

# YEAR 11 & HSC CURRICULUM HANDBOOK



# HIGHER SCHOOL CERTIFICATE CURRICULUM HANDBOOK 2023/24

## TABLE OF CONTENTS

INTRODUCTION	3
STRUCTURE OF THE HIGHER SCHOOL CERTIFICATE	4
ASSESSMENT OF COURSES	4
TERTIARY ADMISSION	5
Contacts	6
SUBJECT SELECTION PROCEDURE	7
Completing Web preferences:	7
Processing of Subject data	8
Procedure for Students adding an Extension Subject or Discontinuing a Subject	8
ENGLISH Pathways	9
Future Pathways: Workplaces, University, Creative and Performing Arts, Academia	10
MATHEMATICS Pathways	13
Mathematics Standard - 2 Units	13
Mathematics Advanced - 2 Unit	14
Mathematics Extension 1	15
• Historically, extension courses scale well and students who want to maximise their ATAR are encouraged to consider the Extension line.	15
Mathematics Extension 2 (YEAR 12 Only)	16
• Offered at HSC level only.	16
AGRICULTURE	17
ANCIENT HISTORY	18
BIOLOGY	19
BUSINESS STUDIES	20
CHEMISTRY	21
COMMUNITY & FAMILY STUDIES	22
VET- CONSTRUCTION (HSC Course)– Continuers only	23
DRAMA	25
DESIGN & TECHNOLOGY (GRAPHICS)	26
ECONOMICS	27
VET - ENTERTAINMENT INDUSTRY (HSC Course) - Continuers only	28
FOOD TECHNOLOGY	30
INDUSTRIAL TECHNOLOGY (MULTIMEDIA)	31
INVESTIGATING SCIENCE	32
ITALIAN – CONTINUERS	33
LEGAL STUDIES	34
MODERN HISTORY	35
HISTORY EXTENSION (Year 12 only)	36
MUSIC 1	37
MUSIC 2	38
MUSIC EXTENSION	39
Personal Development Health and Physical Education (PDHPE)	40
PHYSICS	41
VET- PRIMARY INDUSTRIES (Category B) - Continuers only	42
STUDIES OF RELIGION - 1 unit course	44
VET- TOURISM, TRAVEL & EVENTS (Category B) - Continuers only	45
VISUAL ARTS	47

## INTRODUCTION

Moama Anglican Grammar aims to empower students with academic and life skills that will prepare them well for 21<sup>st</sup> Century's current and future learning. We hope to produce independent learners who demonstrate initiative and integrity and who respect and value life long learning, their peers and the wider community.

Embarking on senior secondary school studies is an exciting time, but as with anything new, questions may arise that need to be addressed so all stakeholders can make informed decisions about the correct educational pathway. There are many avenues of support available for students here at Moama Anglican Grammar as students and parents navigate the subject selection process and consider future career pathways.

Students are asked to select a course of study that they will undertake for the final two years of their secondary schooling, this is officially referred to as Stage 6. To help students make informed decisions about their choices Moama Anglican Grammar has put into place a careers program in Year 10.

Every Year 10 student at Moama Anglican Grammar takes part in the 'myfuture' program, which focusses on providing resources to explore career pathways and tools to develop self-knowledge to support career decision pathways. This program is undertaken prior to our Year 10 camp, which has a focus on Careers Education Camp in Melbourne. Students will have the opportunity to take part in two weeks Work Experience at the end of the year.

Additionally, the Subject Selection Information Presentation as well as the opportunity for parents and students to speak to Secondary Executive members or Middle School Leaders (Heads of Faculty, Year Level Coordinator or Careers Advisor) can further assist you and your child in choosing subjects for 2024. These sessions will provide further information about the process of subject selection as well as provide information about post-school pathways.

## 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. Students have to complete 120 hours of a subject at Year 11 prior to attempting that subject at HSC level.

### Year 11 Courses

- Students must study at least 12 units at Year 11.
- However, Extension subjects are worth 1 unit (1U) each so a student picking the Extension line needs to pick two (2) 1 unit subjects which consists of either Mathematics Extension 1, English Extension 1 or Studies of Religion 1.
- All students must study 2 units (2U) of English at Year 11.
- Students are encouraged to enrol in at least 2 units of Mathematics.
- Students should complete their VET subjects that they started in Year 10.

### HSC courses

- Students must study at least 10 units (10U) at HSC level to attain their HSC. Most subjects are worth 2 units (2U), so most courses will consist of 5 subjects at this level. Extension subjects are worth 1 unit (1) each.
- All students must study 2 units of English for their HSC.
- Only 1 Category B subject can be used if students are after an ATAR (VET subjects or English Studies are Category B subjects).
- NESA guidelines and information about the HSC can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

## ASSESSMENT OF COURSES

### Year 11

- Assessment is conducted by the School and as per NESA guidelines and will consist of 3 pieces of Formal assessment.
- While Year 11 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. This is made up of 4 pieces of Formal assessment.
- All courses have externally assessed components, which will be made up of written examinations, and practical works, speaking and listening examinations or 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).

The School's Assessment Policy for Stage 6 and Assessment Schedule for Preliminary and HSC can be located on our website:

[Curriculum | Moama Anglican Grammar](#)



## **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 7 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 7 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.

## Contacts

If you have further questions about any subjects on offer your first point of contact would be the Head of Faculty for that subject. The Heads of Faculty can be contacted if you have any questions about any subject and their details are below.

Additionally, you are encouraged to contact the Head of Teaching and Learning (Secondary) to discuss any questions you may have.

### Head of Teaching and Learning (Secondary)

Mrs Hayley Catt

[hcatt@moamagrammar.nsw.edu.au](mailto:hcatt@moamagrammar.nsw.edu.au)

(03) 5480 5900

<b>Head of English</b> Ms Vanessa Bush <a href="mailto:vbush@moamagrammar.nsw.edu.au">vbush@moamagrammar.nsw.edu.au</a> <ul style="list-style-type: none"> <li>English Advanced</li> <li>English Standard</li> <li>English Studies</li> <li>English Extension 1 and 2</li> </ul>	<b>Head of VET (Vocational Educational and Training)</b> Mrs Kim McFadden <a href="mailto:kmcfadden@moamagrammar.nsw.edu.au">kmcfadden@moamagrammar.nsw.edu.au</a> <ul style="list-style-type: none"> <li>VET Primary Industries</li> <li>VET Tourism, Travel and Events</li> <li>VET Construction</li> <li>School Based Apprenticeship</li> <li>TAFE courses</li> </ul>
<b>Head of Mathematics</b> Mr Phillip Campbell <a href="mailto:pcampbell@moamagrammar.nsw.edu.au">pcampbell@moamagrammar.nsw.edu.au</a> <ul style="list-style-type: none"> <li>Mathematics Advanced</li> <li>Mathematics Standard</li> <li>Mathematics Extension 1 and 2</li> </ul>	<b>Head of Creative and Performing Arts</b> Ms Chandra Hale <a href="mailto:chale@moamagrammar.nsw.edu.au">chale@moamagrammar.nsw.edu.au</a> <ul style="list-style-type: none"> <li>Visual Arts</li> <li>Music</li> <li>Drama</li> </ul>
<b>Head of Science</b> Mrs Felicity Williams <a href="mailto:fwilliams@moamagrammar.nsw.edu.au">fwilliams@moamagrammar.nsw.edu.au</a> <ul style="list-style-type: none"> <li>Biology</li> <li>Physics</li> <li>Chemistry</li> <li>Investigating Science</li> </ul>	<b>Head of PDHPE</b> Miss Leah Thompson <a href="mailto:lthompson@moamagrammar.nsw.edu.au">lthompson@moamagrammar.nsw.edu.au</a> <ul style="list-style-type: none"> <li>Community and Family Studies</li> <li>PDHPE</li> </ul>
<b>Head of HSIE</b> Miss Kate Griffin <a href="mailto:kgriffin@moamagrammar.nsw.edu.au">kgriffin@moamagrammar.nsw.edu.au</a> <ul style="list-style-type: none"> <li>Modern History</li> <li>Business Studies</li> <li>Legal Studies</li> <li>Society and Culture</li> <li>Economics</li> <li>Ancient History</li> <li>Geography</li> <li>History Extension</li> </ul>	<b>Head of Religion and Values Education</b> Mr Tim Bowles <a href="mailto:tbowles@moamagrammar.nsw.edu.au">tbowles@moamagrammar.nsw.edu.au</a> <ul style="list-style-type: none"> <li>Studies of Religion 1</li> </ul> <b>Head of Languages</b> Mrs Lucy Polvere <a href="mailto:lpolvere@moamagrammar.nsw.edu.au">lpolvere@moamagrammar.nsw.edu.au</a> <ul style="list-style-type: none"> <li>Italian Continuers</li> </ul>
<b>Head of Technologies</b> Mr Danny Hindson <a href="mailto:dhindson@moamagrammar.nsw.edu.au">dhindson@moamagrammar.nsw.edu.au</a> <ul style="list-style-type: none"> <li>Agriculture</li> <li>Design and Technology (Graphics)</li> <li>Food Technology</li> <li>Industrial Technology Multimedia</li> <li>Industrial Technology Timber</li> </ul>	<b>Head of Student Diversity</b> Mr Kevin Turner <a href="mailto:kturner@moamagrammar.nsw.edu.au">kturner@moamagrammar.nsw.edu.au</a> <ul style="list-style-type: none"> <li>Disability Provisions</li> </ul>

## SUBJECT SELECTION PROCEDURE

The overarching guidelines for subject selection are:

- Choose what you are good at and like
- If you are after a higher ATAR consider Extension subjects
- Choose subjects you will be happy to do for 2 years.
- Consider any university prerequisites

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 2024. You will also receive via email login instructions for completing subject selection online via our web preferences system.

