



2019–2020

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COLLEGIAN HANDBOOK

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Introduction

The purpose of this booklet is to provide information about the wide range of programmes on offer at Nowra Anglican College, so that students may make an informed choice about their last two years of secondary schooling. The Collegian years are focussed on preparing students for university entry at the highest level possible, or for further education and training. There is a strong expectation that each student will work hard, committing himself/herself to active and productive participation in every class and to regular intensive homework and revision.

One of the major changes in moving into Stage 6 is the ability of students to have a greater control over what they will study at school. One of the key aspects, therefore, of this stage of schooling is the choice of subjects. The wide variety of courses available at NAC largely caters for the different interests and ability levels of our diverse student population. Students are encouraged to choose courses appropriate to their needs and abilities; once chosen, the College asks no more than that each student work to the very best of his/her ability in their chosen courses. This document outlines the steps involved in this subject selection process at Nowra Anglican College.



A student's choice of subjects in Years 11 and 12 establishes their pattern of study for their final two years of schooling. Students may choose to follow a pathway which leads to an HSC that earns them an ATAR, or they may choose to opt for a vocational HSC, called the ConnectHSC at the College. Students studying the ATAR based HSC conclude their studies with a series of external examinations (the HSC). For some students this may be the most significant educational qualification they will ever attain. Other students at the conclusion of their HSC go on to study at higher institutions such as TAFEs, Colleges and Universities. For these students the HSC qualification can be seen mainly as a stepping stone to further educational opportunities, most of which will be specifically vocational in nature.

Given the rapid pace of technological change, experts predict that during the 21st century, most workers will change their vocation on more than one occasion during their working lives. In many ways, this relieves students from the pressure of having to choose a particular mix of subjects which they believe will either make or break their career path forever. Rather than basing subject choice solely on career plans, students can choose subjects which will, on the basis of their own interests and abilities, maximise their opportunities for entry into higher vocational education.

This is not to say that planned career paths should be ignored entirely. There may well be suggested HSC subject choices for particular higher education courses and students would be advised to consult the Pathways and Partnerships Coordinator (Mrs Natalie Witenden) if they have any questions.

At Nowra Anglican College, academic achievement is given a high priority. The fundamental reason for our existence as a school is to provide an education for students. To leave it there, however, would be to paint an incomplete picture of education at the College. There is more to education than academic achievement. Our goal is that students will graduate from the College as well-rounded adults, ready to participate as citizens in a rapidly changing world. To achieve this, we provide a range of opportunities in addition to those that are academic in nature. These include participation in extracurricular activities such as music ensembles and the College musical, sporting teams or the Duke of Edinburgh Awards Scheme. We offer leadership opportunities such as election to the Prefect body, College Captaincy or Vice-Captaincy, as well as participation in the Student Leaders' Forum. There are personal development opportunities including the annual Year 11 Cambodia tour; and perhaps most importantly, spiritual growth opportunities provided by the Christian Studies program which continues to be a compulsory component of Years 11 and 12, the Chapel program and continued opportunities for participation in and leadership of the Senior School Christian fellowship group, "Crossroads".

Students and parents both need to remember that over the next two years, there should be more to life than just the HSC. This very important examination, however, should be central to your thinking as you make plans for the academic, social, spiritual and emotional aspects of your lives over the next two years. Choose a program of study bearing the above things in mind and your final two years of schooling at Nowra Anglican College will remain with you as memories for a lifetime.



Mr David Hamaty
Deputy Principal

Information about the HSC

The Higher School Certificate is the highest educational award you can gain in NSW schools. As the culmination of 13 years of schooling, it is an internationally recognised credential that provides a strong foundation for the future.

The HSC provides explicit standards for what is to be learnt and how well it is to be achieved. Syllabus standards specify what students are expected to know and be able to do as a result of studying a course. All syllabuses for the HSC have been developed to reflect internationally competitive

standards that define educational excellence for all students. English is the only compulsory subject in the HSC. However, students should be aware that some universities apply specific course prerequisites, eg. Sydney University requires a minimum of 2 units of mathematics for science related courses. Please refer to the UAC guide.

The assessment and reporting of student achievement in the HSC are standards-referenced. Student achievement is assessed and reported against set standards of performance. The HSC marks students receive are aligned with one of six performance bands that describe what students at that level typically know, understand and can do. The higher the level of achievement, the higher the mark and band awarded. Strong performances by students are rewarded fairly and equitably. There are no artificial ceilings limiting the number of students in any band. Students who achieve the minimum expected standard will receive a mark of at least 50 out of 100.

Along with marks, the individual course reports provide descriptions of what students know, understand and can do in each performance band. In this way they put meaning into marks.

The HSC consists of a Preliminary Course, normally undertaken during the first three terms of Year 11, and an HSC Course which normally runs from the beginning of Term 4 in Year 11 until the end of Term 3 in Year 12. Students then undertake their HSC examinations near the beginning of Term 4 in Year 12.



HSC Course Information

There are different types of courses that you can select in Years 11 and 12.

NESA Developed Courses

The NSW Educational Standards Authority (NESA) was established in 2017 to serve government and non-government schools in the development of school education for Years K-12. It provides educational leadership by developing quality curriculum and awarding secondary school credentials, the Record of School Achievement (ROSA) and the Higher School Certificate. The majority of courses available for study in the HSC have been developed by NESA. NESA has written a syllabus and support material for each subject.

These contain:

- The course objectives, structure, content and outcomes
- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The course performance descriptors

These are the most commonly undertaken courses within the HSC and results in these courses can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Vocational Education and Training (VET) Courses

Vocational Education and Training courses are either Industry Curriculum Framework Courses (ICF) or Board Endorsed Courses (BEC) and their specific purpose is to enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses provide both HSC qualifications and industry qualifications under the Australian Qualifications Framework (AQF) accreditation. These courses require students to spend a minimum number of hours in workplace training to meet the minimum requirements of the course .

ICF courses are ATAR accredited, whereas BEC are not. A number of VET courses are available for study through Nowra Anglican College. These are classified as Category B subjects by the Board of Studies. Only one Category B subject can be included in calculations for an ATAR. The VET subjects available for study are:

- Entertainment Industries
- Information Digital Media and Technology
- Hospitality – Kitchen Operations
- Primary Industries- Horticulture
- Construction Pathways
- Electro-technology
- Early Childhood Education and Care(BEC)

Some important points to note:

- VET courses are subject to the same line availability as traditional courses studied.
- Some VET courses will run parallel in the timetable and therefore this may affect the availability of courses.
- 2018 VET courses will be offered subject to student demand.
- VET courses run partially outside of the normal school timetable and generally finish at 5.00pm
- Additional VET courses are available for study at Bomaderry TAFE. These courses are called TVET courses and incur additional costs. Further information is provided in relation to these courses later in this document.

Understanding Units of Study

The unit value for subjects in the HSC and Preliminary years largely indicates the length of time undertaken in the completion of the subject. Subjects in the HSC are of either 1 unit or 2 units in value. Students are required by NESA to undertake subjects totalling a minimum of 12 units in the Preliminary Course and a minimum of 10 units in the HSC course. If students undertake more than the required minimum, all units will be shown on their Record of School Achievement, however, only the best 10 units (including 2 units of English) will be used for the calculation of a student's ATAR.

Each unit of study requires a minimum class time of approximately 2 hours each week which provides the mandated indicative time of 60 hours for each unit of value for each course. Each unit of study is also worth 50 marks. Most courses are of 2 units in value and therefore have a value of 100 marks. NESA Developed Courses (described above) are all 2 units in value unless they are designated as Extension courses.

Extension courses, which all carry a value of 1 unit, are available in the Preliminary Course in English and Mathematics only. Two extension courses are available in each of these subjects during the HSC Course, enabling students to potentially study both English and Mathematics to a maximum value of 4 units. Extension courses are also available in History, Music and some languages in the HSC Course. All Extension courses can only be taken by students who are also undertaking the 2 unit course in that subject.

NSW Educational Standards Authority (NESA) Requirements for the Award of the Higher School Certificate

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

- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate;
- sit for and make a serious attempt at the requisite Higher School Certificate external examinations.

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

- at least six units from NESA Developed courses;
- at least two units of a NESA Developed course in English;
- at least three courses of two units value or greater (either NESA Developed or NESA Endorsed courses);
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six Preliminary units and six HSC units from courses in science. The following course completion criteria refer to both Preliminary and HSC courses.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

While the Board of Studies does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

The College recommends that most students will undertake 11 or 12 units for the Higher School Certificate except in special circumstances, by negotiation with the Deputy Principal and Principal.

HSC Pathways

Under a system called Pathways, students may accumulate HSC courses towards the Higher School Certificate over up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course. It will apply regardless of whether the student defers studies for one or more years during the five-year period.

Accumulation of HSC courses cannot extend over more than a five-year period. The five-year period is a 'rolling period' so that students wishing to go beyond the five years will have the earliest year's presentation deleted. Students should submit a Higher School Certificate entry by the due date in any year in which they attempt an HSC course. Preliminary courses may, but need not, be accumulated within this period.

Students who are accumulating courses will receive a Record of School Achievement (RoSA) or, in the case of candidates studying by self-tuition, a Result Notice for each calendar year of study. These cumulative transcripts will record all Preliminary or HSC courses satisfactorily completed, including repeat attempts.

On completion of the accumulation, all pattern of study requirements must have been met for both the Preliminary and HSC study patterns. They need not be met for each calendar year of accumulation.

As a part of this system, students may undertake Preliminary and/or HSC courses (except VET Framework courses and Beginners language courses) in advance of their usual cohort or in less than NESA's stated indicative times.

Students may accelerate in all courses (grade advancement) or in one or more courses. Acceleration must be based on the principle of compression of work, not omission of work. Students who accelerate in one or more courses must achieve the required outcomes of the courses, but in a shorter time frame (ie one or more years in advance of their cohort).

ConnectHSC

Nowra Anglican College offers a Year 11 and 12 trade focussed Integrated HSC program. The core product is a full two year program delivering vocational training at Certificate II/III level qualifications, as well as qualifying the student for an HSC, with no HSC examination required.

The Integrated HSC Program is designed to be highly relevant and accessible to students who would benefit from access to a more flexible offering without the demands of the external HSC examinations. The program is delivered via innovative project based learning strategies that link closely to students' everyday lives and vocational studies.

