



# ST STANISLAUS' COLLEGE

**SENIOR CURRICULUM HANDBOOK**  
Years 11 and 12 for the award of the Higher School Certificate



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## ST STANISLAUS' COLLEGE



# REGULATIONS, RULES AND PROCEDURES

## REGULATIONS OF THE COLLEGE

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

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

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

1. the completed Application for Enrolment;
2. the subject selection process via Edval is complete.

## RULES AND PROCEDURES FOR THE HIGHER SCHOOL CERTIFICATE

### ELIGIBILITY REQUIREMENTS FOR THE HSC

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

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

## PATTERN OF STUDY

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

study patterns must include:

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

## DISABILITY EXAMINATION PROVISIONS FOR STUDENTS WITH DISABILITIES

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

## SUBMITTED WORKS AND PRACTICAL EXAMINATIONS

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

## ASSESSMENT RANKING APPEALS

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

- (iv) NESA will not revise the assessment marks or rank order. If the appeal is upheld, NESA will direct the school to carry out a further review. Further details about reviews/appeals are on the assessment appeal form which are distributed to students at the beginning of the Preliminary HSC course.

## SCHOOL ASSESSMENT MARKS FOR BOARD DEVELOPED COURSES

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

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

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

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

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

## TAFE AND DISTANCE EDUCATION

Students are able to access a range of additional subjects through attendance at TAFE Bathurst and enrolment with Dubbo School of Distance Education and the Diocese of Lismore Online Learning Centre. In 2020, students are using these centres to study Plumbing, Electrotechnology, Tourism, Music, Extension 2 Maths, SDD and IT Digital Media. These services allow students an enhanced level of subject choice or flexibility when they have clashes between subjects they wish to study.

# INTRODUCTION

## STAGE 6 CURRICULUM - CHOOSING INDIVIDUAL LEARNING PATHWAYS

St Stanislaus' College has a focus on preparing students for life through the development of 4Cs skills and the pursuit of excellence. Students and teachers work together to attain excellence through engagement with dynamic, responsive and inclusive practices. When committing to senior studies, students are required to give their best and place themselves in a position to be responsible and accountable for their learning and the learning of others in their subject and wider cohorts.

Seeking to transition to Stage 6 is a choice made by students and their families to continue secondary education. The school has a number of steps to help students to make the subject choices best suited for each individual. Students and their families will be provided with advice about a pattern of study and recommended course levels based on student needs, strengths, interests and goals. This, in conjunction with information about each course, career and further education opportunities and training qualifications, allows students to choose an individual learning pathway that provides the space for excellence.

The process for subject selection is as follows:

Term 3, Week 1	Curriculum Handbooks and resources available to students and parents on stannies.com  Year meetings to discuss handbooks and subject selection process
Term 3, Week 2	Subject selection Zoom meeting - Implications of selections, ATAR, HSC
Term 3, Week 3	Subject Information Sessions for students in year meetings
Term 3, Weeks 5 and 6	Year 10 Subject Selection Interviews - discussion of potential subjects and recommendations.
Term 3, Week 7	Student selections finalised

Students and families can access advice from Academic Care Leaders or the Careers Advisor. Academic Care Leaders are responsible for leading and managing their faculty and creating a culture of enquiry that promotes student learning and holistic growth. They organise and coordinate the work of faculty staff to ensure the best outcomes to meet the specific needs, enrichment and learning styles of all students.

The College Careers Advisor plays a crucial role in helping students explore their interests, identify career goals, and make informed decisions about their educational and vocational pathways. Guidance, resources, and support are provided to empower students to build fulfilling and successful futures.

Academic Care Leaders		
Creative and Performing Arts	Ms Victoria Roth	vroth@stannies.com
English	Mrs Antonia Suthers	asuthers@stannies.com
History & Languages	Mrs Lee Knight/Mrs Mel Lang	lknight@stannies.com/mlang@stannies.com
HSIE	Mr John Welsh	jwelsh@stannies.com
Mathematics	Mr Scott Gilbert	sgilbert@stannies.com
PDHPE	Ms Kate Bonny	kbonny@stannies.com
Religion	Mrs Ros King	rking@stannies.com
Science	Mr Ben O'Mally	bomally@stannies.com
TAS, Computing and Agriculture	Mr Shane Thurston	sthurston@stannies.com
Careers Advisor	Mr Paul McDonald	pmcdonald@stannies.com

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

- Accelerated Studies of Religion (1 Unit) – completed over one year within Year 11, covering both Preliminary and HSC courses
- Studies of Religion (1 Unit) – completed over two years covering both Preliminary and HSC courses
- Studies of Religion (2 Unit) – completed over two years covering both Preliminary and HSC courses
- Studies in Catholic Thought (1 Unit) – This is offered as a NESA endorsed course (non-ATAR).

Specific details of each course are outlined below.