Please submit your choices online **no later than 9.00am Friday 21st July 2023** this allows us to generate the lines of study available to students for the study year 2023.

## Completing Web preferences:

The following steps outline how to enter your subject preferences online. The code and password will be emailed to parents and students.

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.
  - a. 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".
  - a. If you would like to modify the preferences shown, select "Cancel" and this will take you back to the Preference Selection page.
6. Once preferences have been finalised, **Print your "Preference Receipt"** by selecting "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". When subject preferences have been finalised, exit the platform by clicking "Log Out".
  - a. If you change your mind before the closing date – log back in, reselect your subjects and save them again.

## **Processing of Subject data**

- 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 during Term 3.
- Some courses will only run if there are sufficient numbers of students to form a class
- In some cases the demands of timetabling and staffing will limit the choice of subjects a student may take.

## **Procedure for Students adding an Extension Subject or Discontinuing a Subject**

### **Year 12**

Students must complete a minimum of 10 units for their HSC (but can do more). Students after a higher ATAR usually consider doing 11 units.

- Students wanting to pick up an Extension subject in Year 12 (Extension Science, History Extension or English Extension 1 and/or 2) will need to speak to the relevant Head of Faculty and the Head of Teaching and Learning in Term 3 of Year 11, 2023 for further subject advice.
- It is possible for students to discontinue one of their Year 11 subjects to reduce their subject to 10 units. This is done in consultation with the Head of Teaching and Learning from Term 4.
- 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 and this change is reflected in their SEQTA timetable.
- Once a subject is discontinued it cannot be taken up again by the student at a later date.



## ENGLISH Pathways

Two units of English are compulsory for the HSC and two units count towards both the HSC and ATAR. (**English Studies will not contribute to an ATAR**).

- English Standard (2U)
- English Advanced (2U)
- English Studies (2U) - HSC (Year 12) only course. Non- ATAR.
- English Extension 1 (1U)
- English Extension 2 (1U)- HSC (Year 12) only course.

### English Standard - 2 Unit

English Standard			
<b>Course Description</b> English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students 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.			
<b>Main Topics Covered in Year 11</b>  Common Unit for Advanced and Standard: <ul style="list-style-type: none"> <li>• <b>Reading to Write:</b> students undertake the intensive and close reading of quality texts from a variety of modes and media developing student capacity to respond perceptively. Students read texts that are engaging thematically, aesthetically, stylistically and/or conceptually. The students 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.</li> </ul> English Standard Year 11 Course – has 2 Modules: <ul style="list-style-type: none"> <li>• <b>Contemporary Possibilities:</b> students extend their knowledge, understanding and appreciation of the ways that different communication technologies shape the ways that we read, navigate and understand.</li> <li>• <b>Close Study of Literature:</b> students develop their knowledge and appreciation of a literary print text.</li> </ul>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Paper 1 (Common Paper)	50	Common Unit	30
Paper 2 (Modules)	50	Module A	30
		Module B Exam	40
	100		100

**Future Pathways: Workplaces, University and TAFE, Other Vocational Education and Training**

## English Advanced - 2 Unit

English Advanced			
<b>Course Description</b> English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts			
<b>Main Topics Covered in Year 11</b>  Common Unit for Advanced and Standard: <ul style="list-style-type: none"> <li>• <b>Reading to Write:</b> students undertake the intensive and close reading of quality texts from a variety of modes and media developing student capacity to respond perceptively. Students read texts that are engaging thematically, aesthetically, stylistically and/or conceptually to inspire or provoke them to critique skilfully.</li> </ul> English Advanced Year 11 Course – has 2 Modules: <ul style="list-style-type: none"> <li>• <b>Narratives that Shape our World:</b> students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values investigating how narratives can be appropriated, reimagined or reconceptualised.</li> <li>• <b>Critical Study of Literature:</b> students develop analytical and critical knowledge, understanding and appreciation of a literary text. Through increasingly informed personal responses to the text in its entirety, students develop understanding of the distinctive qualities of the text and notions of textual integrity.               <ul style="list-style-type: none"> <li>○ The study of a Shakespearean text is a NESA requirement for the Advanced course in Year 11 and Year 12.</li> </ul> </li> </ul>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Paper 1 (Common Paper)	50	Common Unit	30
Paper 2 (Modules)	50	Module A	30
		Module B Exam	40
	100		100

Future Pathways: Workplaces, University, Creative and Performing Arts, Academia

## English Studies 2 Unit

Subject/Course title: English Studies (HSC)	
Units contributing to Stage 6 Pattern of Study: 2 Units	
Mandatory Non-Atar	Elective
Course Prerequisites to undertake this course:	
Year 11 (Preliminary) HSC English. Students who do not require an ATAR may choose this course.	
Course Description:	
This course provides students who do not require an ATAR, an alternative to the other 2 unit English courses. The course aims for students to become more confident and competent communicators and develops the skills to support and enhance their personal, educational, social and vocational lives.	
Areas of Study:	
Common Module (Mandatory) Texts and Human Experiences Electives allow for students' interests, needs, abilities, career aspirations and personal circumstances.	
Key Skills and Learning Opportunities:	
The English Studies course provides students with the opportunity to develop functional literacy and communication skills, and the ability to respond to and compose texts for various purposes and audiences, including workplace texts and forms.	
Future Pathways	
<ul style="list-style-type: none"> <li>■ Workplaces, TAFE and Vocational Education, Post-school training</li> </ul>	

## The following can be deleted if you want the template instead

### English Extension 1 and 2

#### Extension Pathway - 3 or 4 units of English

All students studying the Advanced course are encouraged to consider the Extension 1 course as it scales well in regards to ATAR. This course needs to be studied with another 1 unit subject in Year 11.

English Extension 1 and 2
<p><b>Course description</b></p> <p>The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways.</p> <p>Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.</p> <p>The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses.</p>
<p>English Extension 1 is a 1 unit course offered in both Year 11 and Year 12</p> <p>English Extension 2 is an additional 1 unit course offered in Year 12</p> <p><b>Prerequisites:</b> (a) English Advanced studied in Year 11 and Year 12            (b) Year 11 English Extension 1 is a prerequisite for the Year 12 Extension 1 Course            (c) Year 12 Extension 1 course is a prerequisite for the English Extension 2 Course.</p>
<p><b>Main Topics Covered</b></p> <p><b>English Extension Year 11 Course – The course has two sections:</b></p> <ul style="list-style-type: none"> <li>• <b>Texts, Culture and Value:</b> students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture.</li> <li>• <b>Related research project:</b> this project provides opportunities for students to develop skills in independent investigation and critical and creative thinking.</li> </ul> <p><b>English Extension 1 Year 12 Course – The course requires the study of at least THREE texts from a prescribed text list as well as at least TWO related texts:</b></p> <ul style="list-style-type: none"> <li>• <b>Literary Worlds with ONE elective option:</b> students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. They deepen their understanding of how texts construct private, public and imaginary worlds that can explore new horizons and offer new insights.</li> </ul> <p><b>English Extension 2 Year 12 Course:</b></p> <ul style="list-style-type: none"> <li>• <b>Major Work:</b> Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement</li> </ul>

## MATHEMATICS Pathways

- Mathematics Standard (2U)
- Mathematics Advanced (2U)
- Mathematics Extension 1 (1U)

### Mathematics Standard - 2 Units

- A student who has studied Mathematics Standard in Year 11 is unable to change to Mathematics Advanced in Year 12.
- Any changes of students' Mathematics pathways are only to be made after consultation with the Head of Faculty and the Head of Teaching and Learning (Secondary).

Mathematics Standard			
<div>Course Description</div> <p>This course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner.</p> <p>The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard Syllabus. In Year 12, students can elect to study either the Standard 1 course (Category B) or the Standard 2 course (Category A).</p>			
Main Topics Covered			
<div>Year 11 Course</div> <ul style="list-style-type: none"><li>Algebra</li><li>Measurement</li><li>Financial Mathematics</li><li>Statistical Analysis</li></ul>		<div>HSC Course</div> <ul style="list-style-type: none"><li>Algebra</li><li>Measurement</li><li>Financial Mathematics</li><li>Statistical Analysis</li><li>Networks</li></ul>	
Assessment HSC Course: Standard 1			
External Assessment - Weighting 100		Internal Assessment - Weighting 100	
2-hour paper Section 1 (objective-response) Section 2 (questions may contain parts)  There is no compulsory HSC external examination in Mathematics Standard 1.  Students may choose to sit the optional HSC examination above.	100	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	50 50
Assessment HSC Course: Standard 2			
External Assessment - Weighting 100		Internal Assessment - Weighting 100	



2.5-hour paper	<b>100</b>	Understanding, Fluency and Communication	<b>50</b>
Section 1 (objective-response)		Problem Solving, Reasoning and Justification	<b>50</b>
Section 2 (questions may contain parts)			

## Mathematics Advanced - 2 Unit

- A student studying Mathematics Advanced in Year 11 can choose to change to Mathematics Standard in Year 12.
- Any changes of students' Mathematics pathways are only to be made after consultation with the Head of Faculty and the Head of Teaching and Learning (Secondary).

<b>Mathematics Advanced</b>			
<b>Course Description</b> The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection, and reasoning.			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b> <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>		<b>HSC Course</b> <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>	
<b>Assessment HSC Course</b>			
<b>External Assessment - Weighting 100</b>		<b>Internal Assessment - Weighting 100</b>	
3-hour paper	<b>100</b>	Understanding, Fluency and Communication	<b>50</b>
Section 1 (objective-response)		Problem Solving, Reasoning and Justification	<b>50</b>
Section 2 (questions may contain parts)			

## Mathematics Extension 1

- Historically, extension courses scale well and students who want to maximise their ATAR are encouraged to consider the Extension line.