Year 11		Year 12	
Subject	Units	Subject	Units
English Studies	2	English Studies	2
Mathematics Standard	2	Mathematics Standard	2
Computing Applications	2	Computing Applications	2
Sport, Lifestyle and Recreation	2	Sport, Lifestyle and Recreation	2
VET Course 1	2	VET Course 1	2
VET Course 2	2	VET Course 2 (or VET Specialisation)	2
		Industry Based Learning	0
Total Units	12	Total Units (10 Units Minimum)	12

The project based learning structure of the ConnectHSC Program allows students to engage with their education from a trade related context with a focus on individual learning needs.

Educational Need	Covered by the Subject
Literacy	English Studies
Numeracy	Mathematics Standard
Technology	Computing Applications
Industry / trade skills	VET Courses
Work readiness skills	Industry Based Learning Structured work placement

Assessment and Reporting

Assessment of student achievement and the reporting to students and parents in relation to what has been achieved, continues to be a significant part of student's education in Years 11 and 12. Students will continue to receive comprehensive, subject based reports in a similar format to those received in Years 7 to 10 on a semester basis.

Students will also receive detailed feedback for each assessment task undertaken which will not only indicate what has been achieved in this task, but will also indicate what needs to be done to improve on the current standard of performance. Feedback will also be available to parents via the Parent Portal. All assessment undertaken will be in line with the standards based approach adopted for the HSC. Further information in relation to assessment can be found in the NAC Senior School Assessment Guidelines which is available on request.

What follows below is an attempt to set out an explanation of the HSC results that students receive.

NESA, as the accrediting body for this award, undertakes to provide for all students who complete the HSC a:

- Testamur
- Record of School Achievement, with a statement of Stage 5 Courses and Preliminary Courses completed and the grades awarded, examination marks and the moderated assessment marks and Level of Performance for HSC courses completed.
- A Course Report for all courses in which a student sat an examination.

The Testamur is fundamentally a formal recognition that the student has undertaken and satisfied all requirements for the HSC. The Record of School Achievement is essentially a summary of results. The course reports are issued for all courses. They provide clear descriptions of performance standards for each course. Each Course Report shows:

- The student's examination mark, assessment mark and HSC mark on a scale from 0—100
- descriptions in bands of the standards for each course
- a graph showing the statewide distribution of marks for each course and the student's state-wide position.

The minimum standard expected is represented by a mark of 50. Any student who meets the performance standard described in Band 2 will be awarded 50 or more. Students who score below 50 will not have a description of their course performance but will receive a mark and recognition of the completion of the course.

The standard of achievement that is reported with a student's HSC mark is determined through a standards setting process where students' 'raw' examination marks are aligned (or transferred) to the HSC performance scale. Experienced teacher judges make decisions about which raw marks equate with the cut-off points between each band on the performance scale. Once a correspondence is established between particular 'raw' marks and the cut-off points at 50, 60, 70, 80, and 90 on the performance scale, the full range of 'raw' marks is then aligned (transferred) to the scale. It is this aligned mark that is reported together with the description of the standard achieved. The reports also indicate a student's statewide position in relation to the cohort for each course.

The Australian Tertiary Admission Rank (ATAR)

NESA is responsible for the Higher School Certificate. This qualification is then used by most students to gain an Australian Tertiary Admission Rank (ATAR). The ATAR is overseen by a separate organisation called the Universities Admission Centre (UAC). It is important that you understand the difference between a student's HSC mark and the ATAR. The HSC mark is used to show a student's performance against a set of criteria for that subject. The ATAR shows the student's position (it is a rank) relative to all the other student's performance in that cohort across Australia.

To be eligible for an ATAR a student must complete at least 10 units of NESA Developed courses for which there are formal examinations conducted by NESA. These courses must include at least:

- Eight units from Category A courses
- Two units of English (not English Studies)
- Three Board Developed Courses of two units or more
- Four subjects
- Only one Category B subject can contribute to the ATAR calculation

The ATAR is based on an aggregate of scaled marks in 10 units of NESA Developed courses comprising:

- the best two units of English; and
- the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.

The ATAR may include units accumulated by a candidate over a total time span of five years. If a candidate repeats a unit, only the latest attempt will be available for inclusion in the ATAR.

The universities categorise NESA Developed courses as either Category A or Category B.

Category B courses (no more than 2 units can be included for an ATAR):

- Accounting
- Hospitality (offered through NAC)
- Automotive
- Information Digital Media and Technology (offered through NAC)
- Business Services – Office Admin
- Metal and Engineering
- Construction (offered through NAC)
- Primary Industries (offered through NAC)
- Electro-technology (offered through NAC)
- Retail Services
- Entertainment (offered through NAC)
- Tourism

ATARs are calculated from raw HSC examination marks and moderated assessment marks to rank students for university selection purposes. The Universities' 'process' the raw marks and moderated assessment marks and rank students on a scale from 0 – 99.95 as if they had all been examined on the same group of courses. Each student's raw HSC marks for each course are scaled and then aggregated across ten units of study. Students are then allocated a position in relation to others in the cohort – not the aggregate score itself. The position is reported in the form of a percentile rank referred to as the ATAR. The highest-ranking group of students receives an ATAR of 99.95, the next ranking group 99.90, 99.85, 99.80 and so on. Each .05 grouping contains about 40 students.

University Admissions Centre (UAC)

The Universities Admissions Centre produces a booklet to help students make decisions about which courses to take in Years 11 and 12. Each student in Year 10 will receive a copy of this booklet - 'University Entry Requirements 2020 for Year 10 Students'

If you plan to apply for tertiary study you should select HSC courses that keep the doors open for entry to a range of tertiary courses.

UAC's participating institutions have listed the areas of study that they plan to offer in 2020. Where applicable, the participating institutions have shown details of:

- course and subject prerequisites
- assumed knowledge and
- recommended studies.

There are a range of other publications available as free downloads from the UAC at the following web address that will help provide information you may be seeking.

- <http://www.uac.edu.au/publications/undergraduate.shtml>
- <http://www.uac.edu.au/documents/publications/year11-12-booklet.pdf>
- <http://www.uac.edu.au/documents/schoolink/parents-faqs.pdf>

HSC Courses offered at NAC

The majority of courses on offer will be undertaken at NAC. To provide as much flexibility as possible, however, courses are also available through external providers. Open High School and Karabar Distance Education centre offers a number of courses which can be taken by students enrolled at NAC. These courses include a number of languages as well as both Board Developed and Board Endorsed courses. Bomaderry TAFE offers both TVET Curriculum Frameworks courses and Board Endorsed Courses. Aerospace Training Services also offers Board Endorsed Courses. Various additional course fees apply to these externally delivered courses.

Please note that not all subjects listed below will necessarily be on offer in any given year. The subject selection process (outlined below) will provide us with the information we require to make a determination about the relative popularity of any given subject. Owing to staffing restraints, it may be that some subjects with very low anticipated numbers will not be able to be offered.

The following Courses are undertaken on campus at NAC:

Board Developed Courses

Preliminary & HSC	Preliminary Extension	HSC Extension
Ancient History		History Extension
Biology		Science Extension
Business Studies		
Chemistry		Science Extension
Design & Technology		
Drama		
Earth & Environmental Studies		Science Extension
Economics		
Engineering Studies		
English Standard		
English Advanced	English Extension 1	English Extension 1 & 2
Food Technology		
French		
Investigating Science		Science Extension
Japanese (Beginners)		
Legal Studies		
Mathematics Standard		
Mathematics	Mathematics Extension 1	Mathematics Extension 1 & 2
Modern History		History Extension
Music 1		
Music 2		Music Extension
PDHPE		

Physics		Science Extension
Senior Geography		
Society & Culture		
Studies of Religion		
Visual Arts		

VET Courses

Only one course can be counted in ATAR calculation

- Entertainment (ICF)
- Information Digital Media and Technology (ICF)
- Hospitality (ICF)
- Primary Industries (ICF)
- Construction (ICF)
- Electro-technology (ICF)
- Early Childhood Education and Care (NEC)

Distance Education

The following additional courses are also available through Distance Education:

Saturday School of Community Languages (Smiths Hill HS – 8.30-11.30am each Saturday)

- Arabic
- Chinese
- Macedonian
- Modern Greek
- Serbian
- Spanish
- Vietnamese

Karabar Distance High School (Note – provider fees apply)

- Aboriginal Studies
- Agriculture
- Industrial Technology - Multimedia
- Investigating Science
- Study of Religion (1 Unit)
- Study of Religion (2 Unit)
- Textiles and Design
- Information Processes Technology
- Chinese
- German
- French
- Indonesian
- Japanese
- Korean
- Latin
- Italian
- Modern Greek
- Russian
- Spanish
- Computing Applications*
- Exploring Early Childhood*
- Work Studies*
- Sports Lifestyle Recreation

Sydney Centre for Innovation and Learning

- Studies of Religions (2 Unit)
- Studies of Religions (1 Unit)
- French Continuers
- Software Design & Development

Bomaderry TAFE

The following additional TVET courses are available through Bomaderry TAFE:

- Accounting
- Automotive
- Business Services Administration
- Construction
- Electro-technology
- Human Services
- Metals & Engineering
- Primary Industries
- Retail Operations
- Tourism and Events
- Animal Care*
- Beauty Therapy*
- Early Childhood Education and Care*
- Clothing Production*
- Hairdressing*
- Marine Industry – Coxswain*
- Property Services – Real Estate*

Aerospace Training Services

- Aeroskills Engineering*
- Flight Attendant*

Note: Courses marked with * DO NOT contribute towards an ATAR for university entrance

VET Courses and School Based Apprenticeships and Traineeships

Some VET courses will incur costs for personal protective equipment and basic personal tools.

Industry Curriculum Framework (ICF) courses

- An Industry Curriculum Framework course, studied as part of the HSC, enables students to acquire a range of technical, personal and organisational skills valued both within and beyond the workplace.
- Students receive a nationally recognised Australian Qualifications Framework (AQF) credential on successful completion of a course.
- The examination mark from one Industry Curriculum Framework VET course may be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)

School based assessment

- VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.
- Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry and be assessed as competent.

HSC examination (optional)

- The optional Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up of multiple-choice items, short answers and extended response items.
- The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications
- For students studying to receive an ATAR it is the default position of the College to register students for the examinations where available. Students not wishing to do an exam in that subject must apply to the Director of Studies.

Work placement

- Students studying VET courses must complete work placement of up to 70 hours for a 2 unit x 2 year course (240 hours). Additional hours are required for any extension courses - typically 35 hours for 120 hours of HSC credit.