## ACCELERATED STUDIES OF RELIGION – 1 UNIT

### OVERVIEW OF COURSE

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

### COURSE DETAILS

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

Preliminary	Duration (indicative hours)
Nature of Religion and Beliefs	16
Religious Tradition Study 1 - Christianity	22
Religious Tradition Study 2 - Judaism	22
<b>Total</b>	<b>60 hours</b>

HSC	Duration (indicative hours)
Religion and Belief Systems in Australia post-1945	16
Religious Tradition Depth Study 1 - Christianity	22
Religious Tradition Depth Study 2 - Judaism	22
<b>Total</b>	<b>60 hours</b>

## STUDIES OF RELIGION – 1 UNIT

### OVERVIEW OF COURSE

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

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

### COURSE DETAILS

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

# Religious Education

## ASSESSMENT

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

<b>Preliminary</b>	<b>Duration (indicative hours)</b>
Nature of Religion and Beliefs	16
Religious Tradition Study 1 - Christianity	22
Religious Tradition Study 2 - Islam	22
<b>Total</b>	<b>60 hours</b>

<b>HSC</b>	<b>Duration (indicative hours)</b>
Religion and Belief Systems in Australia post-1945	16
Religious Tradition Depth Study 1 - Christianity	22
Religious Tradition Depth Study 2 - Islam	22
<b>Total</b>	<b>60 hours</b>

## STUDIES OF RELIGION – 2 UNIT

### OVERVIEW OF COURSE

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

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

## ASSESSMENT

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

<b>Preliminary</b>	<b>Duration (indicative hours)</b>
Nature of Religion and Beliefs	16
Religious Tradition Study 1 - Christianity	22
Religious Tradition Study 2 - Judaism	22
Religious Tradition Study 3 - Buddhism	22
Religions of Ancient Origin	22
Religion in Australia pre-1945	16
<b>Total</b>	<b>120 hours</b>



# Religious Education

HSC	Duration (indicative hours)
Religion and belief systems in Australia post-1945	16
Religious Tradition Depth Study 1 - Christianity	22
Religious Tradition Depth Study 2 - Judaism	22
Religious Tradition Depth Study 3 - Buddhism	22
Religion and Peace	22
Religion and Non-Religion	16
<b>Total</b>	<b>120 hours</b>

## STUDIES IN CATHOLIC THOUGHT

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

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

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

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

- Justice and compassion
- being Catholic
- mission, leadership and ministry
- world religion
- moral issues

English is a compulsory course for all students in both the Preliminary and HSC years. The College offers three core course options along with Extension electives.

Three core courses offered include:

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

The electives include:

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

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

Advanced English is suited to students who have been consistently achieving in the 'B' range or higher in Years 9 and 10.

Specific details of each course are outlined below.

## ENGLISH STUDIES

The English Studies course is suited for students that intend to pursue any pathway other than immediate university entry, particularly vocational interests.

### OVERVIEW OF COURSE

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

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

### COURSE DETAILS

Preliminary	Duration (indicative hours)
Achieving through English: English in education, work and community	40
Three modules	20-30 each

HSC	Duration (indicative hours)
Common: Texts & Human Experiences*	30
Three modules	30 each
Text types: multi-modal & media, everyday print, novel and film.	
*HSC Common Module "Texts & Human Experiences" is shared with Standard & Advanced—although a distinct text is selected to match student ability & interests	

### MODULES

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

- Module A –We are Australians: English in citizenship, community and cultural identity
- Module B –Telling us all about it: English and the media
- Module C–On the road: English and the experience of travel
- Module D–Digital Worlds: English and the Web
- Module E–Playing the Game: English in sport

Module F—MiTunes and Text: English and the language of song  
 Module G—Local Heroes: English and community life  
 Module H—Part of a Family: English and family life  
 Module I—Discovery and Investigations: English and the sciences  
 Module J—In the Marketplace: English and the world of business  
 Module K—The Big Screen: English in filmmaking

## ASSESSMENT STRATEGIES/GUIDELINES/METHODS

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

## ENGLISH STANDARD

### OVERVIEW OF COURSE

The English Standard Course is designed to prepare students for university study by increasing their expertise in creative writing and analytical essays. Students are expected to be more specific about how meanings are shaped in and through texts. The skills developed in the Junior years are significantly extended, with the expectation that students respond to and compose more complex texts. This will involve wide reading, close analysis of texts, contextual and linguistic understandings, plus analysis and evaluation of the way texts are shaped by the technologies of production.