Mathematics Extension 1			
<b>Course Description</b>  This course provides students with the opportunity to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. Students have the opportunity to develop rigorous mathematical arguments and proofs and use mathematical models extensively. Students develop their awareness of the interconnected nature of mathematics, its beauty, and its functionality.  The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.			
Main Topics Covered			
Year 11 Course <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>		HSC Course <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>	
Assessment HSC Course			
External Assessment - Weighting 100		Internal Assessment - Weighting 100	
2-hour paper	100	Understanding, Fluency and Communication	50
Section 1 (objective-response)		Problem Solving, Reasoning and Justification	50
Section 2 (questions may contain parts)			
Candidates will also be required to complete either the Mathematics Advanced examination paper or the Mathematics Extension 2 examination paper, in addition to the Mathematics Extension 1 paper.			

## Mathematics Extension 2 (YEAR 12 Only)

- Offered at HSC level only.

Mathematics Extension 2			
<p><b>Course Description</b></p> <p>Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration.</p> <p>The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.</p> <p>The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum.</p>			
Main Topics Covered			
<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>			
Assessment HSC Course			
External Assessment - Weighting 100		Internal Assessment - Weighting 100	
3-hour paper Section 1 (objective-response) Section 2 (questions may contain parts) The Mathematics Advanced and Mathematics Extension 1 courses are assumed knowledge for this examination. Candidates will also be required to complete the Mathematics Extension 1 paper in addition to the Mathematics Extension 2 paper.	100	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	50 50

## AGRICULTURE

Agriculture			
<b>Course Description</b> The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system.This is an 'on-farm', environment-oriented course.  The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.			
Main Topics Covered			
<b>Year 11 Course</b>  <b>1. Overview</b> <ul style="list-style-type: none"><li>Agricultural systems</li><li>Agricultural history</li><li>Social aspects surrounding agriculture</li></ul> <b>2. The farm case study</b> <ul style="list-style-type: none"><li>The farm as a unit of production</li><li>Farm management</li><li>Marketing</li><li>Farm technology</li><li>The agricultural workplace</li></ul> <b>3. Plant production</b> <ul style="list-style-type: none"><li>Plants and their commercial production</li><li>Animals, climate and resource interaction</li><li>Microbes, invertebrates and pests</li><li>Technology</li><li>Experimental design and research</li></ul> <b>4. Animal production</b> <ul style="list-style-type: none"><li>Animals and their commercial production</li><li>Plants, climate and resource interaction</li><li>Microbes, invertebrates and pests</li><li>Technology</li><li>Experimental design and research</li></ul>		<b>HSC Course</b>  <b>1. Core</b> <ul style="list-style-type: none"><li>Plant/Animal production (50%)</li><li>Soil, nutrients and water</li><li>Factors contributing to the degradation of soil and water</li><li>Sustainable resource management</li><li>Plant production systems</li><li>Constraints on plant production</li><li>Managing plant production</li><li>Animal nutrition</li><li>Animal growth and development</li><li>Animal reproduction and genetics</li><li>Animal pests and diseases</li><li>Experimental analysis and research in plant/animal systems</li></ul> <b>2. Farm product study</b> <ul style="list-style-type: none"><li>The farm as a business</li><li>Decision-making processes and management strategies</li><li>Agricultural technology</li><li>Marketing of a specific farm product</li></ul> <b>3. Elective</b> Choose ONE of the following electives to study. <ul style="list-style-type: none"><li>Agri-food, Fibre and Fuel Technologies</li><li>Climate Challenge</li><li>Farming for the 21st Century</li></ul>	
Assessment – HSC Course			
External Assessment	Weighting	Internal Assessment Components	Weighting
A 3 hour written examination assessing all parts of the HSC course.	100	Knowledge and understanding of course content	40
		Knowledge, understanding and skills required to manage agricultural production systems	40
		Skills in effective research, experimentation and communication	20
	100		100

## ANCIENT HISTORY

Ancient History			
<b>Course Description</b>  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.  The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world including Roman Britain, Ancient Australia and Tutankhamun's Tomb.  The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.			
Main Topics Covered			
<b>Year 11 Course</b>  The Year 11 course comprises three sections.  <b>1. Investigating Ancient History</b> Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies <b>2. Features of Ancient Societies</b> Students study at least two ancient societies <b>3. Historical Investigation</b>		<b>HSC Course</b>  The Year 12 course comprises four sections.  <b>1. Core Study:</b> Cities of Vesuvius – Pompeii and Herculaneum <b>2. One 'Ancient Societies' topic</b> <b>3. One 'Personalities in their Times' topic</b> <b>4. One 'Historical Periods' topic</b>	
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

<b>Biology</b>	
<p><b>Course Description</b></p> <p>The study of Biology in Stage 6 enables students to develop an appreciation of the complexity and diversity of life on Earth. From the molecular level through to cellular structure and function and interactions between living things and their environment, students will come to understand the interconnectedness of the biological world and their place within it. There is also a strong emphasis on current and emerging biological technologies that allows students to appreciate the potential benefits and risks that accompany these.</p> <p>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.</p>	
<b>Main topics covered</b>	
<p><b>Year 11 Course (120 hours)</b></p> <ul style="list-style-type: none"> <li>• Cells as the Basics of life</li> <li>• Organisation of living things</li> <li>• Biological Diversity</li> <li>• Ecosystem Dynamics</li> </ul>	<p><b>HSC Course (120 hours)</b></p> <ul style="list-style-type: none"> <li>• Heredity</li> <li>• Genetic Change</li> <li>• Infectious Diseases</li> <li>• Non-infectious Disease and Disorders</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>At both Year 11 and HSC levels students must undertake a <b>Depth Study</b> (15 hours) that contributes to the Formal assessment of this subject..</p>	

## BUSINESS STUDIES

Business Studies			
<p><b>Course Description</b></p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>			
Main Topics Covered			
<p><b>Year 11 Course</b></p> <ul style="list-style-type: none"><li>• <b>Nature of Business</b> – the nature and role of business</li><li>• <b>Business Management</b> – the nature and responsibilities of management</li><li>• <b>Business Planning</b> – establishing and planning a small to medium enterprise</li></ul>		<p><b>HSC Course</b></p> <ul style="list-style-type: none"><li>• <b>Operations</b> – strategies for effective operations management</li><li>• <b>Financial</b> – financial information in the planning and management of business</li><li>• <b>Marketing</b> – development and implementation of successful marketing strategies</li><li>• <b>Human Resources</b> – human resource management and business performance</li></ul>	
Assessment – HSC course only			
External Assessment	Weighting	Internal Assessment Components	Weighting
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

## Chemistry

### Course Description

The study of Chemistry in Stage 6 allows students to explore the chemical nature of the world in which they live. They consolidate and expand their understanding of atoms, bonding and chemical reactions and learn how to carry out calculations to solve a diverse range of problems. 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.

There is a strong focus on Working Scientifically skills in this course with students regularly undertaking practical investigations that complement the theory being covered.

### Main Topics Covered

#### Year 11 Course

- **Properties and Structures of Matter**  
Ionic, covalent and metallic bonding are reviewed briefly in this Module before exploring the link between the bonding and properties of materials. Trends in the periodic table are also identified and explained.
- **Introduction to Quantitative Chemistry**  
Calculations involving the mole, determining the amount of products formed and reactants used during chemical reactions.
- **Reactive Chemistry**  
Different types of chemical reactions are studied with an emphasis on redox reactions. Factors affecting the rate of reactions are also considered.
- **Drivers of Reactions**  
Changes in energy during reactions and predicting whether a reaction will occur spontaneously or not is the focus of this Module.

#### HSC Course

- **Equilibrium and Acid Reactions**  
Students learn about reactions that establish a dynamic equilibrium including those involving the solubility of insoluble salts. They undertake a range of calculations relating to these reactions.
- **Acid/base Reactions**  
This includes a brief history of our changing understanding of the nature of acids and bases. Students calculate and interpret pH values and are able to determine the relative strengths of a range of acids and bases. Titrations are revisited in this unit.
- **Organic Chemistry**  
Students name, describe the properties and learn the reactions of a range of organic substances including, hydrocarbons, haloalkanes, alcohols, ketones, aldehydes, carboxylic acids, esters, amines and amides.
- **Applying Chemical Ideas**  
This Module is about the analysis of organic and inorganic substances. Organic analysis introduces a range of new techniques while the inorganic analysis draws heavily on the students' earlier understanding of solubility and flame tests.

### Particular Course Requirements

At both Year 11 and HSC levels students must undertake a Depth Study (15 hours) that contributes to the Formal assessment for the unit. In Chemistry both of these take the form of first-hand investigations that are designed and carried out by the students individually. The Year 11 Depth Study involves carrying out a titration as part of the 'Introduction to Quantitative Chemistry' Module while in Year 12, the students use the first Module, 'Equilibrium and Acid Reactions' as the context for their investigation.