School Based Apprenticeships and Traineeships

- School based apprenticeships and School Based Traineeships (SBaTs) allow students to combine school and training with working in a real job, with a real boss, for a real wage.
- School based apprenticeships/traineeships can be undertaken via a range of HSC VET courses.
- A school based traineeship is generally completed over two years while students are at school and undertaken as part of the HSC program.
- A school based apprenticeship is undertaken over 2 years while students are at school as part of their HSC, and then continued over 3 years full-time post school.

For more information on VET courses and SBaTs, please see the Pathways and Partnerships Coordinator (Mrs Natalie Witenden). More information can be found at the following website: School Based Apprenticeships and Traineeships in NSW - <http://www.sbatinnsw.info/>

Suggested Course Prerequisites

This information is provided to enable students and parents to make informed choices with regards to particular subjects. The suggested prerequisites are indicative only and should not be seen as fixed standards that must be obtained in order to undertake the subjects in question. Students who are interested in undertaking these subjects who have not met/are not meeting the indicative prerequisites are encouraged to speak to the relevant Head of Department in relation to their enrolment in these subjects.

Even though the ROSA results will not be available at the time students are asked to make their subject choices, we have provided an indication of the indicative ROSA results required for these subjects where appropriate. This is so students who are planning to undertake these courses in Stage 6 have an indication of what they should be aiming for in their ROSA this year, and also to enable students and parents to reconsider their choices should this be necessary following the availability of the ROSA results in December.

<i>Subject</i>	<i>Internal Results</i>	<i>ROSA Results</i>
English Advanced	Consistently > 65%	Grade A, B or C
English Extension	Consistently > 80%	Grade A or B
Mathematics	Consistently > 80% in Maths Red	Grade A or B
	Consistently > 90% in Maths White	Grade A or B
Mathematics Ext 1	Consistently > 90% in Maths Red	Grade A
History Extension	Consistently >80% in Prelim. History	
Chemistry	Science result consistently > 75%	Grade A or B
Physics	Science result consistently > 65%	Grade A or B
Science Extension	Consistently >80% in Preliminary Science Courses	
Music Extension	Entry by negotiation with Head of Performing Arts	

Course Costs

NESA developed courses offered for study and undertaken at NAC incur no additional course fees. Courses offered by external providers do attract course fees. While such fees are often not finalised until the beginning of the year of study, the fees shown below for these courses can be taken as a good guide as to the anticipated costs. All course costs are paid up front by NAC and then sundry billed to parents. Payment options are available if desired. Indicative course costs are provided below. Please note that these costs are based on previous years and may change. It should be noted that after a three week period, many course's fees are non-refundable if a student decides to discontinue the course.

Please see Mrs Witenden for further information on costs.

Courses undertaken through external providers

- Saturday School of Community Languages
No cost – but must organise own travel to Smith's Hill every Saturday morning
- Karabar Distance Education Centre courses
Subjects incur an annual cost of approximately \$800.
- Open High School courses
Subjects incur an annual cost of approximately \$800.
- Sydney Centre for Innovation and Learning (SCIL) courses
Subjects incur an annual cost of approximately \$1100.
- Aero Training Services course
This course incurs an annual cost of approximately \$2000 - \$2500.

The Subject Selection Process

Subject selections are managed via an online process. Students select the subjects they wish to study in order of preference. These preferences are very important as they are used to determine the eventual makeup of subject lines, the groups of subjects that are taught at the same time of day. Many factors are considered in the construction of subject lines, teacher availability, room availability, but the greatest consideration is given to student choice. With so many students making choices it is impossible to satisfy all students wishes. Nevertheless, this process involves the use of software to analyse student choices and other timetable constraints to arrive at the best possible solution. After the subject lines are published, a period of consultation will begin with students to either confirm their pattern of study for 2018 or make adjustments if needed.

Process

- Students read this booklet and use it to inform their subject choices. Any questions they have regarding subject offerings are answered by the relevant staff members (see next page)
- Students are issued with an individual code that allows access to the subject selection website. Students make their choices online. **The cut-off date for submissions is 5pm Friday 16th June.**
- Subjects whose popularity is so low as to make them unviable are removed from the list and will not run in 2018. The remaining subjects are formed into subject lines.
- Subject lines are published at the beginning of Term 3. Students review their choices, are interviewed by staff and either confirm or edit their choices taking into the account the published subject lines.

Timeline

T2 Wk 6

Friday 2nd June Year 11 Information Afternoon (students only)

T2 Wk 7

Tuesday 6th June Year 11 Information Evening (students, parents, carers)

Consultation period for students and parents to research and gather information they feel is necessary to inform their selections in Step 1.

Subject selection website opens

T2 Wk 8

Friday 16th June 5.00pm Deadline for completion of subject selection survey

T3 Wk 2

Subject lines are established.

Student interviews take place to confirm or change subject selections for 2018.

Changing subjects

Once the above timeline is complete, students will still be able to make changes to their subject selections. Students are expected to remain in their chosen subjects though for weeks 1-4 of 2018 before changes are made. No changes can be made after Week 6 of Term 1, 2018. This means that it is important to choose carefully and talk through your subject choices with your teachers to make sure that you are aware of the requirements of the subject that you have chosen and whether you will find it suitable for your needs and interests.

People You Could Speak To

The process of choosing subjects can be somewhat daunting. You had a small taste of this in Stage 5 when you choose two elective subjects, however, now all your subjects (with the exception of Christian Living) have some element of choice associated with them. In making these decisions, you and your parents may wish to consult with a number of people, including perhaps, people who have expertise outside of the college environment.

There are though, a number of people within NAC who can help you through this process. Collectively, there are hundreds of years of experience for you to draw on when speaking to the people listed below, and any parent or student who is unsure of any aspect of this process is encouraged to make contact with one or more of the people listed here.

In addition to you seeking any of these people out, each current Year 10 student will be interviewed before making their final subject selection.

General advice

- | | |
|----------------|---|
| • Mrs Sampson | Executive Principal |
| • Mr Hamaty | Deputy Principal |
| • Mrs Witenden | Careers, ConnectHSC, VET and TVET Advisor |
| • Mr O'Donnell | Director of Studies |
| • Mr Ewing | Coordinator of Learning Technologies |

Subject specific advice (Heads of Department)

- | | |
|--------------------------|--|
| • Mr Rebel/Mrs Middleton | English |
| • Mr Macdonald | Mathematics |
| • Mr Dayhew | Christian Studies |
| • Dr Marecic | Science |
| • Mr Ball | PDHPE |
| • Mr Mitchell | HSIE |
| • Mr Jones | History and Languages |
| • Mrs Brown | Music and Drama |
| • Mr Ewing | Technology & Applied Studies and Visual Arts |

More Information

Please visit the Board of Studies website to see syllabus documents relating to all the courses offered:
http://www.boardofstudies.nsw.edu.au/syllabus_hsc/index.html

Pastoral Care for Years 11 and 12

The Collegian years are very exciting; students are growing in independence, embracing new opportunities and moving on to pursue their dreams. Nevertheless, it can also be a somewhat stressful and demanding time as students find ways to establish work and study habits, find balance between life and work, prepare for their HSC examinations and make big life decisions.

Below are some pastoral initiatives that we have in place to support each student in their Collegian years at Nowra Anglican College.

Year Patrons and Homeroom Teachers

The Year Patron oversees the Year group and is responsible for the pastoral program and overseeing the wellbeing of students in their Year group. They are the person to contact if there are any significant issues that arise for your child during their Collegian years. All students are placed in a small Homeroom Group that meets for 15 minutes at the start of most days. The Homeroom Teacher is the student's first contact for any pastoral issues. Their role is to encourage and support but also to ensure your child complies with the College's expectations in regards to behaviour. They are sensitive to shifts in mood, behaviour and appearance and provide a support for the student, parent and other teachers should there be concern.

Year Meetings

Year groups meet together for half an hour each week. During this time the Year Patron, with Homeroom Teachers and occasional guest speakers, runs a series of programs on topics such as safe partying, road safety, cyber safety, HSC preparation, academic and career paths, stress management, study skills, healthy lifestyles and work/life balance. Students are encouraged to consider wise life choices that will help them to establish a positive platform on which to start their adult lives.

Year 12 Mentors

Year 12 students are offered the opportunity to have a member of staff as a mentor. Students nominate who they would like then meet regularly with their mentor. The mentor offers guidance, support and encouragement and acts as a sounding board. Mentors can help students to discover their strengths and develop self-confidence as well as assist them with time management skills and goal setting.

Support Staff

For specific support through the Collegian years, please contact the following staff:

- | | |
|-------------------------------------|---|
| • Deputy Principal | Mr David Hamaty (dhamaty@sras.nsw.edu.au) |
| • Director of Studies | Mr Peter O'Donnell (podonnell@sras.nsw.edu.au) |
| • College Counsellor | Ms Jodie Humphreys (jhumphreys@sras.nsw.edu.au) |
| • Pastoral Care Coordinator | Mrs Keturah Jones (kjones@sras.nsw.edu.au) |
| • Pathways and Partnerships Officer | Mrs Natalie Witenden (nwitenden@sras.nsw.edu.au) |
| • Defence Transition Mentor | Mr David Izard (dizard@sras.nsw.edu.au) |

Year 11 Camp at Fitzroy Falls

Year 11 attend a three-day camp at Fitzroy Falls where the focus is on interactive leadership, team building, experiential activities and motivation. Through a range of activities, including a giant swing and high wire course, students learn how to unlock their potential and work together during their final years of school.

Year 12 Orientation Day at Waterslea

Year 12 attend an orientation day at Waterslea with guest speakers covering a range of subjects that are very beneficial for students as they start their Year 12 studies including organisation, study skills, relaxation and healthy living. This day concludes with a special dinner where students share with their parents what they have learnt and ways their parents can support them through their final year of school.

Year 12 attend a two-day retreat at the end of Term 3 where they are given opportunities to reflect as a group on their school journey together, to recognise and appreciate each other, and to begin the rite of passage of ending their school life as students. They have time individually and as a group to consider where they have come from, where they are currently and their visions for the future. This is a special time for Collegian students as they finish their formal schooling, about to embark upon their HSC examinations.



Subject Descriptions

Ancient History

Unit Value: 2 Units

Course Description

Ancient History enables students to acquire knowledge and understanding, historical skills, and values and attitudes essential to an appreciation of the ancient world. The study of ancient history is an enquiry into past human experience that helps make the present more intelligible. Students learn both about the interaction of societies and the impact of individuals and groups on ancient events and ways of life.