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

### COURSE DETAILS

Preliminary	Duration (indicative hours)
Common: Reading to Write	40
Module A: Contemporary Possibilities	40
Module B: Close Study of Literature	40
Text types: film, poetry, novel & non-fiction, specific texts subject to change	

HSC	Duration (indicative hours)
Common: Texts & Human Experiences.	30
Module A: Language Identity and Culture	30
Module B: Close Study of Literature	30
Module C: The Craft of Writing	30
Text types: film, poetry, novel and non-fiction; specific texts subject to change	

## ASSESSMENT STRATEGIES/GUIDELINES/METHODS

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

### SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

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

**ENGLISH ADVANCED****OVERVIEW OF COURSE**

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

**COURSE DETAILS**

<b>Preliminary</b>	<b>Duration (indicative hours)</b>
Common: Reading to Write	40
Module A: Narratives that shape our World, Shakespearean drama	40
Module B: Critical Study of Literature, WB Yeats selected poetry	40
Text types: film or non-fiction, poetry, novel & Shakespearean drama. Specific texts subject to change.	

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

**ASSESSMENT STRATEGIES/GUIDELINES/METHODS**

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

**SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE**

The English Advanced Course is designed for students who plan further academic study at universities. It would suit students who have interests in the wider questions of cultural production and representation, or who have specific career orientations in fields requiring higher order analysis and communications skills.

**ENGLISH EXTENSION 1 & 2**

Students undertaking these courses must also study English Advanced.

**OVERVIEW OF COURSE**

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

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



<b>Preliminary</b>	<b>Duration (indicative hours)</b>
Module: Texts, Culture & Value	40
Related Research Project	20

<b>HSC</b>	<b>Duration (indicative hours)</b>
Common: Literary Worlds; Elective Worlds of Upheaval	60
<b>Texts:</b> at least three longer texts and at least two related texts of students' choice	

### HSC COURSE DETAILS

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

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

### ASSESSMENT STRATEGIES/GUIDELINES/METHODS

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

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

### SUGGESTED VOCATIONAL DIRECTIONS WITH THESE COURSES

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

# CREATIVE & PERFORMING ARTS

## DRAMA

### UNIT VALUE: 2

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

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

60% Practical – Group performance and Individual Project

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

#### Drama Stage 6 Preliminary Course

The Preliminary course comprises:

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

#### Drama HSC Course

The HSC course comprises:

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

The Individual Project will take one of the following forms:

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

## MUSIC 1

### UNIT VALUE: 2

PREREQUISITE: Instrumental or Vocal study with an outside peripatetic teacher.

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

#### COURSE DESCRIPTION

In the Preliminary and HSC courses, students will study the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, period and genres.

#### MAIN TOPICS COVERED

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

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

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

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

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

## MUSIC 2 UNITS: 2

**PREREQUISITES:** Stage 5 Elective Music and Music Theory knowledge (Musicianship)

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

### COURSE DESCRIPTION

In the Preliminary and HSC courses, students will study the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

### MAIN TOPICS COVERED

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

### ADDITIONAL TOPICS

#### PRELIMINARY:

Students will study one topic from the list below:

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

#### HSC

Students will study one topic from the list below

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

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

### PARTICULAR COURSE REQUIREMENTS

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in performance, composition or musicology. Students selecting the composition or musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.

## HSC MUSIC EXTENSION COURSE UNITS: 1

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

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

### COURSE DESCRIPTION

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

### PARTICULAR COURSE REQUIREMENTS

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

# Creative & Performing Arts

## VISUAL ARTS UNIT VALUE: 2

### COURSE DESCRIPTION

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

### MAIN TOPICS COVERED

Preliminary Course learning opportunities focus on:

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

HSC Course learning opportunities focus on:

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

### PARTICULAR COURSE REQUIREMENTS

#### PRELIMINARY COURSE

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

#### HSC COURSE

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

### ASSESSMENT: HSC ONLY

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

### SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

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



## MATHEMATICS STANDARD UNIT VALUE: 2

### OVERVIEW OF COURSE

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

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

### PRELIMINARY COURSE DETAILS

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

**HSC COURSE DETAILS.** HSC examination: Standard 2: one paper x 2½ hours; Standard 1: one paper x 2 hours

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

### ASSESSMENT STRATEGIES/GUIDELINES/METHODS

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

## MATHEMATICS ADVANCED UNIT VALUE: 2

### OVERVIEW OF COURSE

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

### PRELIMINARY COURSE DETAILS

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

### HSC COURSE DETAILS

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

HSC Examination: one paper of 3 hours

### ASSESSMENT STRATEGIES/GUIDELINES/METHODS

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

## **MATHEMATICS EXTENSION 1**

### **UNIT VALUE: 3**

#### **OVERVIEW OF COURSE**

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

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

#### **PRELIMINARY COURSE DETAILS**

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

#### **HSC COURSE DETAILS**

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

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

#### **ASSESSMENT STRATEGIES/GUIDELINES/METHODS**

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

## **MATHEMATICS EXTENSION 2**

### **UNIT VALUE: 4**

#### **OVERVIEW OF COURSE**

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

#### **PRELIMINARY COURSE DETAILS**

Not applicable, this is an HSC course only.