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

## COMMUNITY & FAMILY STUDIES

Community and Family Studies			
<b>Course Description</b> Community and Family Studies aims to develop each student's understanding and support of community wellbeing. Students focus on resource management and its role in ensuring individual, group, family and community wellbeing, aiming to support and cater for their needs. Students investigate the influence of a range of societal factors on individuals and the nature of groups, families and communities and how the contribution of positive relationships impact individual, group, family and community wellbeing. From this students aim to develop an appreciation of the diversity and interdependence of a community as a whole.			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b> <b>Core Topics (100%)</b> <ul style="list-style-type: none"><li>• Resource Management<ul style="list-style-type: none"><li>- Basic concepts of resource management.</li></ul></li><li>• Individuals and Groups<ul style="list-style-type: none"><li>- The individual's roles, relationships and tasks within and between groups.</li></ul></li><li>• Families and Communities<ul style="list-style-type: none"><li>- Family structures and functions, and the interaction between family and community.</li></ul></li></ul>	<b>HSC Course</b> <b>Core Topics (75%)</b> <ul style="list-style-type: none"><li>• Research Methodology<ul style="list-style-type: none"><li>- Research methodology and skills culminating in the production of an Independent Research Project.</li></ul></li><li>• Groups in Context<ul style="list-style-type: none"><li>- The characteristics and needs of specific community groups.</li></ul></li><li>• Parenting and Caring<ul style="list-style-type: none"><li>- Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.</li></ul></li></ul>		
	<b>Optional Components (25%)</b> <ul style="list-style-type: none"><li>• Family and Societal Interactions<ul style="list-style-type: none"><li>- Government and community structures that support and protect family members throughout the lifespan.</li></ul></li><li>• Social Impact of Technology<ul style="list-style-type: none"><li>- The impact of evolving technologies on individuals and lifestyle.</li></ul></li><li>• Individuals and Work<ul style="list-style-type: none"><li>- Contemporary issues confronting individuals as they manage roles within both family and work environments.</li></ul></li></ul>		
<b>Particular Course Requirements:</b> In addition to the core topics students must complete one option module in the HSC course. HSC Students are required to complete an Independent Research Project (IRP) in the context of the core module – Research Methodology.			
<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 paper assessing both core and options content.	100	Knowledge and understanding of course content	40%
		Skills in critical thinking, research methodology, analysing and communicating	60%
	100		100

## VET- CONSTRUCTION (HSC Course)– Continuers only

VET CONSTRUCTION - this is the HSC year of the course studied in the previous year																													
2 units for each of Preliminary and HSC studies	Exclusions: Nil																												
<p><b>Students can only select this course in year 11 if they started it in year 10.</b></p> <p>This course is an early commencement of the HSC and would count as 2 units for each of Preliminary Year and HSC Year of study. Students would complete their Preliminary study in Year 10 and their HSC year of study in Year 11. Students can then sit their HSC exam in Construction and have the mark sitting on their transcript ready for them to complete the rest of their HSC.</p>																													
<p><b>Course Description</b></p> <p>The Construction Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed <i>CPC08 Construction, Plumbing and Services Training Package</i>. As such students will complete the HSC course with a HSC examination to be eligible for an ATAR, and also attain the qualification, or a Statement of Attainment towards the qualification, of <b>CPC20220 Certificate II in Construction Pathways</b> and <b>CPC20120 Statement of Attainment Certificate II in Construction</b>.</p> <p>Through the completion of this course students will gain the knowledge and skills to work in one of the many different areas within construction in Australia. This qualification provides an entry level occupational outcome in construction.</p> <p>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.</p> <p><b>Job Roles:</b></p> <p>This qualification allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction.</p> <p>Attainment of the qualification Certificate II in Construction Pathways and SOA Certificate II in Construction requires students to meet competency requirements for 14 units of work being:</p> <table border="0"> <tr> <td><b>CPCCWHS1001</b></td><td>Prepare to work safely in the Construction Industry (Delivered externally)</td></tr> <tr> <td><b>CPCCWHS2001</b></td><td>Apply WHS requirements, policies and processes in the Construction Industry</td></tr> <tr> <td><b>CPCCOM1013</b></td><td>Plan and organise work</td></tr> <tr> <td><b>CPCCOM1015</b></td><td>Carry out measurements and calculations</td></tr> <tr> <td><b>CPCCOM1012</b></td><td>Work effectively and sustainably in the Construction Industry</td></tr> <tr> <td><b>CPCCVE1011</b></td><td>Undertake a basic construction project</td></tr> <tr> <td><b>CPCCCM2005</b></td><td>Use construction tools and equipment</td></tr> <tr> <td><b>CPCCOM2001</b></td><td>Read and interpret plans and specifications</td></tr> <tr> <td><b>CPCCOM1014</b></td><td>Conduct workplace communication</td></tr> <tr> <td><b>CPCCCA2002</b></td><td>Use carpentry tools and equipment</td></tr> <tr> <td><b>CPCCCA2011</b></td><td>Handle carpentry materials</td></tr> <tr> <td><b>CPCCCM2006</b></td><td>Apply basic levelling procedures</td></tr> <tr> <td><b>CPCCCM2004</b></td><td>Handle construction materials</td></tr> <tr> <td><b>CPCCJN2001</b></td><td>Assemble components</td></tr> </table>		<b>CPCCWHS1001</b>	Prepare to work safely in the Construction Industry (Delivered externally)	<b>CPCCWHS2001</b>	Apply WHS requirements, policies and processes in the Construction Industry	<b>CPCCOM1013</b>	Plan and organise work	<b>CPCCOM1015</b>	Carry out measurements and calculations	<b>CPCCOM1012</b>	Work effectively and sustainably in the Construction Industry	<b>CPCCVE1011</b>	Undertake a basic construction project	<b>CPCCCM2005</b>	Use construction tools and equipment	<b>CPCCOM2001</b>	Read and interpret plans and specifications	<b>CPCCOM1014</b>	Conduct workplace communication	<b>CPCCCA2002</b>	Use carpentry tools and equipment	<b>CPCCCA2011</b>	Handle carpentry materials	<b>CPCCCM2006</b>	Apply basic levelling procedures	<b>CPCCCM2004</b>	Handle construction materials	<b>CPCCJN2001</b>	Assemble components
<b>CPCCWHS1001</b>	Prepare to work safely in the Construction Industry (Delivered externally)																												
<b>CPCCWHS2001</b>	Apply WHS requirements, policies and processes in the Construction Industry																												
<b>CPCCOM1013</b>	Plan and organise work																												
<b>CPCCOM1015</b>	Carry out measurements and calculations																												
<b>CPCCOM1012</b>	Work effectively and sustainably in the Construction Industry																												
<b>CPCCVE1011</b>	Undertake a basic construction project																												
<b>CPCCCM2005</b>	Use construction tools and equipment																												
<b>CPCCOM2001</b>	Read and interpret plans and specifications																												
<b>CPCCOM1014</b>	Conduct workplace communication																												
<b>CPCCCA2002</b>	Use carpentry tools and equipment																												
<b>CPCCCA2011</b>	Handle carpentry materials																												
<b>CPCCCM2006</b>	Apply basic levelling procedures																												
<b>CPCCCM2004</b>	Handle construction materials																												
<b>CPCCJN2001</b>	Assemble components																												
<p><b>Course Structure</b></p> <p>This course consists of 14 units in total, made up of:</p> <ul style="list-style-type: none"> <li>● HSC Examination Content</li> <li>● SIX mandatory units of competency: CPCCOM1012, CPCCOM2001, CPCCCM2005, CPCCWHS1001, CPCCOM1013, CPCCOM1015</li> <li>● Non – examinable content (8 elective units to complete the Certificate II in Construction Pathways and SOA Certificate II in Construction Qualification)</li> <li>● 70 hours work placement</li> </ul>																													



**Pathways and Careers**

The CPC20220 Certificate II in Construction Pathways and CPC20120 Statement of Attainment Certificate II in Construction qualification is delivered at Moama Anglican Grammar by the Association of Independent Schools (RTO 90413).

The qualification has core units of competency that are required in most Construction industry Certificate III qualifications. Further training can involve an apprenticeship or further studies at TAFE or University.

This qualification allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry and other occupations in general construction.

**Particular Course Requirements**

Students must complete 35 hours of work placement each year as a mandatory part of the course. This will occur over the Easter or July School holidays.

Students are required to supply work boots and work pants when participating in the practical component of the course. Students are charged an annual materials cost of approximately **\$275**.

In year 11, students may purchase an additional school Construction work shirt at a cost of approximately \$60 or they may continue to wear their shirt from Year 10.

**Assessment**

Assessment is competency based and can include:

- observation during class and work placement
- written tasks
- verbal 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.

**Construction HSC examination**

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

External Assessment	Weighting
<b>A 2 hour written examination consisting of:</b> Section I – objective response questions Section II – short-answer questions Section III – one extended response question Section IV – one structured extended response question for the stream focus area  <b>The Construction HSC examination is based on the mandatory units of competency:</b> <ul style="list-style-type: none"> <li>● CPCCWHS2001 Apply WHS requirements, policies and processes in the Construction Industry</li> <li>● CPCCOM1013 Plan and organise work</li> <li>● CPCCOM1015 Carry out measurements and calculations</li> <li>● CPCCOM1012 Work effectively and sustainably in the Construction Industry</li> <li>● CPCCCM2005 Use construction tools and equipment</li> <li>● CPCCOM2001 Read and interpret plans and specifications</li> </ul>	15 35 15 15        
	80

## DRAMA

<b>DRAMA</b>	
<b>2 units</b>	
Mandatory/Core	<b>Elective</b>
<i>Course Prerequisites to undertake this course:</i>	
<b>Stage 5 Drama is recommended but not required.</b>	
<i>Course Description:</i>	
<p>In the captivating world of Drama, you'll discover a path to develop your talents and abilities in various dimensions – physical, emotional, intellectual, social, spiritual, creative, and expressive. This course aims to nurture your self-confidence and self-esteem while providing opportunities to cultivate a range of skills and delve deeper into areas of personal interest. It is designed for both those who have previously studied Drama in Years 7-10 and those who are exploring Drama for the first time. As you embark on this journey, you'll acquire valuable skills and knowledge that extend beyond the realm of the stage. The abilities you develop in this course can be applied in various professional fields, including theatre, media, communications, and community cultural development. The syllabus lays a strong foundation for continued growth, offering continuity with tertiary education and industry courses.</p> <p>By immersing yourself in the study of Drama, you'll not only tap into your artistic potential but also equip yourself with transferable skills that can pave the way to diverse career paths. Get ready to unleash your creativity, explore new horizons, and discover the boundless possibilities that await you in the realm of Drama.</p>	
<i>Areas of Study:</i>	
<p><b>Year 11 Course content</b> 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 a theoretical and 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 an opportunity for each student to demonstrate their performance skills.</p> <p>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>	
<i>Key Skills and Learning Opportunities:</i>	
<p><b>Year 11 Course</b></p> <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> <p><b>HSC Course</b></p> <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>	
<i>Future Pathways</i>	
<ul style="list-style-type: none"> <li>■ Further study at TAFE or University</li> <li>■ Careers such as acting, producing, scriptwriting, lighting designer, stage management, arts administration, teaching and many more.</li> </ul>	

