a) Focus on religious expression in Australia's multicultural and multifaith society since 1945            (b) Includes appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</p> <p><b>Part II: Religious Tradition Depth Study 1</b>            Elements of a religious tradition raised in the Preliminary course are covered in greater depth.</p> <ul style="list-style-type: none"> <li>• <b>ONE</b> significant person or school of thought to be studied</li> <li>• <b>ONE</b> area of ethical teaching chosen from bioethics/environmental ethics/sexual ethics</li> <li>• <b>ONE</b> significant practice to be studied</li> </ul> <p><b>Part III: Religious Tradition Depth Study 2</b>            Elements of a religious tradition raised in the Preliminary course are covered in greater depth.</p> <ul style="list-style-type: none"> <li>• <b>ONE</b> significant person or school of thought to be studied</li> <li>• <b>ONE</b> area of ethical teaching chosen from bioethics/environmental ethics/sexual ethics</li> <li>• <b>ONE</b> significant practice to be studied</li> </ul>	
<p><b>Particular Course Requirements</b>            The religious traditions chosen for investigation in the Preliminary course are continued to a greater depth in the HSC course.</p>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment Components</b>	<b>Weighting</b>
<b>HSC Examination</b>  <b>Section I: Religious and Belief Systems in Australia post-1945 (15 marks)</b>  Core Objective response questions/ Short-answer questions	30%	<b>Preliminary</b> <b>Knowledge and understanding of course content</b> <b>Source-based skills</b>	40%
		<b>Investigation and research</b>  <b>Communication of information, ideas and issues in appropriate forms</b>	20%
<b>Section II: Religious Tradition Depth Study (15 marks)</b>	30%	<b>HSC</b> <b>Knowledge and understanding of course content</b> <b>Source-based skills</b>	40%
		<b>Investigation and research</b>	20%

<p>Candidates answer one question, with three short-answer parts on a religious tradition.</p> <p><b>Section III: Religious Tradition Depth Study (20 marks)</b></p> <p>Candidates will be required to answer one extended response question on a religious tradition they have studied (different to Section II).</p>	<p>40%</p>	<p><b>Communication of information, ideas and issues in appropriate forms</b></p>	<p>20%</p>
--	------------	---	------------

# TOURISM, TRAVEL & EVENTS (VET COURSE)

## Course: VET TOURISM

2 units for each of Preliminary and HSC

Exclusions: Nil

### Course Description

The Tourism, Travel and Events Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed *SIT Tourism, Travel and Hospitality Training Package*. As such students will complete the HSC course with a HSC examination to be eligible for an ATAR, and also attain a qualification of **SIT30116 Certificate III in Tourism**.

Through the completion of this course students will gain the knowledge and skills to work in one of the many different areas within tourism in Australia. Students will learn about workplace health and safety, excellent customer service, selling products and services, workplace communication, interaction, organisation and teamwork, providing information to customers, booking products and services for customers, and Australian tourism destinations.

This course is designed to give students hands on experience in the skills and competencies required to work in customer service and tourism related activities, which incorporates the tourism-related activities of businesses and organisations in allied industries including education and training, hospitality, retail, sport and recreation and transport.

Attainment of the qualification SIT30116 Certificate III in Tourism requires students to meet competency requirements for 15 units of work, being:

- SITTIND001 Source and use information on the tourism and travel industry
- SITXCCS006 Provide service to customers
- SITXCOM002 Show social and cultural sensitivity
- SITXWHS001 Participate in safe work practices
- SITTTSL002 Access and interpret product information
- SITTTSL006 Prepare quotations
- SITTTSL008 Book supplier services
- SITTTSL009 Process travel related documentation
- SITXCCS002 Provide visitor information
- HLTAID003 Provide first aid (provided externally)
- SITTTSL004 Provide advice on Australian destinations
- BSBSUS201 Participate in environmentally sustainable work practices
- SITTTSL005 Sell tourism products and services
- SITTTSL001 Operate an online information system
- BSBWOR203 Work effectively with others

### Course Structure

This course consists of:

- HSC Examination Content
  - Five mandatory focus areas addressing six units of competency - **Australian destinations** (SITTTSL004 Provide advice on Australian destinations), **Safety** (SITXWHS001 Participate in safe work practices), **Sustainability** (BSBSUS201 Participate in environmentally sustainable work practices), **Working in the industry** (SITTIND001 Source and use information on the tourism and travel industry), and **Working with customers** (SITXCCS006 Provide service to customers & SITXCOM002 Show social and cultural sensitivity)
  - Tourism and Travel (containing three associated units of competency SITTTSL002 Access and interpret product information, SITTTSL005 Sell tourism products and services, & SITTTSL006 Prepare quotations)
- Non – examinable content (5 elective units to complete the Certificate III in Tourism Qualification)
- 70 hours work placement

### Pathways and Careers

The SIT30116 Certificate III in Tourism qualification is delivered at Moama Anglican Grammar by the Association of Independent Schools (RTO 90413).