#### **HSC COURSE DETAILS**

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

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

#### **ASSESSMENT STRATEGIES/GUIDELINES/METHODS**

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

#### **SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE**

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

## **BIOLOGY**

### **UNIT VALUE: 2**

#### **OVERVIEW OF COURSE**

The study of Biology enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the

environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used. This is a rigorous course and should only be attempted by those students who demonstrated sound achievement and application to Science in Stage 5.

## COURSE DESCRIPTION

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

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

### MAIN TOPICS COVERED PRELIMINARY COURSE (120 INDICATIVE HOURS)

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

### HSC COURSE TOPICS (120 INDICATIVE HOURS)

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

## PARTICULAR COURSE REQUIREMENTS

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

## ASSESSMENT

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

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

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

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

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

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

HSC examination: 3 hours.

## CHEMISTRY UNIT VALUE: 2

### OVERVIEW OF COURSE

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

### COURSE DESCRIPTION

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

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

### MAIN TOPICS COVERED PRELIMINARY COURSE (120 INDICATIVE HOURS)

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

### HSC COURSE TOPICS (120 INDICATIVE HOURS)

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

### PARTICULAR COURSE REQUIREMENTS

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

### ASSESSMENT

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



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

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

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

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

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

HSC examination: 3 hours.

## PHYSICS UNIT VALUE: 2

### OVERVIEW OF COURSE

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

### COURSE DESCRIPTION

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

### MAIN TOPICS COVERED PRELIMINARY COURSE (120 INDICATIVE HOURS)

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

### HSC COURSE CORE TOPICS (120 indicative hours)

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

### PARTICULAR COURSE REQUIREMENTS

Students must complete a depth study of a minimum of 15 hours in Year 11 and 12. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11

course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. This is a rigorous course and should only be attempted by those students who demonstrated significant achievement and application to Science in Stage 5.

## ASSESSMENT

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

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

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

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

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

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

HSC examination: 3 hours.

## BUSINESS STUDIES UNIT VALE: 2

### OVERVIEW OF COURSE

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

### PRELIMINARY COURSE STRUCTURE (120 HOURS)

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

### ASSESSMENT FOR PRELIMINARY COURSE

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

### HSC COURSE STRUCTURE (120 INDICATIVE HOURS)

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

### HSC ASSESSMENT STRATEGIES/GUIDELINES

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

External: 1 x 3 hour written examination.

## ECONOMICS UNIT VALUE: 2

### DISTANCE ED COURSE

#### OVERVIEW OF COURSE

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

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

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

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

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

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

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

#### ASSESSMENT

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

#### SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

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



## GEOGRAPHY

### UNIT VALUE: 2

#### OVERVIEW OF COURSE:

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

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

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

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

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

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

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

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

#### EXTERNAL HSC EXAMINATION

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

## LEGAL STUDIES UNIT VALUE: 2

### AIM

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

### OBJECTIVES

Through Legal Studies students will develop:

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

### HSC EXAMINATION

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

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

### COURSE STRUCTURE

PRELIMINARY		HSC	
Core 40%	Core Part I: The legal system <ul style="list-style-type: none"> <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>	Core Part I: Crime <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>• <u>International crime</u></li> </ul>	Core 30%
Core 30%	Core Part II: The individual and the law <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>	Core Part II: Human rights <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>	Core 20%
Core 30%	Core Part III: Law in practice The Law in practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and/or Part II.	Part III: Options Choose Two <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Global environmental protection</li> <li>• Family</li> <li>• Indigenous peoples</li> <li>• Shelter</li> <li>• Workplace</li> <li>• <u>World order</u></li> </ul>	Option 25% each

## ANCIENT HISTORY

### UNIT VALUE: 2

#### OVERVIEW OF COURSE

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

#### YEAR 11 COURSE DETAILS (120 HOURS)

PART I - Investigating Ancient History:

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

PART II Features of Ancient Societies:

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

PART III Historical Investigation:

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

#### YEAR 11 ASSESSMENT

Assessment tasks involve a variety of formats, such as:

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

#### HSC COURSE DETAILS (120 HOURS)

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

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

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

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

#### HSC ASSESSMENT

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

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

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

# History & Languages

## MODERN HISTORY UNIT VALUE: 2

### OVERVIEW OF COURSE

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

### YEAR 11 COURSE (120 HOURS)

#### PART I: Investigating Modern History

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

#### Part II: Historical Investigation

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

#### Part III: The Shaping of the Modern World

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

### YEAR 11 ASSESSMENT

Assessment tasks involve a variety of formats, such as:

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

### HSC COURSE (120 HOURS)

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

### HSC COURSE DETAILS

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

### HSC ASSESSMENT

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

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

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

world. Modern History can also be undertaken in conjunction with the Ancient History course and lays a foundation from which students can undertake History Extension in Year 12.