For whom is this subject intended

This course is for students who have a fascination and interest in the stories of the past and the mysteries of human behaviour. The course is suitable for students who have an interest in religious beliefs, customs, ideologies and the culture of other societies. The course helps to explain why we are the way we are and where we may be going in the future. As Cicero the ancient Roman said “to not know what happened before you were born, is to remain forever a child.”

Main Topics Covered

Preliminary Course

- At least ONE option from ‘The Nature of Ancient History’
 - Preservation, Conservation and/or Reconstruction of Ancient Sites
 - The Treatment and Display of Human Remains.
- At least TWO case studies.
 - Masada
 - Troy
 - Old Kingdom Egypt
- The Historical Investigation: designed to further develop relevant investigative, research and presentation skills.
- Features of Ancient Societies
 - Persia – Power and Image
 - Rome – Art and architecture

HSC Course

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- ONE ‘Ancient Societies’ topic
 - Persian Society at the time of Darius & Xerxes or
 - Spartan Society to the Battle of Leuctra 371 B
- ONE ‘Personalities in their Times’ topic
 - The Near East – Xerxes
- ONE ‘Historical Periods’ topic.
 - The Greek World 500-440 BC

Biology

Unit Value: 2 Units

Course Description

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

To cope with the content of this course, students should have a genuine desire to learn about life on Earth and ideally have achieved at least a C for your achievement grades in Science over the past two years.

Prerequisites: Students must meet the minimum requirements of the preliminary course to progress through to the HSC Course.

Practical/Fieldwork Requirement: Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11/12 courses and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies (15 hours). One fieldwork exercise must be completed in Year 11.

Main Topics Covered

Preliminary Course

The Preliminary Course has 4 modules:

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

HSC Course

The HSC course comprises of the 4 modules:

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorder

Students selecting this course are strongly advised to seek the advice from their Year 10 Science teacher, the Biology teachers Mrs Allen and Mr Paine or the Curriculum Leader, Dr Marecic

Business Studies

Unit Value: 2 Units

Course Description

The Business Studies Course is designed to prepare students to participate effectively and responsibly in our commercial society. This course provides a general business education that will assist students in whatever employment or life situation develops for them in later life. Business Studies provides students with an opportunity to bridge the gap between College and work and develops a range of business related skills.

Business Studies is an ideal background for tertiary study in a range of areas. The course is also designed for people who wish to run a business or work in a managerial capacity.

Students of Business Studies may find an interest in a career in:

- Accounting
- Marketing
- Training and Development
- Industrial Relations
- Banking
- Economic Analysis
- Financial Management
- Advertising and Promotion
- Small Business
- Retailing
- Human Resource Management
- Administration
- Law

Main Topics Covered

Preliminary

- Nature of Business
- Business Management
- Business Planning
- Business Research Task

HSC Course

- Management
- Financial Planning
- Marketing
- Employment Relations

Particular Course Requirements

In the Preliminary course there is a research project, investigating the operation of a small business or planning the establishment of a small business.

Chemistry

Unit Value: 2 Units

Course Description

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

To cope with the content in this course you must have a genuine interest in Science and Chemistry, and have achieved at least a B grade in Science over the past two years.

Practical Requirement: 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 (15 hours).

Prerequisites: Students must meet the minimum requirements of the preliminary course in order to progress through to the HSC Course.

Main Topics Covered

Preliminary Course

The Preliminary Course has 4 modules:

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

HSC Course

The HSC course comprises of the 4 modules:

- Equilibrium and Acid Reactions
- Acid/Base Reactions
- Organic Chemistry
- Applying Chemical Ideas

Students selecting this course are strongly advised to seek the advice of their Year 10 Science teacher and Dr Marecic, the Chemistry teacher/Curriculum Leader.

Computing Applications

Unit Value: 2 Units

Prerequisites:

This subject is only offered as part of the ConnectHSC program.

Course Description

Computer-based technology is an integral part of contemporary society. This is reflected in daily activities carried out in contexts such as the workplace, education, entertainment, recreation and the home. In this course, students will participate in hands-on activities to develop skills, knowledge and understanding related to information and communication technologies so that they can participate confidently in these environments.

Project work is integrated into the course and there are opportunities for individual and group projects in each of the modules. Project-based methodology is commonly used throughout the information and communication technology industries and students will emulate these approaches. The importance of project work is reinforced through a mandatory project assessment requirement.

For whom is the subject intended for

This course will support students in developing a commitment to and capacity for lifelong learning in a range of areas. This may lead to further post-school study. For other students it will provide foundation learning that will be built upon through other life experiences and through personal interest.

The study of Computing Applications Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.

There are no external examinations of students in Stage 6 Content Endorsed Courses.

Main Topics Covered (modules)

- Hardware and Software Skills
- Graphics I
- Graphics II
- Spreadsheets I
- Spreadsheets II
- Desktop Publishing I
- Desktop Publishing II
- Databases
- Communications I
- Communications II
- Multimedia I
- Multimedia II

Construction Pathways (Certificate II)

Unit Value: 2 Units

Industry Curriculum Framework – Category B Course

Course Description

This course provides a pathway to the primary trades in the construction industry with the exception of plumbing. It enables students to work towards a Certificate II with the skills and knowledge suitable for employment in the general building industry.

The course is competency based and the student's performance is assessed against prescribed industry standards. Students are encouraged to complete the HSC examination for inclusion in ATAR calculations.

Course Content

Construction (Pathways) is organised around core units and a selection of elective units e.g.:

- Work effectively and sustainably in the construction industry
- Plan and organise work
- Conduct workplace communication
- Carry out measurements and calculations
- Read and interpret plans and specifications
- Apply WHS requirements, policies and procedures in the construction industry

Work Placement

Work placement is a mandatory component of this course. Students are required to undertake a minimum of 70 hours work placement within the Construction industry (240 hour course).

Pathways and Careers

The qualification has core units of competency that are required in most Construction Industry Certificate III qualifications. Further training can involve an apprenticeship or further studies at TAFE or University. School-based apprentices and trainees will have the opportunity to work through Stage One of their Certificate III apprenticeship within the construction industry and credit towards their HSC.

Course Costs

Students may be required to purchase personal protective equipment (trade shirt, work boots, safety glasses, hearing protection and dust mask).

Design and Technology

Unit Value: 2 Units

Course Description

Design and Technology Stage 6 is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design and production.

Students have opportunities to develop:

- Knowledge and understanding about design theory and design processes in a range of contexts;
- Knowledge, understanding and appreciation of the interrelationship of design, technology, society and the environment;
- Creativity and an understanding of innovation and entrepreneurial activity in a range of contexts;
- Skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities;
- Skills in research, communication and management in design and production;
- Knowledge and understanding about current and emerging technologies in a variety of settings.

For whom is this subject intended

Design and Technology is not material specific and covers a design process that can be applied to a range of contexts. The course would suit any student with an interest in the area of design such as, fashion, architecture, furniture, and products but is not limited to these areas. Students interested in working with materials technologies would also gain from this course.

Main Topics Covered

Preliminary

- Design and produce a useful item from recycled materials
- Research and report on an Australian and an International Designer
- Produce a scale model of a sustainable home based on the design of an Australian Architect

HSC

- Design, produce and evaluate a major design project for the HSC
- Present a case study of an innovation
- Compare and contrast the processes used in the MDP with those used in industry

Drama

Unit Value: 2 Unit

Course Description

Drama is offered as a two year course, completed over Year 11 and Year 12. The study of Drama will develop the talents and capacities of all students – physical, emotional, intellectual, social, spiritual, creative and expressive – as well as developing self-confidence and self-esteem.

The syllabus provides opportunities for students to develop a range of skills and the opportunity to concentrate on areas of personal interest. It is designed both for students who have completed Drama as an elective as well as those studying Drama for the first time.

Main Topics Covered

Students are involved in the practices of making, performing and critically studying:

- The practice of Making in Drama is characterised by learning that involves workshopping concepts, ideas and experiences through enquiry, research, analysis and experimentation.
- The practice of Performing in Drama is characterised by learning that involves presenting drama and theatre to an audience.
- The practice of Critically Studying in drama and theatre is characterised by learning that involves research, critical analysis, evaluation and reflection. Students learn how to reflect on their own work and the work of others, and extend their cultural, artistic and social understandings.

The HSC examination for Drama consists of a written paper, a group performance and an individual project. All students must perform in the Group Performance task, however the Individual project allows for the students to choose which aspect of drama they want to learn more about. This includes design – costume, set, lighting, and promotion, video, scriptwriting or individual performance.

The study of Drama in Year 11 and 12 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Acquired skills and knowledge may be further developed and employed in a variety of professions that could include theatre, media, communications and community cultural development. The course also builds confidence and the ability to work as part of a group, qualities which are needed in almost all workplaces today.

Early Childhood Education and Care – Certificate III

Unit Value: 2 Unit – Board Endorsed Course – Category B

Course Description

This course is for students who want to work with children and will provide an insight into working in the Community Services sector with a specific focus on Early Childhood Education and Care. Students completing the course may be awarded a Statement of Attainment towards a CHC30113 Certificate III in Early Childhood Education and Care. The course is competency based and the student's performance and is assessed against prescribed industry standards.

Course Content

Early Childhood Education and Care is organised around core and elective units e.g.:

- Work within a relevant legal and ethical framework
- Develop cultural competence
- Ensure the health and safety of children
- Provide care for children
- Promote and provide healthy food and drinks
- Provide care for babies and toddlers
- Develop positive and respectful relationships with children
- Use an approved learning framework to guide practice
- Support the holistic development of children in early development
- Use information about children to inform practice
- Identify and respond to children and young people at risk

Work Placement

Work placement is a mandatory component of this course. Students are required to undertake a minimum of 70 hours' work placement within Early Childhood Education and Care (240 hour course).

Pathways and Careers

After achieving the qualification students may undertake further training at Certificate IV, Diploma and Advanced Diploma level. Further training may also involve a traineeship or further studies at TAFE or University. Students who complete this qualification support the implementation of an approved learning framework and support children's wellbeing, learning and development. Job roles include:

- Family Day Care Worker
- Early Childhood Educator

Earth and Environmental Science

Unit Value: 2 Units

Course Description

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

To cope with the content in this course, students should have a genuine desire to learn about current environmental and geological issues and have achieved at least a D grade in Science over the past two years.

Prerequisites: Students must meet the minimum requirements of the preliminary course in order to progress through to the HSC Course.