## DESIGN & TECHNOLOGY (GRAPHICS)

Design and Technology (Graphics)			
<p><b>Course Description</b></p> <p>The <b>Year 11 course</b> 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 Year 11 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.</p> <p>The <b>HSC course</b> applies the knowledge and understanding of designing and producing from the Year 11 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.</p>			
<b>Main Topics Covered</b>			
<p><b>Year 11 Course</b></p> <p>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.</p>		<p><b>HSC Course</b></p> <p>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.</p>	
<p><b>Particular Course Requirements</b></p> <p>In the Year 11 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</p> <p>In the HSC course the activities of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation.</p>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment Components</b>	<b>Weighting</b>
Major Design Project	60	Innovation Case Study	20
External Examination	40	Project Proposal	20
		Project Development & Realisation	30
		Trial Examination	30
	100		100

## ECONOMICS

Economics			
<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 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>Main Topics Covered</b>			
<b>Year 11 Course</b> <ul style="list-style-type: none"><li>● <b>Introduction to Economics:</b> The nature of economics and the operation of an economy</li><li>● <b>Consumers and Business:</b> The role of consumers and business in the economy</li><li>● <b>Markets:</b> The role of markets, demand, supply and competition</li><li>● <b>Labour Markets:</b> The workforce and role of labour in the economy</li><li>● <b>Financial Markets:</b> The financial market in Australia, including the share market</li><li>● <b>Government in the Economy:</b> The role of government in the Australian economy</li></ul>		<b>HSC Course</b> <ul style="list-style-type: none"><li>● <b>The Global Economy:</b> Features of the global economy and globalisation</li><li>● <b>Australia's Place in the Global Economy:</b> Australia's trade and finance</li><li>● <b>Economic Issues:</b> Issues including growth, unemployment, inflation, wealth and management</li><li>● <b>Economic Policies and Management:</b> The range of policies to manage the economy</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	Stimulus based skills	20
Short Answer Questions	40	Inquiry and research	20
Extended Response Questions	40	Communication of economic information, ideas and issues in appropriate forms	20
	100		100

**VET - ENTERTAINMENT INDUSTRY (HSC Course) - Continuers only**

<b>Course: VET CONSTRUCTION</b>	
2 units for each of Preliminary and HSC studies	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Construction Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed <i>CUA30420 Live Production and Services Training Package</i>. As such students will complete the HSC course with a HSC examination to be eligible for an ATAR, and also attain the Statement of Attainment towards the qualification of <b>CUA30420 Certification III in Live Production and Services</b>.</p> <p>Through the completion of this course students will gain the knowledge and skills to work in one of the many different areas within the entertainment industry in Australia. This qualification provides an entry level occupational outcome in live production and services. 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.</p> <p><b>Job Roles:</b></p> <p>This qualification allows for inclusion of skills suited for working in the technical areas of theatre, outdoor and indoor events, exhibitions, installations, festivals, concerts and sports.</p> <p>Attainment of the SOA Certificate III in Live Production and Services requires students to meet competency requirements for 13 units of work being:</p> <ul style="list-style-type: none"> <li>● <b>CPCW</b>HS1001 Prepare to work safely in the Construction Industry (Delivered externally)</li> <li>● BSBPEF301 Organise personal work priorities</li> <li>● CUAIND311 Work effectively in the creative arts industry</li> <li>● CUAIND314 Plan a career in the creative arts industry</li> <li>● CUAPPR314 Participate in collaborative creative projects</li> <li>● SITXCCS006 Provide service to customers</li> <li>● CUALGT311 Operate basic lighting</li> <li>● CUASOU331 Undertake live audio operations</li> <li>● CUASTA311 Assist with production operations for live performances</li> <li>● CUAVSS312 Operate vision systems</li> <li>● CUAWHS Apply work health and safety practices</li> <li>● CUALGT314 Install and operate follow spots</li> <li>● CUASMT311 Work effectively backstage during performances</li> </ul>	
<p><b>Course Structure</b></p> <p>This course consists of 13 units in total, made up of:</p> <ul style="list-style-type: none"> <li>● HSC Examination Content <ul style="list-style-type: none"> <li>- SEVEN mandatory units of competency: CUAIND311, SITXCCS006, CUALGT311, CUASOU331, CUASTA311, CUAVSS312, CUAWHS</li> </ul> </li> <li>● Non – examinable content (6 elective units to complete the SOA Certificate III in Entertainment Industry)</li> <li>● 70 hours work placement</li> </ul>	
<p><b>Pathways and Careers</b></p> <p>The CUA30420 Statement of Attainment Certification III in Live Production and Services qualification is delivered at Moama Anglican Grammar by the Association of Independent Schools (RTO 90413).</p> <p>The qualification has core units of competency that are required in Certificate III qualifications. Further training can involve an apprenticeship within events management or further studies at TAFE or University.</p> <p>This qualification allows for inclusion of skills suited for working in the technical areas of theatre, outdoor and indoor events, exhibitions, installations, festivals, concerts and sports..</p>	
<p><b>Particular Course Requirements</b></p> <p>Students must complete 35 hours of work placement each year as a mandatory part of the course.</p>	



Students are required to supply work boots and work pants when participating in the practical component of the course. Students are charged an annual materials cost of approximately **\$100**. In their first year, students must also purchase a school Entertainment work shirt at a cost of approximately \$60 and pay for their White Card training at approximately \$150 less any reimbursement the school receives from the AIS.

Completion of the general induction training program (the white card) specified by the National Code of Practice for Induction Training for Construction Work (ASCC2007) is required before entering a live events work site. All students are required to complete this training before participating in work placement. Achievement of unit **CPCWHS1001** covers this requirement, delivered by an external provider and the cost of this course is paid by the student.

Please note: Work placement for this course does not occur during normal working hours. As Entertainment work is varied and seasonal, students may be given placement during holidays, weekends or in the evenings.

### Assessment

Assessment is competency based and can include:

- observation during class and work placement
- written tasks
- verbal 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.

### Entertainment Industry HSC examination

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

External Assessment	Weighting
<b>A 2 hour written examination consisting of:</b> Section I – multiple choice questions Section II – short-answer questions Section III – one extended response question Section IV – one extended response question	15 35 15 15
<b>The Entertainment Industry HSC examination is based on the mandatory units of competency:</b> <ul style="list-style-type: none"> <li>● CUAIND311 Work effectively in the creative arts industry</li> <li>● SITXCCS006 Provide service to customers</li> <li>● CUALGT311 Operate basic lighting</li> <li>● CUASOU331 Undertake live audio operations</li> <li>● CUAATA311 Assist with production operations for live performances</li> <li>● CUAVSS312 Operate vision systems</li> <li>● CUAWHS Apply work health and safety practices</li> </ul>	
	80

## FOOD TECHNOLOGY

Food Technology			
<b>Course Description</b> The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.  The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status.			
Main Topics Covered			
<b>Year 11 Course</b> <b>Food Availability and Selection (30%)</b> 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.  <b>Food Quality (40%)</b> 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.  <b>Nutrition (30%)</b> 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.		<b>HSC Course</b> <b>The Australian Food Industry (15%)</b> 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  <b>Food Manufacture (30%)</b> 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.  <b>Food Product Development (30%)</b> 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.  <b>Options – Contemporary Food Issues in Nutrition (25%)</b> 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.	
Assessment: HSC course only			
External Examination 50%	Weighting	Internal Assessment 50%	Weighting
A 3 hour Written Examination	100	Australian Food Industry Food Manufacture Food Production Development Trial Examination	15 20 35 30
	100		100

## INDUSTRIAL TECHNOLOGY (MULTIMEDIA)

Industrial Technology (Multimedia)			
2 Units for each of Year 11 and HSC			
<p><b>Course Description</b></p> <p>The Year 11 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 Year 11 course into a Major project which demonstrates the value of multimedia to communicate information via the web in today's technology age.</p>			
Main Topics Covered			
<p><b>Year 11 Course</b></p> <p>Design (10%)</p> <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> <p>Project Management and Communication techniques (20%)</p> <p>Multimedia Industry Study (15%)</p> <p>Production (40%) &amp; Manufacturing Technology (15%)</p> <ul style="list-style-type: none"><li>Manipulating Elements of Multimedia</li><li>Creating Interactive Multimedia elements</li></ul>		<p><b>HSC Course</b></p> <p>Topics from the Year 11 course are combined into the Major Project for the HSC Course.</p> <p>Multimedia Industry Study (15%)</p> <p>Major Project (60%)</p> <p>Multimedia Manufacturing technology (25%)</p>	
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Written Examination	40	Project Proposal, Planning & Research	15
Major Project	60	Project Development & Management	15
		Production of Multimedia Product	40
		Trial HSC Examination	30
	100		100

## INVESTIGATING SCIENCE

### Investigating Science

#### Course Description

The study of Investigating Science in Stage 6 enables students to develop an understanding of science as a body of knowledge and a way of making sense of the world in which they live. Students learn about the history of Science and how ideas have changed over time as well as the interconnectedness of science and technology. It draws upon content from biology, chemistry, physics and the earth sciences, placing the spotlight on the nature of scientific inquiry and the role of science in today's society.