## HISTORY EXTENSION UNIT VALUE: 1

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

### OVERVIEW OF COURSE

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

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

### OVERVIEW OF THE HSC COURSE (60 HOURS)

#### HSC COURSE DETAILS

##### PART I Constructing History:

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

##### PART II History Project

- Individual research project into an area of changing historical debate

### HSC ASSESSMENT

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

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

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

## **FRENCH BEGINNERS**

### **UNIT VALUE: 2**

The Stage 6 French Beginners syllabus is an intensive course requiring no prior knowledge of the language. It is only open to those students who have completed no more than the mandatory 100 hours in Year 8. At the end of the course, the student should be able to communicate in written and spoken French with confidence and understanding. Fluency will still be developing.

### **OVERVIEW OF COURSE**

The course covers a lot of ground in terms of vocabulary and grammar in a relatively short time. Students are encouraged to speak in French as much as possible in class and additional oral workshops and to create their own texts to communicate information. Students must think about the format, tone and structure of different text types and analyse the use of language to convey meaning in other contexts. As well as using the present tense, students will learn to talk about the future and past events. The particular areas of focus are the student's personal world (family, school, places, daily routines), their future plans (education or jobs), and their leisure time (sports, travel and other activities). Within these broad topics, the course covers a number of everyday areas, including shopping, giving directions, food and organising parties. The compressed nature of the course means that culture occupies a relatively small part of the study.

The students use the Tapis Volant textbook and workbook series as the basis for the course structure. Students will also have access to recordings of French fairy tales, magazines, television programmes, spoken texts and other authentic resources to supplement their learning. They also have the ability to use dictionaries in class and examinations.

### **ASSESSMENT**

Assessment is continuous and uses a variety of formal and informal tasks covering the four areas of speaking, reading, listening and writing. The HSC examination comprises a speaking exam and a listening and writing one.



## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

### UNIT VALUE: 2

#### OVERVIEW OF COURSE

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

#### PRELIMINARY COURSE DETAILS

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

- Core Strands:      Better Health for Individuals (30%)  
                          The Body in Motion (30%)
- Options (only 2): First Aid (20%)  
                          Composition and Performance (20%)  
                          Fitness Choices (20%)  
                          Outdoor Recreation (20%)

#### HSC COURSE DETAILS

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

- Core Strands:      Health Priorities in Australia (30%)  
                          Factors Affecting Performance (30%)
- Options (only 2): The Health of Young People (20%)  
                          Sport and Physical Activity in Australian Society (20%)  
                          Sports Medicine (20%)  
                          Improving Performance (20%)  
                          Equity and Health (20%)

#### ASSESSMENT STRATEGIES/GUIDELINES/METHODS

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

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

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

#### SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

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

## SPORT, LIFESTYLE & RECREATION (SLR)

### STAGE 6 - CONTENT ENDORSED COURSE

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

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

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

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

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

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

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

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

A range of courses may be offered as follows:

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

The modules in Sport, Lifestyle and Recreation are:

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

## AGRICULTURE UNIT VALUE: 2

### OVERVIEW OF COURSE

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

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

### COURSE DESCRIPTION

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

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

### MAIN TOPICS COVERED

#### PRELIMINARY COURSE (120 Indicative hours)

Overview of Australian Agriculture (15%)

The Farm Case Study (25%)

Plant Production (30%)

Animal Production (30%)

#### HSC COURSE

Core Topic (80%)

1. Plant/Animal Production (50%)

2. Farm Product Study (30%)

Elective (20%)

Study one of the following

Agri-food, Fibre and Fuel Technologies

Climate Challenge

Farming for the 21st Century

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

### PARTICULAR COURSE REQUIREMENTS

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

### SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

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

## DESIGN & TECHNOLOGY

### UNIT VALUE: 2

#### OVERVIEW OF COURSE

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

#### PRELIMINARY COURSE DETAILS

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

#### ASSESSMENT FOR PRELIMINARY COURSE

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

#### HSC COURSE DETAILS

The main areas of study for the HSC involve:

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

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

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

#### ASSESSMENT HSC COURSE

- Major Design Project progress
- Case Study
- Examinations

## ENGINEERING STUDIES

### UNIT VALUE: 2

#### OVERVIEW OF COURSE

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

#### COURSE DESCRIPTION

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

#### MAIN TOPICS COVERED

Preliminary Course (120 indicative hours)

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

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

#### HSC COURSE (120 INDICATIVE HOURS)

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

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

### PARTICULAR COURSE REQUIREMENTS

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

### SUGGESTED VOCATIONAL DIRECTION WITH THIS COURSE

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

## FOOD TECHNOLOGY UNIT VALUE: 2

### OVERVIEW OF COURSE

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

### PRELIMINARY COURSE DETAILS (120 HOURS)

Core strands (100% total)

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

Core strands (100% total)