Practical/Fieldwork Requirement: Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11/12 courses and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies (15 hours). One fieldwork exercise must be completed in Year 11.

Main Topics Covered

Preliminary Course

The Preliminary Course has 4 modules:

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

HSC Course

The HSC course comprises of the 4 modules:

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

Students selecting this course are advised to seek the advice of their Year 10 Science teacher, Mr Bell the Earth & Environmental Science teacher or the Curriculum Leader, Dr Marecic.

Economics

Unit Value: 2 Units

Course Description

Economics provides an understanding for students about numerous aspects of the economy and its operation, which is frequently reported in the media. It investigates issues such as unemployment, inflation rate movements, the implications of the GST and how these changes will impact and affect both individuals and society.

Economics broadens student's knowledge and understanding of the operation of the global and Australian economy. It encourages students to develop skills that will enable them to analyse, solve problems and communicate using appropriate economic terminology.

For whom is this subject intended

Students who are interested in pursuing courses related to management and business. Also students who would like to broaden their knowledge on the everyday economic happenings within our society.

Main Topics Covered

Preliminary

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

HSC Course

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

Electrotechnology – Certificate II

Unit Value: 2 Units – Industry Curriculum Framework – Category B Course – Milton Campus

Course Description

This course enables students to work towards a Certificate II with the opportunity to obtain national vocational educational qualifications for employment in the Electrotechnology Industry. This course will cover competencies for work entry programmes providing grounding in safety and basic skills and knowledge for work in many electro-technology disciplines.

The course is competency based and the student's' performance is assessed against prescribed industry standards. Students are encouraged to complete the HSC examination for inclusion in ATAR calculations.

Electro-technology is organised around core units and a selection of elective units e.g.:

- Apply WHS regulations, codes and practices in the workplace
- Solve problems in d.c. circuits
- Use of routine equipment/plant/technologies in an energy sector environment
- Carry out routine work activities in an energy sector environment
- Identify and select components, accessories and materials for energy sector work activities
- Fix and secure Electrotechnology activities
- Apply environmentally and sustainable procedures in the energy sector

Work Placement

Work placement is a mandatory component of this course. Students are required to undertake a minimum of 70 hours work placement within the Electrotechnology industry (240 hour course).

Pathways and Careers

Pathways from this qualification include a range of specialist qualifications at Certificate III level and higher. Examples include:

- Electrician, Electrical Fitter, Electrical Mechanic
- Electronics Technician
- Communications Technician,
- Telecommunications Technician
- Computer System Technician
- Information technology Technician
- Data and Voice Technician
- Refrigeration and Air Conditioning Mechanic

Further training can involve an apprenticeship or further studies at TAFE or University. School- based apprentices and trainees will have the opportunity to work through Stage One of their Certificate III apprenticeship within the construction industry and credit towards their HSC.

Course Costs:

Students may be required to purchase personal protective equipment (trade shirt, work boots, safety glasses, hearing protection and dust mask).

Engineering Studies

Unit Value: 2 Units

Course Description

Engineering Studies is directed towards the application and advancement of skills associated with mathematics, science and technology and is integrated with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global-awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team. It is challenging and exciting in that it develops knowledge and understanding of the profession of engineering by demonstrating how engineers integrate science, mathematics and technology into responsible societal developments and environment change.

In the course Students will develop:

- understanding of the scope of engineering and the role of the engineer;
- knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society;
- communication skills appropriate to engineering practices;
- knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice;
- management and problem-solving skills in engineering contexts;
- skills in the application of engineering methodology.

The syllabus is inclusive of the needs, interests and aspirations of all students and provides opportunities and challenges to deal with engineering concepts. However it should be understood that the course is rigorous and presented as a stepping off point for further higher education in the engineering fields.

Main Topic Covered:

Preliminary

- Engineering fundamentals
- Engineered Products
- Braking Systems
- Biomedical Engineering

HSC

- Civil Structures
- Personal and Public transport
- Aeronautical Engineering
- Telecommunications

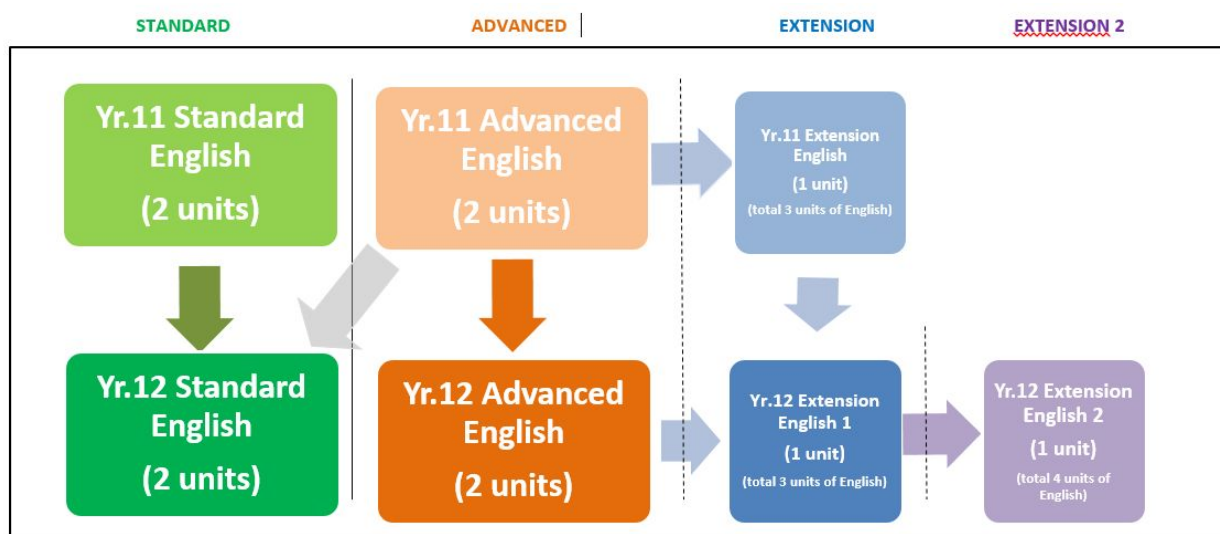
Nowra Anglican College is in a unique position for the delivery of Engineering Studies in that it has many established links with local engineering firms and with elements of the aerospace industry, which is a significant regional employer, and it has excellent Computing, Technology and Science resources to bring to bear on this study. In the delivery of this course students will be able to take advantage of these links and resources and receive exposure to real world engineering concerns, re-enforcing the studies undertaken in the classroom.

English

The Higher School Certificate English courses cater for a broad range of student abilities and provides great opportunities for extension for our students. The courses are exciting and rigorous and enable our students to take their place as confident, discerning, articulate communicators and active participants in our society.

In order to fulfil the requirements for the Higher School Certificate

- Students must choose either Standard OR Advanced English (or English Studies for students in the *ConnectHSC* program)
- Students who begin Year 11 in Advanced can change to Standard during, or at the end of, Year 11
- The Extension courses (separate courses, additional units) are optional for students studying Advanced English



English Standard

Unit Value: 2

The Preliminary and HSC English Standard courses are designed for students to become proficient in English to enhance their personal, social, educational and vocational lives. These courses provide students with the opportunity to enjoy the breadth and variety of English texts by offering a rich experience of language, literature and real-world texts, in turn helping them to become confident and effective communicators

Course Outline

Preliminary Course

- Common Module: Reading to Write – This is a unit of work that is common to both the Standard and Advanced courses. In this unit students will explore a variety of texts, with a focus on the link between reading texts and students' own writing.
- Module A: Contemporary Possibilities – Detailed study of multimodal or digital text(s).
- Module B: Close Study of Literature – Close, detailed study of a substantial literary print text.

In the Preliminary English Standard course students are required to:

- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts;
- develop their skills in reading, writing, listening, speaking, viewing and representing.

HSC Course

- Common module: Texts and Human Experiences – This is a unit of work that is common to both the Standard and Advanced courses, exploring how texts represent individual and collective human experiences.
- Module A: Language, Identity and Culture – Exploration of how texts and language represent, reflect and shape individual and collective identity.
- Module B: Close Study of Literature – Close, detailed study of a substantial literary text with a focus on how textual features create meaning, position readers and shape response.
- Module C: The Craft of Writing – This is a unit of work that is common to both the Standard and Advanced courses. Students closely study a diverse range of shorter literary texts to inform their own writing; they will write for a range of purposes and audiences to carefully shape meaning and reader response.

The HSC English Standard course requires the close study of THREE types of prescribed texts, one drawn from each of the following categories:

- prose fiction OR print non-fiction
- poetry OR drama
- film OR media

English Advanced

Unit Value: 2

Prerequisites: Year 10 English (ideally students consistently achieving marks of more than 70 / 75% in English)

Value of course for students

The Preliminary and HSC English Advanced courses are designed for students who enjoy the study of English and wish to become more critical and sophisticated users of English. The Advanced course will broaden their knowledge of personal, social, historical and cultural contexts to understand how these influence texts, values and the use of language. They provide students who have a particular interest and ability in the subject with challenging learning experiences and opportunities to enjoy the breadth and variety of English texts, through the integration of the skills of reading, writing, speaking, listening, viewing and representing. Students who intend to pursue tertiary study (in any field) are advised to choose English Advanced.

Course Outline

Preliminary Course

- Common Module: Reading to Write – This is a unit of work that is common to both the Standard and Advanced courses. In this unit students will explore a variety of texts, with a focus on the link between reading texts and students' own writing.
- Module A – Narratives that Shape our World – Study of a range of narratives from past and contemporary eras that explore ideas, attitudes and values, as well as the role of narrative and storytelling in societies.
- Module B – Critical Study of Literature – Close, detailed critical study of a substantial literary print text, its distinctive qualities and textual integrity.

In the Preliminary English Advanced course students are required to:

- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts;
- develop their skills in reading, writing, listening, speaking, viewing and representing.

HSC Course

- Common module: Texts and Human Experiences – This is a unit of work that is common to both the Standard and Advanced courses, exploring how texts represent individual and collective human experiences.
- Module A: Textual Conversations – Exploration, through comparative study, of the ways texts from different eras or contexts interact, inform and reimagine each other.
- Module B: Critical Study of Literature – Close, detailed critical study of a substantial literary print text, its distinctive qualities and textual integrity.
- Module C: The Craft of Writing – This is a unit of work that is common to both the Standard and Advanced courses. Students closely study a diverse range of shorter literary texts to inform their own writing; they will write for a range of purposes and audiences to carefully shape meaning and reader response.