Investigating Science allows significant opportunities for students to pursue fields of study that interest them. The assessment tasks have been designed to encourage students to explore topics in detail and to carry out first hand investigations of their own design. It is strongly recommended that students study another Science subject alongside Investigating Science.

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.

#### Main Topics Covered

##### Year 11 Course

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

##### HSC Course

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

#### Particular Course Requirements

At both Year 11 and HSC levels students must undertake a Depth Study (30 hours) that contributes to the Formal assessment of this subject.

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

## ITALIAN – CONTINUERS

Italian Continuers			
<p><b>Course Description</b></p> <p>The Preliminary and HSC courses have prescribed themes and related mandatory topics. 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. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.</p> <p>200-400 hours study of the language or equivalent knowledge is assumed.</p>			
Main Topics Covered			
<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>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
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

Legal Studies			
<b>Course Description</b> This course provides students with opportunities to develop their knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. Students investigate the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b>  <b>Core Part I: The Legal System</b> <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> <b>Core Part II: The Individual and the law</b> <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> <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>		<b>HSC Course</b>  <b>Core Part I: Crime</b> <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> <b>Core Part II: Human Rights</b> <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> <b>Core Part III: Choose Two</b> <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

Modern History																					
<div>Course Description</div> <p>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.</p> <p>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.</p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>																					
<div>Main Topics Covered</div> <table><tr><td><div>Year 11 Course</div><div><b>PART I - Investigating Modern History</b><div><div>(a) The Nature of Modern History</div><div>(b) Case Studies</div></div><b>PART II - Historical Investigation</b><div>The historical investigation is designed to further develop relevant investigative, research and presentation skills.</div><b>PART III - The Shaping of the Modern World</b><div>Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity.</div></div></td><td colspan="3"><div>HSC Course</div><div>The course comprises four sections:</div><div><div><div>• Core Study: Power and Authority in the Modern World 1919–1946</div><div>• ONE 'National Studies' topic</div><div>• ONE 'Peace and Conflict' topic</div><div>• ONE 'Change in the Modern World' topic.</div></div></div></td></tr></table>				<div>Year 11 Course</div> <div><b>PART I - Investigating Modern History</b><div><div>(a) The Nature of Modern History</div><div>(b) Case Studies</div></div><b>PART II - Historical Investigation</b><div>The historical investigation is designed to further develop relevant investigative, research and presentation skills.</div><b>PART III - The Shaping of the Modern World</b><div>Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity.</div></div>	<div>HSC Course</div> <div>The course comprises four sections:</div> <div><div><div>• Core Study: Power and Authority in the Modern World 1919–1946</div><div>• ONE 'National Studies' topic</div><div>• ONE 'Peace and Conflict' topic</div><div>• ONE 'Change in the Modern World' topic.</div></div></div>																
<div>Year 11 Course</div> <div><b>PART I - Investigating Modern History</b><div><div>(a) The Nature of Modern History</div><div>(b) Case Studies</div></div><b>PART II - Historical Investigation</b><div>The historical investigation is designed to further develop relevant investigative, research and presentation skills.</div><b>PART III - The Shaping of the Modern World</b><div>Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity.</div></div>	<div>HSC Course</div> <div>The course comprises four sections:</div> <div><div><div>• Core Study: Power and Authority in the Modern World 1919–1946</div><div>• ONE 'National Studies' topic</div><div>• ONE 'Peace and Conflict' topic</div><div>• ONE 'Change in the Modern World' topic.</div></div></div>																				
<div>Assessment - HSC Course</div> <table><tr><th>External Assessment</th><th>Weighting</th><th>Internal Assessment Components</th><th>Weighting</th></tr><tr><td rowspan="4">A three hour written examination</td><td rowspan="4">100</td><td>Knowledge and understanding of course content</td><td>40</td></tr><tr><td>Historical skills in the analysis and evaluation of sources and interpretations</td><td>20</td></tr><tr><td>Historical inquiry and research</td><td>20</td></tr><tr><td>Communication of historical understanding in appropriate forms.</td><td>20</td></tr><tr><td></td><td>100</td><td></td><td>100</td></tr></table>				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
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 (Year 12 only)

History Extension (Year 12 only)			
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p>			
<p><b>Please note:</b></p> <p>Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.</p> <p>Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.</p>			
<p><b>HSC Course</b></p> <p><b>Part 1: Constructing History – Key Questions</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Who are historians?</li> <li>• What are the purposes of history?</li> <li>• How has history been constructed, recorded and presented over time?</li> <li>• Why have approaches to history changed over time?</li> <li>• </li> </ul> <p><b>Part 2: Constructing History – Case Studies</b></p> <p>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.</p> <p><b>Part 3: History Project</b></p> <p>Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.</p>			
Assessment - HSC Course			
External Assessment	Weighting	Internal Assessment Components	Weighting
A two hour written examination	100	Knowledge and understanding of significant historical ideas and processes	40
		Skills in designing, undertaking and communicating historical inquiry and analysis	60
	100		100

## MUSIC 1

<b>MUSIC 1</b>	
<b>2 units</b>	
Mandatory/Core	Elective
<i>Course Prerequisites to undertake this course:</i>	
<b>Stage 5 Music is encouraged but not required. Students should be learning an instrument/voice.</b>	
<i>Course Description:</i>	
<p>Music 1 is a comprehensive course that aims to provide students with a broad musical education and ignite a lifelong love for music. It encourages students to continue learning and engaging with music beyond school, in both formal and informal settings. The course covers various musical styles, including contemporary popular music, and can serve as a pathway for further training and employment in the music industry. The curriculum is adaptable to meet the needs and interests of students with different levels of prior music education, allowing flexibility in topic choice and areas of study. Overall, Music 1 equips students with knowledge, skills, and a passion for music that can enrich their lives and open doors to diverse musical opportunities.</p>	
<i>Areas of Study:</i>	
<p>Students will study at least <b>THREE</b> topics in Year 11 and <b>THREE</b> more topics in Year 12. Topics will be chosen based on student interest. Some are as follows:</p> <ul style="list-style-type: none"> <li>• An instrument and its repertoire</li> <li>• Australian music</li> <li>• Music for radio, film, television and multimedia</li> <li>• Music for small ensembles</li> <li>• Music of a culture</li> <li>• Music of the 20th and 21st centuries</li> </ul> <p>A range of performing, composing and listening activities will take place exploring the use of the concepts of music in a historical, social and cultural context.</p>	
<i>Key Skills and Learning Opportunities:</i>	
<p>The objects of Music 1 are as follows:</p> <ul style="list-style-type: none"> <li>• to develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts</li> <li>• to develop the skills to evaluate music critically</li> <li>• to develop an understanding of the impact of technology on music</li> <li>• to develop personal values about music.</li> </ul>	
<i>Future Pathways</i>	
<ul style="list-style-type: none"> <li>■ Further formal music education at university or conservatorium</li> <li>■ Careers include professional musician, composer, music researcher, musicologist, teacher, conductor, arts administration, and much more.</li> </ul>	

## MUSIC 2

<b>MUSIC 2</b>	
<b>2 units</b>	
Mandatory/Core	Elective
<i>Course Prerequisites to undertake this course:</i>	
<b>Stage 5 Music is encouraged but not required. Students cannot be studying Music 1. Students choosing this subject have a formal background in music, have developed music literacy skills and have some knowledge and understanding of musical styles. Students should be learning an instrument/voice.</b>	
<i>Course Description:</i>	
Music 2 is a course that builds upon the knowledge, skills, and passion for music developed in earlier years. It focuses on Western art music and serves as a pathway for further study in tertiary institutions or related fields. The course is adaptable, accommodating students with varying interests and abilities. It offers a well-rounded musical education while also allowing for specialisation in specific areas. Students transitioning from the Elective course will find Music 2 to be a natural progression, expanding their understanding of Western art music and preparing them for future formal study. The course nurtures students' musical potential, deepens their skills, and instils a lifelong appreciation for the traditions of Western art music.	
<i>Areas of Study</i>	
<b>Preliminary</b> Students will study the mandatory topic and ONE additional topic. MANDATORY TOPIC: Music 1600-1900 <b>HSC Course</b> Students will study the mandatory topic and ONE additional topic. MANDATORY TOPIC: Music of the last 25 years (Australian focus) .	
<i>Key Skills and Learning Opportunities:</i>	
The study of music within this course will involve an integrated approach which explores the relationships between Performance, Composition, Musicology and Aural. This includes: <ul style="list-style-type: none"> <li>• performances</li> <li>• annotated drafts of compositions</li> <li>• compositional activities</li> <li>• discussion of works heard in class, concerts etc</li> <li>• score analysis</li> <li>• summary of understanding of the topic</li> <li>• evidence of research</li> <li>• concept-based analysis of works studied.</li> </ul>	
<i>Future Pathways</i>	
<ul style="list-style-type: none"> <li>■ Further formal music education at university or conservatorium</li> <li>■ Careers include professional musician, composer, music researcher, musicologist, teacher, conductor, arts administration, and much more.</li> </ul>	