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

### PARTICULAR COURSE REQUIREMENTS

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

### SUGGESTED VOCATIONAL DIRECTIONS WITH THIS COURSE

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

## INDUSTRIAL TECHNOLOGY - METAL AND ENGINEERING TECHNOLOGIES

### UNIT VALUE: 2

#### OVERVIEW OF COURSE

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

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

#### COURSE STRUCTURE

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

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

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

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

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

#### MAIN TOPICS COVERED:

##### PRELIMINARY COURSE (120 Indicative Hours)

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

##### HSC COURSE (120 Indicative Hours)

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

#### INDUSTRIAL TECHNOLOGY METAL AND ENGINEERING TECHNOLOGIES HSC EXAMINATION SPECIFICATIONS

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

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

##### MAJOR PROJECT (60 marks)

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

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

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

#### POST-SCHOOL OPPORTUNITIES

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



## INDUSTRIAL TECHNOLOGY - TIMBER PRODUCTS & FURNITURE TECHNOLOGIES

### UNIT VALUE: 2

#### OVERVIEW OF COURSE:

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

#### COURSE STRUCTURE:

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

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

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

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

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

#### MAIN TOPICS COVERED:

##### PRELIMINARY COURSE (120 INDICATIVE HOURS)

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

##### HSC COURSE (120 INDICATIVE HOURS)

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

#### INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES HSC EXAMINATION SPECIFICATIONS:

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

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

#### MAJOR PROJECT (60 marks)

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

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

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

#### POST-SCHOOL OPPORTUNITIES

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

## SOFTWARE ENGINEERING

### UNIT VALUE: 2

#### OVERVIEW OF COURSE:

The study of HSC Software Engineering enables students to develop an understanding of the fundamentals of computer science using a range of technologies including the Python programming language. Students will develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs.

#### PRELIMINARY COURSE

- Programming fundamentals including software development; designing algorithms; data for software engineering; and developing solutions with code.
- The object-oriented paradigm (OOP) including Understanding OOP; and programming in OOP.
- Programming mechatronics including understanding mechatronic hardware and software; designing control algorithms; and programming and building mechatronic systems.

#### HSC COURSE

- Secure software architecture including designing software; developing secure code; and the impact of safe and secure software development.
- Programming for the web including data transmission using the web; and designing web applications.
- Software automation including algorithms in machine learning (ML); programming for automation; and the significance and impact of ML and AI.
- Software engineering project.

## ENTERPRISE COMPUTING

### UNIT VALUE: 2

#### OVERVIEW OF COURSE:

The study of HSC Enterprise Computing enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

#### PRELIMINARY COURSE

- Interactive media and the user experience including the ubiquity of interactive media; capturing, storing and integrating data; and creating interactive media systems.
- Networking systems and social computing including introduction to human-centric computing; storage and workflow in enterprise networks; network architecture and infrastructure; and creating a network.
- Principles of cybersecurity including understanding privacy and security; security awareness; and cyber law and ethics.

#### HSC COURSE

- Data science including collecting, storing and analysing data; data quality; and processing and presenting data.
- Data visualisation including using data to tell a story; interpreting data visualisations, designing for user experience; and creating data visualisations.
- Intelligent systems including systems and their applications; data and intelligent systems; and creating intelligent systems.
- Enterprise project.

# VOCATIONAL EDUCATION & TRAINING (VET)



## HSC VET COURSE INFORMATION 2024-2025

### St Stanislaus' College

#### Automotive (240 indicative hours)

#### AUR20720 Certificate II in Automotive Vocational Preparation



<b>Board Developed Course</b>		A total of 4 units of credit – Preliminary and HSC	
Minimum mandatory work placement – 70 hours		Your achievement in this course can count towards your Australian Tertiary Admission Rank (ATAR).	
<b>Course Description</b>			
This qualification covers the skills and knowledge required to perform a limited range of tasks related to familiarisation and inspection of mechanical and electrical components and systems of cars, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body.			
<b>AQF VET Qualification(s)</b>			
Students who are assessed as competent in the units (listed below) will be eligible for a <b>Certificate II in Automotive Vocational Preparation AUR20720</b> .			
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace	AURAF001	Use numbers in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace	AURTTE104	Inspect and service engines
AURAF0103	Communicate effectively in an automotive workplace	AURETR103	Identify automotive electrical systems and components
AURTTK102	Use and maintain tools and equipment in an automotive workplace	AURETK001	Identify, select and use low voltage electrical test equipment
AURTTA003	Use and maintain basic mechanical measuring devices	AURETR006	Solder electrical wiring and circuits
AURAF0104	Resolve routine problems in an automotive workplace	AURETR115	Inspect, test and service batteries
AURLTA101	Identify automotive mechanical systems and components		
<i>This course contains additional elective units above the qualification to meet NESA requirements</i>			
<b>Recognition of Prior Learning/Credit Transfer</b>			
Students may apply for Recognition of Prior Learning by submitting evidence of current skills against the relevant units of competency. Students with a part-time job in a related industry may also apply for partial recognition of Work Placement.			
Students may apply for Credit Transfer if they are able to supply a certified transcript of the same unit of competence from another RTO. You should discuss any RPL /Credit Transfer application requirement with your trainer.			
<b>Students with Special Education Needs</b> may access this course under regular course arrangements or through collaborative curriculum planning.			
<b>Uniform Requirements</b>			
• Stiff upper work boots	• Work pants	• PPE	• High vis work shirt
<b>Assessment and Course Completion</b>			
<b>Competency-based Assessment:</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks against a prescribed industry standard. Students are assessed using observation, oral, written and practical assessment methods. They are given a number of opportunities to demonstrate competence across the range of competency standards covered by this course.			
<b>External Assessment (Optional HSC examination):</b> Students are eligible to sit a written HSC exam which may be used in the calculation of an ATAR. The exam is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment. Students not wishing to achieve an ATAR need not sit the HSC examination.			
<b>N Determinations:</b> Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification. Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college			
<b>Assessment Appeals:</b> Students are able to lodge assessment appeals through their VET Trainer. For details see the Student Information Guide			
<b>Delivery Arrangements:</b> Timetabled classes over two years plus 70 hours of work place learning.			
<b>Cost:</b> The cost of this course is \$170 per year over two years.			
<b>Refund Policy:</b> Refunds are available on a pro rata basis per 10 week term			
<b>More Information</b>			
For more information on this course: <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/automotive-syllabus">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/automotive-syllabus</a>			
For more information in this qualification: <a href="https://training.gov.au/Training/Details/AUR20720">https://training.gov.au/Training/Details/AUR20720</a>			
For more information on the Registered Training Organisation (RTO): <a href="http://vet.bth.catholic.edu.au/">http://vet.bth.catholic.edu.au/</a>			