The HSC English Advanced course requires the close study of FOUR prescribed texts, one drawn from each of the following categories:

- Shakespearean Drama
- prose fiction OR print non-fiction
- poetry OR drama
- and a remaining text that may be film, media or digital text OR a selection from one of the categories above.

English Extension

Unit Value: 1 unit for each of Preliminary and HSC

Prerequisites:

- English Advanced Course (*preferably students consistently achieving marks of more than 80% in English in Year 10*)
- Preliminary English Extension course is the prerequisite for HSC English Extension 1
- HSC English Extension 1 is the prerequisite for HSC English Extension 2

Value of course for students

The Preliminary and HSC English Extension courses enable students who are accomplished, analytical and imaginative in their use of English to refine their understanding and appreciation of the cultural roles, contexts and significance of texts. The courses are designed for students with a passion for this subject and a high level of ability; the Extension courses are also of interest to students who may wish to pursue English-related study at a tertiary level. The Extension courses also provide students with the opportunity to pursue areas of interest with increasing independence.

Course Outline:

Preliminary Course

In the Preliminary English Extension course students explore how and why texts are valued in our society, and how texts from past eras are appropriated in more recent or contemporary culture. Students will study a substantial literary text from a past era, along with its manifestations in other contexts and textual forms. Additionally students will undertake major personal project, pursuing an area of specialised interest.

HSC Course

In this course students explore ideas of value and consider how cultural values arise as shown in a variety of texts. Students study THREE prescribed texts from one elective option within the common module Literary Worlds, investigating textual and contextual concerns.

HSC English Extension 2

Unit Value: 1 unit

In this course, students develop a sustained composition (Major Work + Reflection Statement) and document their reflections on this process through a process diary.

Students' Major Work must be an extension of their knowledge and understanding of outcomes and/or material studied in Advanced and/or Extension 1 courses.

The Major Work may take the form of either:

- | | |
|--|---|
| • Short Story(s) – 5000-6000 words | • Radio Drama – 10-15 minutes |
| • Poem(s) – up to 3500 words | • Performance Poetry – 8-10 minutes |
| • Critical Response – 4000-5000 words | • Video / DVD – 6-8 minutes |
| • Scripts – radio, film, TV, drama – 20-30 minutes | • Website/Multimedia – content viewable within 20 minutes |
| • Speech(es) – 15-20 minutes | |

English Studies

Unit Value: 2 Units

Prerequisites:

- English Studies is only offered as part of the *ConnectHSC* program.

Course Description

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

The course is distinctive in its focus on the development of students' language, literacy and literary 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. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.

Course Content

Preliminary Course

- Mandatory module – Achieving through English: English in education, work and community (30-40 hours)
- An additional 2–4 modules (20-30 hours each)

HSC Course

- Mandatory Common Module: Texts and Human Experiences (30 hours)
- An additional 2–4 modules (20-45 hours each)

Particular Course Requirements

Across Stage 6 the selection of texts will give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts

Entertainment Industry – Certificate III

Unit Value: 2 Units - Industry Curriculum Framework- Category B - NAC Campus

(This course is a dual accredited course and has an external examination. Entertainment Industry can count towards the calculation of an ATAR)

Course Description

This subject provides opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the Entertainment Industry. The Entertainment Industry is a diverse industry covering a wide range of occupational areas including technical operations, costume, makeup, props, scenic art, sets, audio, lighting, staging, vision systems, customer service and front of house.

Students completing the course will be awarded Certificate III in Live Production and Services. The course is competency based and the student's performance is assessed against prescribed industry standards. Students are encouraged to complete the HSC examination for inclusion in ATAR calculations.

Course Content

Entertainment is organised around core units and a selection of elective units e.g.:

- Organise personal work priorities and development
- Work safely in the Entertainment Industry
- Work effectively in the creative arts industry
- Follow occupational health and safety procedures
- Participate in collaborative creative projects
- Provide service to customers
- Operate basic lighting
- Operate vision systems
- Assist with production operations for live performances
- Undertake live audio operations

Work Placement

Work placement is a mandatory component of this course. Students are required to undertake a minimum of 70 hours of work placement within the Entertainment Industry (240 hour course). 35 of these hours are accrued on campus at school events.

Pathways and Careers

After achieving the qualification candidates may undertake further training at Certificate IV, Diploma or Advanced Diploma level. Possible job titles may include: Audio Visual Technician, Lighting and/or Sound Technician, Technical Operator (Staging).

Food Technology

Unit Value: 2 Units

Course Description

Food Technology Stage 6 aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

The course develops knowledge, skills and understandings, valuable as a foundation for a range of further course studies at university or other tertiary institutions. It also assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.

Students will develop

- knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society.
- knowledge and understanding about the nature of food and human nutrition and an appreciation of the importance of food to health.
- skills in researching, analysing and communicating food issues.
- skills in experimenting with and preparing food by applying theoretical concepts.
- skills in designing, implementing and evaluating solutions to food situations.

For whom is this subject intended

Any student with an interest in;

- Health Science's eg; Physical training/teaching, Medicine, Dietetics/Nutrition
- Food industry vocations eg' Food Technologists, Catering, Hospitality, Secondary Teaching, Management or Marketing.
-

Main Topics Covered

Preliminary

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

HSC

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

Particular Course Requirements

It is a mandatory requirement that students undertake practical activities.

French

Unit Value: 2 Unit

Course Offerings

- French Beginners (no prerequisite knowledge)
- French Continuers (pre-requisite: Year 10 French)

The study of languages other than English plays an important part in the general education of secondary students and in the development of language skills across the total curriculum. Language courses are centred on the notion of communication – in particular, on the development of communicative competence through practice of the four macro-skills: listening, speaking, reading and writing.

Moving between countries, cultures and languages has become commonplace because of globalisation, increased ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly-changing world. Contemporary research and practice have also established a clear link between the learning of languages and improved literacy skills.

French has been, by tradition, the language of diplomacy. It is an official language in a large number of international organisations, including the United Nations, the European Union and the Olympic Games.

Main Topics Covered

Preliminary and HSC

Three objectives

- Interacting
- Understanding Texts
- Producing Texts

Topics

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

The prescribed topics should be studied from two interdependent perspectives:

- the personal world
- the French-speaking communities.

The two perspectives will enable students to develop knowledge and understanding of and skills in the French language, linked to cultural values, attitudes and practice

Senior Geography

Unit Value: 2 Units

Course Description

The Preliminary course involves in depth biophysical processes and the significance of human impacts on natural ecosystems. Students develop the necessary geographical tools and skills so that they can become critical and creative thinkers about contemporary geographical issues – and develop their own research project into an environmental issue of their choosing.

The HSC course further develops skills and knowledge with an in-depth study of an ecosystem at risk, its management and protection (For example Kosciuszko National Park,). Students are then required to undertake an investigation of world cities and the urban dynamics of large cities. The last area of investigation involves an economic activity such as the wine industry (viticulture) at both a local and global level.

This subject is intended for those students desiring to pursue a career in environmentally related disciplines. It is also designed for those students who have an interest in the environment and human interaction with the many different forms of the environment in a variety of places including cities.

Main Topics Covered

Preliminary

- Biophysical Studies
- Global Challenges
- Senior Geography Project

HSC Course

- Ecosystems At Risk: Kosciuszko National Park
- Urban Places: Mega-Cities
- People & Economic Activity: Viticulture

Particular Course Requirements

The senior geography project is a compulsory part of the preliminary course as well as 12 hours of fieldwork for each year.

History Extension

Unit Value: 1 Unit

The purpose of HSC History Extension is to enable students to build on the outcomes of the Stage 6 Ancient History and Modern History courses in relation to historiography and historical enquiry and communication. The course further develops students' understanding of how historians work. The focus of the course is not on content alone, although an understanding of content is important. Rather than simply extending students' knowledge of a particular period or event in history, the course is aimed at using specific historical investigations to reflect on the nature of history and how and why approaches and interpretations change over time.

The History Extension course is designed to enable interested and capable students to build on the outcomes of the Stage 6 Ancient History and Modern History courses in relation to historiography and historical enquiry and communication. This course is available at HSC level only.

Main Topics Covered

HSC Course

- Unit 1 Constructing History – a study of history through a series of key questions
- Unit 2 Constructing History – John Fitzgerald Kennedy
- One major written project of student's choice

Hospitality – Kitchen Operations – Certificate II

Unit Value: 2 Units - Industry Curriculum Framework- Category B

(This course has an external examination and can count towards the calculation of an ATAR.)

Course Description

This course enables students to work towards a Certificate II in Hospitality - Kitchen Operations. The course provides the skills and knowledge for an individual to be competent working in kitchens using a defined and limited range of food preparation and cookery skills.

The course is competency based and the student's' performance is assessed against prescribed industry standards. Students are encouraged to complete the HSC examination for inclusion in ATAR calculations.

Course Content

Hospitality- Kitchen Operations is organised around core units and a selection of elective units e.g.:

- Work effectively with others
- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Use cookery skills effectively
- Clean kitchen premise and equipment
- Use hygienic practices for food safety
- Participate in safe work practices
- •Source and use information on the hospitality industry
- Participate in safe food handling practices

Work Placement

Work placement is a mandatory component of this course. Students are required to undertake a minimum of 70 hours work placement within the Information Technology industry (240 hour course).

Pathways and Careers

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, cafes, coffee shops and institutions such as aged care facilities, hospitals and schools.

Possible job titles relevant to this qualification include:

- Breakfast cook
- Catering assistant
- Fast food cook

After achieving this qualification, individuals could progress to Certificate III qualifications in commercial cookery, patisseries and catering operations. Further training can involve an apprenticeship, traineeship or further studies at TAFE or University.

Course Costs

This course requires the payment of a fee to cover the costs of a Hospitality Toolkit and Chef's Uniform. Fees for 2016 are yet to be finalised however the fee for 2015 was \$170.

Information Digital Media and Technology

Unit Value: 2 Units - Industry Curriculum Framework- Category B

(This course has an external examination and can count towards the calculation of an ATAR.)

This course enables students to receive a possible qualification outcome of a Statement of Attainment towards a Certificate III in Information Digital Media and Technology. The course provides the students with a range of skills and knowledge suited to entry-level employment across a wide range of Information Technology Industry areas.