## MUSIC EXTENSION

MUSIC EXTENSION	
<b>1 unit</b>	
Mandatory/Core	Elective
<i>Course Prerequisites to undertake this course:</i>	
<b>Students must also be taking Music 2.</b> <b>The Extension course builds on Music 2 and assumes a high level of music literacy, advanced performance skills or composition skills or musicology skills.</b>	
<i>Course Description:</i>	
<p>The Extension course in Music is designed for students with a strong background in music and a desire to specialize in their senior school years. It builds upon previous studies and aims to develop advanced music knowledge and skills for independent musicianship. Students can choose to specialize in Performance, Composition, or Musicology, following a tailored program of study. This course provides a high degree of specialization, allowing students to delve deep into their chosen area and pursue advanced studies. It caters to musically and academically talented students, fostering independent thinking, creativity, and mastery of advanced musical concepts. The Extension course enhances students' musical abilities, expands their understanding in their chosen area, and prepares them for future advanced musical pursuits. It offers a pathway to showcase talents, pursue musical passions, and excel in their musical journey.</p>	
<i>Areas of Study:</i>	
<p>Students with an extended history of formal music involvement frequently reach a high level of musical sophistication and desire to specialise in their senior school years. The purpose of the Extension course is to expand studies undertaken in Music 2 and is designed to focus the continuing development and refinement of student's advanced music knowledge and skills towards independent musicianship.</p> <p>The Extension course offers a high degree of specialisation in Performance, Composition or Musicology in which each student follows an individual program of study. It provides an opportunity for musically and academically talented students to undertake a rigorous music study commensurate with their academic and musical sophistication.</p>	
<i>Key Skills and Learning Opportunities:</i>	
<p>Students will specialise further in ONE of the learning experiences of performance or composition or musicology. Students have the opportunity to pursue excellence in a particular area of interest and expertise in the contexts of their choosing. The objectives of the Music Extension course are:</p> <ul style="list-style-type: none"> <li>• to refine knowledge and skills associated with performance, composition or musicology</li> <li>• to expand critical aural knowledge and skills in all musical experiences.</li> </ul>	
<i>Future Pathways</i>	
<ul style="list-style-type: none"> <li>■ Further formal music education at university</li> <li>■ Careers such as performer, director, musician, composer, conductor, musicologist, arts administration, music researcher, music editor</li> </ul>	

## Personal Development Health and Physical Education (PDHPE)

### Personal Development Health and Physical Education

#### Course Description

The Year 11 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 will participate in a number of fitness activities. Past classes have experienced zumba, aqua aerobics, pump, HITT, F45 and yoga. Students will also have the opportunity to complete their Level 2 first aid.

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 focusing on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. Students will have the opportunity to attend the HSC PDHPE camp. This includes a trip to Melbourne and Ballarat where students will participate in a number of activities. Past activities have included, tour of Ikon park including a Q&A with Carlton footballers, a tour of the Harry Brookes Allen Museum of Anatomy & Pathology at the University of Melbourne, VO2 Max testing at Federation University, strength and condition session at the RAD Centre and use of Australia's first indoor rowing tank.

Students in both Preliminary and HSC PDHPE will participate in practical classes related to the theory content. This may include activities such as phosphate recovery test, 12 minute coopers run, juggling, training methods and fitness classes to analyse heart rate data.

#### Main Topics Covered

##### Year 11 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
  - 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
- 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:

In addition to the core topics students must complete TWO option modules in both Year 11 and HSC

#### Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination covering core and options content	100	Knowledge and understanding of course content	40
		Skills in critical thinking, research, analysis and communicating	60
	100		100

## PHYSICS

### 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.

#### Main Topics Covered

##### Year 11 Course

- Kinetics  
Describing and measuring motion using a range of digital tools.
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

##### HSC Course

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the atom

#### Particular Course Requirements

At both Year 11 and HSC levels students must undertake a **Depth Study** (15 hours) that contributes to the Formal assessment of this subject.

A maximum of 3 Sciences can be studied at Stage 6 with the additional option of Science Extension after the completion of any preliminary science..

## VET- PRIMARY INDUSTRIES (Category B) - Continuers only

VET PRIMARY INDUSTRIES - this is the HSC year of the course studied in the previous year																																					
2 units Category B	Exclusions: Nil																																				
<p><b>Students can only select this course in year 11 if they started it in year 10.</b></p> <p><b>Course Description</b></p> <p>The Primary Industries Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed <i>AHC Agriculture, Horticulture and Conservation and Land Management Training Package</i>. As such students will complete the HSC course with a HSC examination to be eligible for an ATAR, and also attain the qualification, or a Statement of Attainment towards the qualification, of <b>AHC20116 Certificate II in Agriculture</b>.</p> <p>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.</p> <p>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.</p> <p>This qualification is suitable for an Australian Apprenticeship.</p> <p>Job roles vary across different industry sectors and may include:</p> <ul style="list-style-type: none"> <li>Assistant animal attendant/stockperson</li> <li>Assistant Farm or Station hand</li> <li>Assistant Farm or Station worker</li> <li>Assistant Farm or Station labourer</li> </ul> <p>Attainment of the qualification Certificate II in Agriculture requires students to meet competency requirements for 18 units of work being:</p> <table border="0"> <tr><td><b>AHCWHS201</b></td><td>Participate in work health and safety processes</td></tr> <tr><td><b>AHCCHM201</b></td><td>Apply chemicals under supervision</td></tr> <tr><td><b>AHCINF201</b></td><td>Carry out basic electric fencing operations</td></tr> <tr><td><b>AHCINF202</b></td><td>Install, maintain and repair farm fencing</td></tr> <tr><td><b>AHCPMG201</b></td><td>Treat weeds</td></tr> <tr><td><b>AHCWRK204</b></td><td>Work effectively in the industry</td></tr> <tr><td><b>AHCBIO201</b></td><td>Inspect and clean machinery for plant, animal and soil material</td></tr> <tr><td><b>AHCLSK206</b></td><td>Identify and mark livestock</td></tr> <tr><td><b>AHCMOM203</b></td><td>Operate basic machinery and equipment</td></tr> <tr><td><b>AHCLSK202</b></td><td>Care health and welfare of livestock</td></tr> <tr><td><b>AHCLSK211</b></td><td>Provide feed for livestock</td></tr> <tr><td><b>HLTAID003</b></td><td>Provide first aid (delivered by external provider)</td></tr> <tr><td><b>AHCLSK204</b></td><td>Carry out regular livestock observation</td></tr> <tr><td><b>AHCLSK205</b></td><td>Handle livestock using basic techniques</td></tr> <tr><td><b>AHCLSK209</b></td><td>Monitor water supplies</td></tr> <tr><td><b>AHCWRK201</b></td><td>Observe and report on weather</td></tr> <tr><td><b>AHCWRK205</b></td><td>Participate in workplace communications</td></tr> <tr><td><b>AHCWRK209</b></td><td>Participate in environmentally sustainable work practices</td></tr> </table>		<b>AHCWHS201</b>	Participate in work health and safety processes	<b>AHCCHM201</b>	Apply chemicals under supervision	<b>AHCINF201</b>	Carry out basic electric fencing operations	<b>AHCINF202</b>	Install, maintain and repair farm fencing	<b>AHCPMG201</b>	Treat weeds	<b>AHCWRK204</b>	Work effectively in the industry	<b>AHCBIO201</b>	Inspect and clean machinery for plant, animal and soil material	<b>AHCLSK206</b>	Identify and mark livestock	<b>AHCMOM203</b>	Operate basic machinery and equipment	<b>AHCLSK202</b>	Care health and welfare of livestock	<b>AHCLSK211</b>	Provide feed for livestock	<b>HLTAID003</b>	Provide first aid (delivered by external provider)	<b>AHCLSK204</b>	Carry out regular livestock observation	<b>AHCLSK205</b>	Handle livestock using basic techniques	<b>AHCLSK209</b>	Monitor water supplies	<b>AHCWRK201</b>	Observe and report on weather	<b>AHCWRK205</b>	Participate in workplace communications	<b>AHCWRK209</b>	Participate in environmentally sustainable work practices
<b>AHCWHS201</b>	Participate in work health and safety processes																																				
<b>AHCCHM201</b>	Apply chemicals under supervision																																				
<b>AHCINF201</b>	Carry out basic electric fencing operations																																				
<b>AHCINF202</b>	Install, maintain and repair farm fencing																																				
<b>AHCPMG201</b>	Treat weeds																																				
<b>AHCWRK204</b>	Work effectively in the industry																																				
<b>AHCBIO201</b>	Inspect and clean machinery for plant, animal and soil material																																				
<b>AHCLSK206</b>	Identify and mark livestock																																				
<b>AHCMOM203</b>	Operate basic machinery and equipment																																				
<b>AHCLSK202</b>	Care health and welfare of livestock																																				
<b>AHCLSK211</b>	Provide feed for livestock																																				
<b>HLTAID003</b>	Provide first aid (delivered by external provider)																																				
<b>AHCLSK204</b>	Carry out regular livestock observation																																				
<b>AHCLSK205</b>	Handle livestock using basic techniques																																				
<b>AHCLSK209</b>	Monitor water supplies																																				
<b>AHCWRK201</b>	Observe and report on weather																																				
<b>AHCWRK205</b>	Participate in workplace communications																																				
<b>AHCWRK209</b>	Participate in environmentally sustainable work practices																																				
<p><b>Course Structure</b></p> <p>This course consists of 18 units in total, made up of:</p> <ul style="list-style-type: none"> <li>● HSC Examination Content <ul style="list-style-type: none"> <li>- FIVE mandatory units of competency, with the following focus areas: Chemicals (AHCCHM201), Safety (AHCWHS201), Sustainability (AHCWRK209), Weather (AHCWRK201), and Working in the industry (AHCWRK204)</li> <li>- <b>Livestock health and welfare</b> stream containing ONE unit of competency (<b>AHCLSK202</b>)</li> </ul> </li> <li>● Non – examinable content (12 elective units to complete the Certificate II in Agriculture Qualification)</li> <li>● 70 hours work placement</li> </ul>																																					



**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. This work placement will take place in the Easter or July school holidays.

Students are required to supply work boots and work pants when participating in the practical component of the course. Students may purchase a new school Primary Industries work shirt at a cost of approximately \$60, or they can continue to wear their shirt from Year 10.

The unit HLTAID011 is provided to the students by an external provider at a cost of approximately \$110.