<b>Board Developed Course</b>		4 Units of credit – 2 Units Preliminary and 2 Units HSC	
Minimum mandatory work placement – 70 hours		Your achievement in this course can count towards your Australian Tertiary Admission Rank (ATAR).	
<b>Course Description</b>			
This course provides students with the opportunity to obtain a nationally recognised vocational qualification in Construction and is suited for those considering entry to occupations such as carpentry, bricklaying or other occupations in general construction. Students will gain skills in planning & organising work, measuring & calculating, reading & interpreting plans, safe & environmentally sustainable work practices & the use of construction tools and equipment.			
<b>AQF VET Qualification(s)</b>			
Students who are assessed as competent in the units listed below will be eligible for <a href="#">CPC20220 Certificate II in Construction Pathways</a> . To meet the 240 hour NESA requirements, students will also undertake additional units from <a href="#">CPC20120 Certificate II in Construction</a>			
<b>Units of Competency</b>			
<b>Mandatory</b>		<b>Elective</b>	
<a href="#">CPCCOM1012</a>	Work effectively and sustainably in the construction industry	<a href="#">CPCCCA2002</a>	Use carpentry tools and equipment
<a href="#">CPCCOM1013</a>	Plan and organise work	<a href="#">CPCCCM2006</a>	Apply basic levelling procedures
<a href="#">CPCCOM1014</a>	Conduct workplace communication	<a href="#">CPCCJN2001</a>	Assemble components
<a href="#">CPCCOM1015</a>	Carry out measurements and calculations	<a href="#">CPCCCM2004</a>	Handle construction materials
<a href="#">CPCCOM2001</a>	Read and interpret plans and specifications	<a href="#">CPCCCA2011</a>	Handle carpentry materials
<a href="#">CPCCCM2005</a>	Use construction tools and equipment	<a href="#">CPCCVE1011</a>	Undertake a basic construction project
<a href="#">CPCCWHS2001</a>	Apply WHS requirements, policies and procedures in the construction industry		
<a href="#">CPCWHS1001</a> #	Prepare to work safely in the construction industry		
# This unit is delivered and credentialed by an external provider at an additional cost of \$100. Students already holding a 'White Card' can apply for Credit Transfer /RPL. This course contains additional elective units to meet NESA HSC requirements			
<b>Recognition of Prior Learning</b>			
Students may apply for Recognition of Prior Learning by submitting evidence of current skills against the relevant units of competency. Students with a part-time job in a related industry may also apply for partial recognition of Work Placement. Students may apply for Credit Transfer if they are able to supply a certified transcript of the same unit of competence from another RTO. You should discuss any RPL /Credit Transfer application requirements with your trainer.			
<b>Students with Special Education Needs</b> may access this course under regular course arrangements or through collaborative curriculum planning.			
<b>Uniform Requirements</b>			
<ul style="list-style-type: none"><li>Stiff upper work boots</li><li>Work pants</li><li>High vis work shirt</li></ul>			
<b>Assessment and Course Completion</b>			
<b>Competency-based Assessment:</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks against a prescribed industry standard. Students are assessed using observation, oral, written and practical assessment methods. They are given a number of opportunities to demonstrate competence across the range of competency standards covered by this course.			
<b>External Assessment (Optional HSC examination):</b> Students are eligible to sit a written HSC exam which may be used in the calculation of an ATAR. The exam is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment. Students not wishing to achieve an ATAR need not sit the HSC examination.			
<b>N Determinations:</b> Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification. Students may lodge appeals against assessment decisions or 'N' determinations through their school or college			
<b>Assessment Appeals:</b> Students are able to lodge an assessment appeal through their VET Trainer. For details see the Student Information Guide			
<b>Delivery Arrangements:</b> Timetabled classes over 2 years plus 70 hours of work place learning.			
<b>Cost:</b> The cost of this course is \$165 per year over 2 years plus \$100 for the "White Card" if not already held.			
<b>Refund Policy:</b> Refunds are available on pro rata basis			
<b>More Information</b>			
For more information on this course: <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html</a>			
For more information in this qualification: <a href="https://training.gov.au/Training/Details/CPC20220">https://training.gov.au/Training/Details/CPC20220</a>			
For more information on the Registered Training Organisation (RTO): <a href="http://vet.bth.catholic.edu.au/">http://vet.bth.catholic.edu.au/</a>			