The course is competency based and the student's' performance is assessed against prescribed industry standards. Students are encouraged to complete the HSC examination for inclusion in ATAR calculations.

Course Content

Information Digital Media and Technology is organised around core units and a selection of elective units e.g.:

- Participate effectively in WHS communication and consultative processes
- Implement and monitor environmentally sustainable work practices
- Work and communicate effectively in an IT environment
- Create user documentation
- Install and optimise operating system software
- Run standard diagnostic tests

Work Placement

Work placement is a mandatory component of this course. Students are required to undertake a minimum of 70 hours work placement within the Information Technology industry (240 hour course).

Pathways and Careers

Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

Possible job titles relevant to this qualification include:

- Help desk officer
- Help desk assistant
- ICT operations support
- PC support
- Technical support

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

Investigating Science

Core Units: 2

Course Description

To cope with the content in this course, students should have a genuine desire to learn about current environmental and geological issues and have achieved at least a C grade in Science over the past two years. This may be negotiated with the Curriculum Leader, Dr Shannon Marecic.

Prerequisites: Students must meet the minimum requirements of the preliminary course in order to progress through to the HSC Course.

Practical/Fieldwork Requirement: Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11/12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies (30 hours).

Main Topics Covered:

Preliminary Course

The Preliminary Course has 4 modules:

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

HSC Course

The HSC course comprises of the 4 modules:

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

Students selecting this course are advised to seek the advice of their Year 10 Science teacher or the Curriculum Leader, Dr Marecic.

Japanese Beginners

Core Units: 2

Exclusions

The Japanese Beginners Stage 6 course has been designed for students who wish to begin their study of Japanese at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Japanese language, either spoken or written, or whose experience is derived solely from, or is equivalent to its study for 100 hours or less in Stage 4 or Stage 5.

Course Description

The Preliminary Course

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

The HSC Course

In the HSC Course students will extend and refine their communication skills in Japanese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

Main Topics Covered:

The Personal world and Japanese –speaking Communities which encompass:

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

Legal Studies

Unit Value: 2 Units

Course Description

Legal Studies develops students' understanding about the nature of law and their legal rights and obligations. The range of learning activities involves field studies, research, simulations and active participation which serve to enhance students' communication skills and develop an informed attitude to legal issues.

The Legal Studies Stage 6 course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.

For whom is this subject intended

Legal Studies is a course designed to be appropriate to a range of students', not merely potential law students. It provides a vital basis for career opportunities in social work and community services, law, business and commerce, administration/office work, industrial relations, international relations and the public service. Students undertaking this course have the opportunity to participate in the NSW Law Society Interschool Mock Trial Competition which is open to students enrolled in the Preliminary Legal Studies Course. This competition develops students' public speaking and analytical skills while providing them with experience in the functioning of a court.

Main Topics Covered

Preliminary Course

The Preliminary Course consists of three compulsory topics:

- The Legal System
- The Individual and the Law
- Law in Practice – involving a case study approach looking at 2 of the following: Mental Health, Indigenous Australians, Women, Migrants, Socioeconomically Disadvantaged, Human Rights and Events which Highlight Legal issues and Criminal and Civil Cases.

HSC Course

The HSC Course consists of:

- Crime
- Human Rights

Two additional focus studies chosen from:

- Consumers
- Family
- Global Environmental Protection
- Indigenous Peoples
- Shelter
- Workplace
- World Order

Mathematics

The Mathematics Faculty encourages students to see Mathematics as a vital, challenging and relevant subject that is applicable to their present and future lives. Students should see Mathematics as being a creative and fun activity requiring observation, representation, investigation and comparison of patterns and relationships. We seek to develop in students an awareness of the important place Mathematics has in developing effective problem solving processes that they will require as they take their place in our changing society.

The four Mathematics courses available in Years 11 and 12 cater for the wide variation in students' mathematical competence at the conclusion of Year 10, and provide opportunities for continuing mathematical growth. The usual progression for students in Year 10 is shown below:

Mathematics Standard

Unit Value: 2 Units

Course Description

This newly developed NESA course replaces the Mathematics General course. The purpose of Mathematics Standard is to provide an appropriate mathematical background for students who wish to enter occupations that require the use of basic mathematical and statistical techniques.

There is a focus on 4 key areas in both Preliminary and HSC courses:

- Financial Mathematics,
- Statistical Analysis,
- Measurement
- Algebra

The direction taken by the course focusses on mathematical skills and techniques that have direct application to everyday activities. This contrasts with the more abstract approach taken by the other Stage 6 mathematics courses.

The study of Mathematics Standard provides students with valuable support in a range of concurrent Stage 6 subjects, in fostering development of mathematical skills and techniques that assist students who undertake associated research and projects. The course provides a strong foundation for vocational pathways, either in the workforce or in further vocational training studies, and for university courses in the areas of business, the humanities, nursing and paramedical sciences.

Mathematics

Unit Value: 2 Units

Course Description

The content and depth of treatment of this course indicates that it is intended for students who have completed the Stage 5 Mathematics course and demonstrated a high level competence in all of the skills included in the Mathematics (Red) course.

The Mathematics course is intended to give these students an understanding of, and competence in, some further aspects of mathematics which are applicable to the real world. The course is useful for concurrent studies in science and commerce. It is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require

substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should also undertake the Mathematics Extension 1 or Mathematics Extension 2 courses.

Mathematics Extension 1

Unit Value: 1 Unit

Course Description

The content of this course, which includes the whole of the Mathematics course indicates that it is intended for students who have demonstrated a mastery of the skills included in the Stage 5 (5.3) mathematics course and who are interested in the study of further skills and ideas in mathematics.

The Mathematics Extension 1 course is intended to give these students a thorough understanding of and competence in, aspects of mathematics including many that are applicable to the real world.

The course has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. It is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences. Although the Mathematics Extension 1 course is sufficient for these purposes, it is recommended that students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

Mathematics Extension 2

Unit Value: 1 Unit

Course Description

Mathematics Extension 2 offers a suitable preparation for study of the subject at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses.

The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject (results that are consistently higher than 90% in Preliminary Mathematics Extension 1). It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

Modern History

Unit Value: 2 Units

Course Description

Modern History is designed to enable students to acquire knowledge and understanding, the skills of a critical analysis and the values and attitudes essential to an appreciation of forces that have shaped the modern world. It challenges students to consider the great social, technological, economic, political and moral transformations from the late eighteenth century to the present. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgements about them.

For whom is this subject intended

Students who have an interest in the recent past and the forces that have helped shape the human world as it currently exists.

Main Topics Covered

Preliminary Course

- At least ONE option from 'The Nature of Modern History'
 - The Contestability of the Past
 - History and Memory
 - The Representation and Commemoration of the Past.
- At least TWO case studies.
 - The Decline and Fall of the Romanov Dynasty
 - The Boxer Rebellion in China
- The Historical Investigation: designed to further develop relevant investigative, research and presentation skills.
- The Shaping of the Modern World
 - The Age of Imperialism
 - World War I

HSC Course

- Core Study: Power and Authority in the Modern World 1919–1946 - Germany
- ONE 'National Studies' topic
 - Russia and the Soviet Union 1917–1941
- ONE 'Peace and Conflict' topic
 - Conflict in Europe 1935–1945
- ONE 'Change in the Modern World' topic.
 - The Cultural Revolution to Tiananmen Square 1966–1989

Music 1

Unit Value: 2 Units

Course Description

The Music course caters for students with diverse musical backgrounds and musical interests. It builds on the work students have done in Music throughout the Senior School. Students do not need to have chosen Elective Music in Year 9 and 10 to study the Music Course but do need to have some experience on an instrument or voice, ability, and interest in music.

The course provides students with opportunities to engage in a range of musical styles. Music attracts students with both informal and formal musical backgrounds. Throughout each unit of work students develop their understanding of the concepts of music (pitch, duration, dynamics and expressive techniques, structure, tone colour and texture) by completing activities in performance, composition, musicology and aural.

Students study 3 topics in each year of the course. In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

Typically, students at NAC study the topics of:

Preliminary Course

- Methods of Music Notation
- Music for Small Ensembles
- Australian Music

HSC Course

- Music for Radio, Film, Television and Multimedia
- Music of the 20th and 21st Centuries
- An Instrument and its Repertoire

Extra-Curricular Music

A range of musical ensembles are offered to musicians at the College. Ensembles for Senior School students include the Orchestra, Jazz Band and Vocal Ensemble, along with a series of small ensembles which run depending on demand. Students in these ensembles regularly perform in both College and community events. Every two years, NAC stages a musical production which are always well executed and attended. Members of musical ensembles at NAC are also given regular opportunities to tour various regions of Australia.

Peripatetic Program

NAC has many students taking advantage of music lessons offered during the school day. Around 200 students have either an individual or small group lesson taught by a peripatetic staff of 14 teachers. Tuition is available in: Piano, Keyboard, Flute, Clarinet, Saxophone, Oboe, Bassoon, Recorder, Violin, Viola, Cello, Cornet, Trumpet, Trombone, Euphonium, Tenor Horn, Baritone, French Horn, Tuba, Acoustic & Electric Guitar, Bass guitar, Drums, Voice and Music Theory. Speech and Drama lessons are also available. Students taking part in this Program perform at the Peripatetic Concerts held throughout the year.

Music 2

Unit Value: 2 Units

Course Description

Music occupies a significant place in world cultures and the recorded history of all civilisations. It is a unique symbol system that uses sound to imply meaning and convey information. It has the capacity to cross cultural and societal boundaries. Music plays a variety of important roles in the cultural and spiritual lives of people that is reflected in its prominent place in society and its immense contribution to the global economy. At an individual level, music is a medium of personal expression that enables the sharing of ideas, feelings and experiences and all students should have the opportunity to develop their musical abilities and potential.

The study of music combines the development of cognitive, psychomotor and affective domains in such a way in that all domains contribute equally to the act of making music. It allows for the expression of the intellect, imagination and emotion, the exploration of values, and fosters an understanding of continuity and change, as well as the connections between different times and cultures. The nature of music study also allows students to develop their capacity to manage their own learning, work together with others and engage in activity that reflects the real world practice of performers, composers and audiences.

While students will develop knowledge and skills that pertain to each of the individual areas of performance, composition, musicology and aural, the integration of experiences in these areas acts as a tool towards the understanding and manipulation of the concepts of music in different musical contexts.

The purpose of Music 2 is to provide students with the opportunity to build on the knowledge, skills, understanding and attitudes gained in Music 7-10 and encourage the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to extend their musical knowledge with a focus on Western art music and it will serve as a pathway for further formal study in tertiary institutions or in fields that use their musical knowledge.