**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	Weighting
<b>A 2 hour written examination consisting of:</b>  Section I – objective response questions  Section II – short-answer questions  Section III – one extended response question  Section IV – one structured extended response question for the stream focus area  <b>The Primary Industries HSC examination is based on the HSC Content (focus areas):</b> <ul style="list-style-type: none"> <li>• Sections I, II and III are based on the mandatory focus areas</li> <li>• Section IV is based on the stream focus area and can also draw from the mandatory focus areas.</li> </ul>	15  35  15  15	Competency based assessment	
	80		

## STUDIES OF RELIGION - 1 unit course

This course needs to be done in conjunction with either the Extension English or Mathematics course in Year 11.

Studies of Religion I			
<b>Course Description</b> Students studying ‘Studies of Religion’ 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.			
Main Topics Covered			
<b>Year 11 Course</b> <b>Part I: Nature of Religion and Beliefs</b>  (a) Characteristics of religion and belief systems (b) including Aboriginal beliefs and spiritualities  <b>Part II: Religious Tradition Study 1</b> Study of <b>ONE</b> particular religious tradition chosen from Buddhism, Christianity, Hinduism, Islam and Judaism.  <b>Part III: Religious Tradition Study 2</b> Study of <b>ONE</b> particular religious tradition chosen from Buddhism, Christianity, Hinduism, Islam and Judaism.		<b>HSC Course</b> <b>Part I: Religion and Belief Systems in Australia post-1945</b> (a) Religious expression in Australia’s since 1945 (b) Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.  <b>Part II: Religious Tradition Depth Study 1</b> <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> <b>Part III: Religious Tradition Depth Study 2</b> <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>	
<b>Prelim Excursion:</b> Islamic Mosque Tour and Indigneous Experience			
External Assessment (HSC only)		Internal Assessment Components	
90 minute Examination		Preliminary <ul style="list-style-type: none"><li>● Two research tasks</li><li>● One examination</li></ul> HSC <ul style="list-style-type: none"><li>● Two research tasks</li><li>● Trial examination</li></ul>	
	<b>Weighting</b>		<b>Weighting</b>
<b>HSC Examination</b>		<b>Prelim/HSC</b>	40
<b>Section I:</b> Core Objective response questions/ Short-answer questions	30	Knowledge and understanding of course content	
<b>Section II:</b> Written response - one question, with three short-answer parts on a religious tradition.	30	Source-based skills	20
<b>Section III:</b> Written response - one extended response question on one religious tradition.	40	Investigation and research	20
		Communication of information, ideas and issues in appropriate forms	20

## VET- TOURISM, TRAVEL & EVENTS (Category B) - Continuers only

VET TOURISM - this is the HSC year of the course studied in the previous year																															
2 units Category B	Exclusions: Nil																														
<p><b>Students can only select this course in year 11 if they started it in year 10.</b></p> <p><b>Course Description</b>  The Tourism, Travel and Events Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed <i>SIT Tourism, Travel and Hospitality Training Package</i>. As such students will complete the HSC course with a HSC examination to be eligible for an ATAR, and also attain the qualification, or a Statement of Attainment towards the qualification, of <b>SIT30116 Certificate III in Tourism</b>.</p> <p>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.</p> <p>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.</p> <p>Attainment of the qualification SIT30116 Certificate III in Tourism requires students to meet competency requirements for 15 units of work, being:</p> <table> <tr> <td><b>SITXWHS001</b></td><td>Participate in safe work practices</td></tr> <tr> <td><b>SITTIND001</b></td><td>Source and use information on the tourism and travel industry</td></tr> <tr> <td><b>SITXCCS002</b></td><td>Provide visitor information</td></tr> <tr> <td><b>SITXCCS006</b></td><td>Provide service to customers</td></tr> <tr> <td><b>SITXCOM002</b></td><td>Show social and cultural sensitivity</td></tr> <tr> <td><b>SITTTSL001</b></td><td>Operate an online information system</td></tr> <tr> <td><b>SITTTSL002</b></td><td>Access and interpret product information</td></tr> <tr> <td><b>SITTTSL004</b></td><td>Provide advice on Australian destinations</td></tr> <tr> <td><b>SITTTSL005</b></td><td>Sell tourism products and services</td></tr> <tr> <td><b>SITTTSL006</b></td><td>Prepare quotations</td></tr> <tr> <td><b>SITEEVT002</b></td><td>Process and monitor event registrations</td></tr> <tr> <td><b>SITEEVT004</b></td><td>Provide Event Staging Support</td></tr> <tr> <td><b>BSBWOR203</b></td><td>Work effectively with others</td></tr> <tr> <td><b>BSBSUS201</b></td><td>Participate in environmentally sustainable work practices</td></tr> <tr> <td><b>HLTAID011</b></td><td>Provide first aid (provided externally)</td></tr> </table>		<b>SITXWHS001</b>	Participate in safe work practices	<b>SITTIND001</b>	Source and use information on the tourism and travel industry	<b>SITXCCS002</b>	Provide visitor information	<b>SITXCCS006</b>	Provide service to customers	<b>SITXCOM002</b>	Show social and cultural sensitivity	<b>SITTTSL001</b>	Operate an online information system	<b>SITTTSL002</b>	Access and interpret product information	<b>SITTTSL004</b>	Provide advice on Australian destinations	<b>SITTTSL005</b>	Sell tourism products and services	<b>SITTTSL006</b>	Prepare quotations	<b>SITEEVT002</b>	Process and monitor event registrations	<b>SITEEVT004</b>	Provide Event Staging Support	<b>BSBWOR203</b>	Work effectively with others	<b>BSBSUS201</b>	Participate in environmentally sustainable work practices	<b>HLTAID011</b>	Provide first aid (provided externally)
<b>SITXWHS001</b>	Participate in safe work practices																														
<b>SITTIND001</b>	Source and use information on the tourism and travel industry																														
<b>SITXCCS002</b>	Provide visitor information																														
<b>SITXCCS006</b>	Provide service to customers																														
<b>SITXCOM002</b>	Show social and cultural sensitivity																														
<b>SITTTSL001</b>	Operate an online information system																														
<b>SITTTSL002</b>	Access and interpret product information																														
<b>SITTTSL004</b>	Provide advice on Australian destinations																														
<b>SITTTSL005</b>	Sell tourism products and services																														
<b>SITTTSL006</b>	Prepare quotations																														
<b>SITEEVT002</b>	Process and monitor event registrations																														
<b>SITEEVT004</b>	Provide Event Staging Support																														
<b>BSBWOR203</b>	Work effectively with others																														
<b>BSBSUS201</b>	Participate in environmentally sustainable work practices																														
<b>HLTAID011</b>	Provide first aid (provided externally)																														
<p><b>Course Structure</b>  This course consists of:</p> <ul style="list-style-type: none"> <li>HSC Examination Content <ul style="list-style-type: none"> <li>Five mandatory focus areas addressing six units of competency - <b>Australian destinations</b> (SITTTSL004 Provide advice on Australian destinations), <b>Safety</b> (SITXWHS001 Participate in safe work practices), <b>Sustainability</b> (BSBSUS201 Participate in environmentally sustainable work practices), <b>Working in the industry</b> (SITTIND001 Source and use information on the tourism and travel industry), and <b>Working with customers</b> (SITXCCS006 Provide service to customers &amp; SITXCOM002 Show social and cultural sensitivity)</li> <li>Tourism and Travel (containing three associated units of competency SITTTSL002 Access and interpret product information, SITTTSL005 Sell tourism products and services, &amp; SITTTSL006 Prepare quotations)</li> </ul> </li> <li>Non – examinable content (5 elective units to complete the Certificate III in Tourism Qualification)</li> <li>70 hours work placement</li> </ul>																															
<p><b>Pathways and Careers</b></p>																															

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 80), industry exposure trips (Gold Coast SeaWorld or similar) and work placement during the April or June/July holidays.

It is important to note that as the Gold Coast, Sea World work placement is optional, it is planned to run every second year only, during the school holidays at an approximate cost of \$1,700.

HLTAID011 Provide First Aid is provided by an external provider at a cost of approximately \$110.

The online text, Futura Online, carries over from Year 10 and incurs no further costs.

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

## VISUAL ARTS

<b>VISUAL ARTS</b>	
<b>2 units</b>	
Mandatory/Core	Elective
<i>Course Prerequisites to undertake this course:</i>	
<b>Stage 5 Visual Arts is recommended but not required.</b>	
<i>Course Description:</i>	
A highly engaging subject, Visual Arts explores contemporary and relevant interpretations of visual cultural expression. Encompassing art, craft, and design, it provides both theoretical foundations and practical applications supporting the artists' voice. Students appreciate the role art plays in driving and nurturing cultural diversity in contemporary life and historical contexts. Visual Arts equips students with aesthetic knowledge, critical analytical skills, and values that transfer across art-related careers and real-world contexts.	
<i>Areas of Study:</i>	
<b>Year 11 Course</b> <b>Case Study topics may include:</b> Pop Art; Urban Aboriginal Art; Women and Art, Modernism and Postmodernism; Identity; Contemporary Art Practice; Sustainability and visual artists; Installations, Performance art and Recent Technology.	
<b>HSC Course</b> <b>Case Study topics may include:</b> Pop Art; Urban Aboriginal Art; Women and Art, Modernism and Postmodernism; Identity; Contemporary Art Practice; Sustainability and visual artists; Installations, Performance art and Recent Technology.	
<i>Key Skills and Learning Opportunities:</i>	
<b>Year 11 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 art 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>	
<i>Future Pathways</i>	
<ul style="list-style-type: none"> <li>■ This may be within the year levels as a pattern of study at school (8,9,10)</li> <li>■ This may be future career pathways that this subject aligns to (8,9,10,11/12)</li> </ul>	



**MOAMA  
ANGLICAN  
GRAMMAR**

COMPASSION | RESPECT | INTEGRITY

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)