<b>Board Developed Course</b>		A total of 4 units of credit – Preliminary and HSC	
Minimum mandatory work placement – 70 hours		Your achievement in this course can count towards your Australian Tertiary Admission Rank (ATAR).	
<b>Course Description</b>			
This VET Course is recognised as an entry-level qualification for employment in the Agriculture Industry. The course would suit students who are interested in agriculture based occupations such as an assistant animal attendant, stockperson, farm or station hand/worker/labourer.			
<b>AQF VET Qualification(s)</b>			
Depending on the achievement of units of competency the possible qualification outcome is <a href="#">AHC20122 Certificate II in Agriculture</a>			
<b>Units of Competency</b>			
<a href="#">AHCWHS201</a>	Participate in work health and safety processes	<a href="#">AHCLSK205</a>	Handle livestock using basic techniques
<a href="#">AHCWRK209</a>	Participate in environmentally sustainable work practices	<a href="#">AHCLSK206</a>	Identify and mark livestock
<a href="#">AHCWRK204</a>	Work effectively in the industry	<a href="#">AHCLSK210</a>	Muster and move livestock
<a href="#">AHCCHM201</a>	Apply chemicals under supervision	<a href="#">AHCLSK316</a>	Prepare livestock for competition
<a href="#">AHCWRK201</a>	Observe and report on weather	<a href="#">AHCMOM202</a>	Operate tractors
<a href="#">AHCINF205</a>	Carry out basic electric fencing operations	<a href="#">AHCPMG201</a>	Treat weeds
<a href="#">AHCINF206</a>	Install, maintain and repair farm fencing	<a href="#">AHCWRK207</a>	Collect and record production data
<a href="#">AHCLSK202</a>	Care for health and welfare of livestock	<a href="#">AHCLSK209</a>	Monitor water supplies
<a href="#">AHCLSK204</a>	Carry out regular livestock observation	<a href="#">HLTAID010</a>	Provide basic emergency life support #
# Delivered and assessed by an external provider			
<b>Recognition of Prior Learning</b>			
Students may apply for Recognition of Prior Learning by submitting evidence of current skills against the relevant units of competency. Students with a part-time job in a related industry may also apply for partial recognition of Work Placement. Students may apply for Credit Transfer if they are able to supply a certified transcript of the same unit of competence from another RTO. You should discuss any specific RPL /Credit Transfer application requirements with your trainer.			
<b>Students with Special Education Needs</b>			
Students with special needs may access this course under regular course arrangements or through collaborative curriculum planning.			
<b>Uniform Requirements</b>			
<ul style="list-style-type: none"><li>• Work boots/leather shoes</li></ul>			
<b>Assessment and Course Completion</b>			
<b>Competency-based Assessment:</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks against a prescribed industry standard. Students are assessed using observation, oral, written and practical assessment methods. They are given a number of opportunities to demonstrate competence across the range of competency standards covered by this course.			
<b>External Assessment (Optional HSC examination):</b> Students are eligible to sit a written HSC exam which may be used in the calculation of an ATAR. The exam is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment. Students not wishing to achieve an ATAR need not sit the HSC examination.			
<b>N Determinations:</b> Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification. Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college			
<b>Assessment Appeals:</b> Students are able to lodge assessment appeals through their VET Trainer. For details see the Student Information Guide			
<b>Delivery Arrangements:</b> Timetabled classes over 2 years plus 70 hours of work place learning			
<b>Cost:</b> The cost of this course is \$150 a year over 2 years			
<b>Refund Policy:</b> Refunds are available on pro rata basis			
<b>More Information</b>			
For more information on this course: <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/primary-industries.html">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/primary-industries.html</a>			
For more information on this qualification: <a href="#">AHC20122 Certificate II in Agriculture</a>			
For more information on the Registered Training Organisation (RTO): <a href="http://vet.bth.catholic.edu.au/">http://vet.bth.catholic.edu.au/</a>			



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