The curriculum structure is adaptable enough to meet the needs and abilities of students with a range of interests, extending from the broadly based to the desire to pursue and develop more specialised knowledge and skills. Most students will enter the course from the Elective course.

Music Extension

Unit Value: 1 Unit

Course Description

Students with an extended history of formal music involvement frequently reach a high level of musical sophistication and desire to specialise in their senior school years.

The purpose of the Extension course is to expand studies undertaken in Music 2 and is designed to focus the continuing development and refinement of student's advanced music knowledge and skills towards independent musicianship.

The Extension course offers a high degree of specialisation in Performance, Composition or Musicology in which each student follows an individual program of study. It provides an opportunity for musically and academically talented students to undertake a rigorous music study commensurate with their academic and musical sophistication.

Personal Development, Health & Physical Education

Unit Value: 2 Units

Course Description

Stage 6 PDHPE is both challenging and enjoyable. The course examines a range of issues that underpin health and physical activity in our society. It investigates measures needed to improve our health and ways in which physical performance can be enhanced. Students are provided with learning experiences that encourage critical and higher order thinking. They are required to critically analyse, evaluate, discuss, explain and describe a range of issues which relate to health and sport performance within society.

For whom is this subject intended

The stage 6 PDHPE course provides a great foundation for students interested in careers associated with: Health sciences (physiotherapy, nursing, sports medicine, nutrition, social work); sports administration and management; fitness training and sports coaching.

Main Topics Covered

Preliminary Course

Core

- Better Health for Individuals
- The Body in Motion

Options

- Outdoor Recreation
- First Aid

HSC Course

Core

- Health Priorities in Australia
- Factors Affecting Performance

Options

- Sports Medicine
- Improving Performance

Course Requirements:

Due to the quantity and diverse range of information this course is a very demanding course and unlike the Stage 4 & 5 PDHPE courses the Stage 6 HSC course has very little practical work and physical activity involved. The HSC PDHPE course requires the ability to analyse and evaluate what has been learnt and to apply this information to a range of diverse sporting and health contexts. Students also require an ability to compose intelligible concise extended written responses and a willingness to regularly revise what they have learnt.

N.B. Students may be required to attend a 3 day Outdoor Recreation Camp or various Outdoor Recreation Field Excursions as part of their Option in Outdoor Recreation in year 11. This may incur a cost to the student of up to \$300.

Physics

Unit Value: 2 Units

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.

To cope with the content in this course students must have a genuine interest in Science and Physics and have achieved at least a B grade in Science over the past two years.

Practical Requirement: 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 (15 hours).

Prerequisites: Students must meet the minimum requirements of the preliminary course in order to progress through to the HSC Course

Main Topics Covered

Preliminary Course

The Preliminary Course has four modules.

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

HSC Course

The HSC course comprises of the four modules:

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

Students selecting this course are strongly advised to seek the advice of their Year 10 Science teacher, Mr Davis as the Physics teacher or of the Curriculum Leader Dr Marecic.

Primary Industries – Certificate II

Unit Value: 2 Units - (Industry Curriculum Framework) Category B Course- Milton Campus

(This course has an external examination and can count towards the calculation of an ATAR.)

Course Description

This course provides an entry-level occupational outcome in horticulture. It enable students to work towards a Certificate II in Horticulture that underpins a range of work functions and job roles that can lead to a horticultural trade qualification. The course is competency based and the student's performance is assessed against prescribed industry standards. Students are encouraged to complete the HSC examination for inclusion in ATAR calculations.

Special Requirements – Students are required to have

- Work boots, long pants and a wide brimmed hat.

Course Content

Primary Industries (Horticulture) is organised around core units and a selection of elective units e.g.:

- Apply chemicals under supervision
- Participate in OHS processes
- Observe and report on weather
- Work effectively in the industry
- Participate in environmentally sustainable work practices
- Recognise plants
- Collect, prepare and preserve plant specimens
- Treat plant pests, diseases and disorders
- Operate tractors
- Carry out livestock observations
- Provide feed for livestock

Work Placement

Work placement is a mandatory component of this course. Students are required to undertake a minimum of 70 hours work placement within the Construction industry (240 hour course).

Pathways and Careers

Pathways from this qualification include a range of specialist qualifications at Certificate III level. Further training can involve an apprenticeship, traineeship or further studies at TAFE.

Possible job titles relevant to this qualification include:

- Horticulture worker
- Horticulture Assistant
- Landscaper

Course Costs

Students may be required to purchase personal protective equipment (trade shirt, work boots, safety glasses, hearing protection and dust mask).

Science Extension

Unit Value: 2 Units

Course Description

Science Extension is a 1 Unit course studied in Year 12. It is structured to provide opportunities for high achieving students to engage with complex concepts and theories and to critically evaluate new ideas and discoveries through contemporary data collection and scientific research.

For whom is this subject intended

The Science Extension course is designed to extend the knowledge, understanding and skills developed in the new 2 unit Science disciplines and provide greater opportunities for students with an aptitude in the STEM disciplines

Main Topics Covered

HSC Course

It contains features that are consistent with Stage 6 syllabuses including:

- The Foundations of Scientific Thinking
- The Scientific Research Proposal
- The Data, Evidence and Decisions
- The Scientific Research Report

Particular Course Requirements

Students must have successfully completed a Science in the Preliminary Course. Students selecting this course are strongly advised to seek the advice of the Curriculum Leader, Dr Marecic

Society and Culture

Unit Value: 2 Units

Course Description

The focus of Society and Culture Stage 6 is to explore the interaction of persons, societies, cultures, environments and time. Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling students to develop an understanding of:

- themselves
- their own society and culture
- societies and cultures of others.

Students are provided with the necessary concepts, skills and knowledge to explain patterns of behavior through the study of psychology and personal developmental theories, solve problems and actively contribute to local, national and global levels of society.

Society and Culture promotes students' awareness of the cultural continuities and changes within societies and cultures, through the focus studies of Popular Culture and the role of Hip Hop and Rock n Roll in contributing to social change; Belief Systems and Ideologies, including in-depth analysis of Hinduism, Buddhism, Communism and Capitalism; and Country focus studies which explore cultural similarities and differences as well as continuity and change over time. It provides them with skills to critically analyse different viewpoints about people, societies, cultures and environments, and their interactions across time. A Personal Interest Project (PIP) is done during the HSC year and allows students to investigate a research topic of their choice. This project is marked externally and contributes toward the final HSC result.

The study of Society and Culture prepares students for adult life by developing qualities associated with effective citizenship. In so doing, it forms a basis for moving towards a more just society through positive participation in community life and, social and cultural understanding.

Main Topics Covered

Preliminary Course

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

HSC Course

Core

- Personal Interest Project
- Social and Cultural Continuity and Change

Depth Studies

TWO to be chosen from the following:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Non-conformity

Studies of Religion

Unit Value: 2 Units

Course Description

HSC Studies of Religion (SOR) is an exciting and complementary option study at NAC.

Studies of Religion is an extremely relevant subject worthy of your consideration as citizens in an increasingly multicultural and globally connected world. It would suit someone who has an interest in understanding how beliefs and practices shape and give meaning to individuals and society.

Studies of Religion would interest anyone who enjoys humanities subjects. It is a systematic, challenging subject, requiring students to develop a solid grasp of the dimensions of religion and enable thoughtful analysis of differing faiths. The aim of the SOR syllabus is to promote an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

The 2 unit course studies include the nature of religion and belief, three of the major world religions (Buddhism, Judaism and Islam) and religion in Australia. Elective choices also allow historical study of religions of ancient origin eg: Viking (Nordic) Mythology) and Non Religion.

In the topic 'Religion & Ethics', students wrestle with issues of faith based decision making regarding War, Euthanasia, Sexual ethics, Abortion and Environmental exploitation.

The NESA authorised syllabus Studies of Religion (SOR) has been taught and examined in NSW schools for many years. SOR is among the top five courses in the New South Wales HSC in terms of total students. It is consistently a significant contributor to a large proportion of students' tertiary entrance ranks (ATAR).

Site Studies / Excursions

There are abundant study sites in the Shoalhaven, Illawarra, and Sydney, with all religions being represented. Excursions include the Nan Tien Temple, Cringila and Lakemba Mosques, and Christian Churches and Cathedrals.

One former student said of her experience in SOR: "I actually enjoyed learning about all the religious traditions and different beliefs ... it gave me a lot of respect, understanding and tolerance." This student is now in her first semester of a double Bachelor of Law and International Studies at the University of Sydney, with aspirations towards a diplomatic career.

Visual Arts

Unit Value: 2 Units

Course Description

Visual Arts is offered as a two year course completed over Yr 11 and Yr 12. It is 50% practical and 50% theoretical in nature. Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

Students will be encouraged to:

appreciate the characteristics of practice in the visual arts in artmaking, art criticism, and art history.

- appreciate the role and contribution of the artist in different societies and cultures.
- appreciate the material, physical, transient or virtual qualities of expressive forms of artworks.
- appreciate the different ways the world can be interpreted in the making of art and in the critical and historical interpretation of art.
- value the role of an audience as a body of critical consumers and appreciate opportunities to view artworks as audience members.
- value how their intellectual autonomy is advanced through the making of art and in the critical and historical investigation of art.

For whom is this subject intended

Any student with an interest in building conceptual and practical skills which can be applied in art, craft, design and related careers, and other real world contexts. Students' critical skills — analysis, reflection, judgement and appreciation of the visual arts and the world — can be applied in a range of contexts.

Main Topics Covered

Preliminary

The Preliminary course is broadly focused; whilst the course builds on Visual Arts courses in Stage 4 and 5, it also caters for students with more limited experience in Visual Arts. Topics include: Self and Identity –Portraits Through Time, Land Art –Site Specific Installation and A Social Response – Politics of Print.

HSC

The HSC course provides for deeper and more complex investigations. Topics include: Art in Australia –Tracking Our National Identity, Modern Art Movements, The Beginnings of Abstraction, and Postmodernism in a Hi Tech World.

Particular Course Requirements

- A development of a body of work and use of a process diary.
- A minimum of 5 case studies (4-10 hours each).
- Investigations in artmaking, art criticism and art history.

Forms will include drawing, painting, photomedia, time-based forms, printmaking, textiles and fibre, sculpture and ceramics.

Subject Preference	Pre-requisite requirements met	Teacher's Signature