This qualification provides a pathway to work in many tourism industry sectors and for a diversity of employers including tour operators, inbound tour operators, visitor information centres, attractions, cultural and heritage and any small tourism business requiring multi-skilled employees.

Possible job titles relevant to this qualification include:

- attraction or theme park attendant
- booking agent
- inbound tour coordinator
- operations consultant for a tour operator
- visitor information officer
- sales consultant

After achieving SIT30116 Certificate III in Tourism, individuals could progress to SIT40216 Certificate IV in Travel and Tourism, or to Certificate IV qualifications in any service industry field.

### Assessment

Assessment is competency based and can include:

- observation during class and work placement
- written tasks
- practical tasks
- skills tests
- competency tests

To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out various tasks to industry standard.

### Tourism, Travel and Events HSC examination

An external written Higher School Certificate examination will be conducted for the 240 indicative hour (2 year) course.

### Particular Course Requirements

Students must complete 35 hours of work placement each year as a mandatory part of the course. This may consist of one off events (such as Southern Eighty), industry exposure trips (Gold Coast SeaWorld) and work placement during the June/July holidays in Year 11.

It is important to note that as the Gold Coast, Sea World work placement is optional. It is planned to run during the school holidays at an approximate cost of \$1,200.

HLTAID003 Provide First Aid is provided by an external provider at a cost of approximately \$100.

External Assessment	Weighting	Internal Assessment Components	Weighting
<b>A 2 hour written examination consisting of:</b>		Competency based assessment.	
<b>Multiple Choice</b>	<b>15 marks</b>		
<b>Short answer questions</b>	<b>30 marks</b>		
<b>Extended Response</b>	<b>15 marks</b>		
<b>Tourism and Travel Elective questions</b>	<b>20 marks</b>		
	80		

# VISUAL ARTS

<b>Course: Visual Arts</b>			
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:</b> Ceramics - Visual Arts HSC Ceramics Body of Work Furnishing – the Furnishing Integrated project(s) cannot be used as a Body of Work Photography – Visual Arts HSC Photography Body of Work Visual Design – Products developed cannot be used as a Body of Work in Visual Arts			
<b>Course Description:</b> Visual Arts involves students in the practices of art making, art criticism and art history.  Students develop their own artworks culminating in a 'body of work' in the HSC course. This 'body of work' reflects students' knowledge and understanding about art practices and demonstrates their ability to resolve a conceptually strong work.  Students, through selected case studies, critically and historically investigate art works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.  The Preliminary course is broad, while the HSC course encourages increasingly more independent investigations.			
<b>Main Topics Covered:</b>  <b>Case Study topics may include:</b> Pop Art; Urban Aboriginal Art; Women and Art, Modernism and Post Modernism; Identity; Contemporary Art Practice; Installations and Recent Technology.  <b>Preliminary Course learning opportunities focus on:</b> <ul style="list-style-type: none"> <li>• The nature of practice in art making, art criticism and art history through different investigations</li> <li>• The role and function of artists' artwork, the world and audiences in the art world</li> <li>• The frames and how students may develop meaning and focus and interest in their work</li> <li>• Building understandings over time through various investigations and working in different forms.</li> </ul> <b>HSC Course learning opportunities focus on:</b> <ul style="list-style-type: none"> <li>• How students may develop their own informed points of view in increasingly more independent ways using the frames.</li> <li>• How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest.</li> <li>• How students may learn about the relationships between artist, artwork, world, audience within the art world.</li> <li>• How students may further develop meaning and focus in their work.</li> </ul>			
<b>Particular Course Requirements:</b> <b>Course requirements for the Preliminary Course</b> <ul style="list-style-type: none"> <li>• Artworks in at least two forms and the use of a Visual Arts Process Diary.</li> <li>• A broad investigation of ideas in art criticism and art history through the study of at least 2 case studies.</li> </ul> <b>HSC Course learning opportunities focus on:</b> <ul style="list-style-type: none"> <li>• How students may develop their own informed points of view in increasingly more independent ways using the frames.</li> <li>• How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest.</li> <li>• How students may learn about the relationships between artist, artwork, world, audience within the art world.</li> <li>• How students may further develop meaning and focus in their work.</li> </ul> <b>Requirements for the HSC</b> <ul style="list-style-type: none"> <li>• Development of a body of work and use of a process diary</li> <li>• A minimum of 5 case studies (4-10 hours each)</li> <li>• A deeper and more complex investigation of ideas associated with art criticism and art history.</li> </ul>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A written paper 1 and a half hours	50	Development of the body of work	50
Submission of a body of work	50	Art criticism & Art History	50



MOAMA  
ANGLICAN  
GRAMMAR

2 Kirchhofer Street, Moama NSW 2731  
P: 03 5480 5900  
[info@moamagrammar.nsw.edu.au](mailto:info@moamagrammar.nsw.edu.au)  
[www.moamagrammar.nsw.edu.au](http://www.moamagrammar.nsw.edu.au)