



2024 - 2025

COLLEGIAN HANDBOOK

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Introduction

The Collegian Years are an exciting time as students begin identifying and establishing their future goals beyond school. It is a time of increasing independence, with students granted greater choice and opportunities. Their academic path on this journey is complemented by equally valuable co-curricular opportunities that support students to graduate as well-rounded adults, ready to participate as flourishing citizens in a rapidly changing world.

Building powerful learners is a key part of our mission as a school and the focus on how to learn well is vital in our collegian years. As students take on collegian studies, the habits of learning that they have cultivated over senior school years become more important than ever. Stretching those 'learning muscles' of resilience, resourcefulness, reflectiveness and reciprocity should take centre stage whilst restoration, our place in and response to God's grand design, provides the foundation and motivation.

This booklet provides information to help our students plan their Collegian years. It covers a wide range of programs on offer at Nowra Anglican College. The variety of courses available at Nowra Anglican College caters to the different interests and ability levels of our diverse student population. Students are encouraged to choose courses appropriate to their interests, needs and strengths. Once chosen, the College staff monitor and support each student to continually learn and improve in their chosen courses. This document outlines the steps involved in this subject selection process at Nowra Anglican College.

Students studying the ATAR-based Higher School Certificate conclude their studies with a series of external examinations (the HSC). Other students may choose to opt for a vocational HSC without pursuing an ATAR. 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 can be seen as a stepping stone to further educational opportunities.

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 that they believe will either make or break their career path forever. Rather than basing subject choice solely on career plans, students can choose subjects that will, on the basis of their own interests and abilities, maximise their opportunities for entry into higher vocational education.

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. 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.

Be assured of our prayers and support during this period.

Mr Brendan Gorman
Deputy Principal (Learning and Innovation)



A word from your Year Coordinator – Mr Daniel Toole

It is wonderful to have witnessed the growth of Year 10 and I look forward to this continuing as you move toward your Collegian years. There is an exciting time ahead as you commence the process of selecting subjects that interest you and may be helpful for future academic study or for your career. Selecting subjects with the right motivation in mind is important. There are staff that can assist you if you are not sure of the combinations or would like another perspective.

You will continue to be role models for younger students and this steps up a notch in these final years at Nowra Anglican College. Our approach is different in that we encourage Year 11 to take on the opportunity of becoming a leader in many of the various opportunities that exist.



It is vitally important that you make the most of your final two years of schooling. Join a Sports team, be a peer leader, join a musical group or start attending DIG in. There is much that you can do to ensure you enjoy your final years. There is an increased standard and some students find this stressful. Working together is so important, as is seeking to support one another. Build each other up, encourage each other and at the same time, celebrate the successes, achievements and show compassion when things aren't going to plan.

Strive to do the best you can, seek to constantly improve, to grow. Apply your feedback and ask questions. Shakespeare reminds us that 'nothing comes from nothing'.

Above all, take the time to explore what Christ has done for you. He is a light in a world that is full of darkness. Joshua 1:9 "be strong and courageous, be not afraid, so not be terrified, for the Lord your God is with you wherever you go".

I, along with the staff, look forward to supporting your ongoing school adventure.

God Bless.

Seizing Opportunities

On the final stretch of your journey with us at Nowra Anglican College, we are excited about your future. We want each of you to graduate from the College as well-rounded adults, ready to participate as citizens in a rapidly changing world.

So, we encourage you to continue to be involved in the many opportunities on offer whilst maintaining a balance between these and your academic studies. These include participation in activities such as music ensembles, sports teams, or the Duke of Edinburgh Awards Scheme.

Our approach to leadership is different. We encourage all Year 11 students to take up the opportunity of becoming a Prefect. If students put up their hand to say they would like to become a leader and they uphold the College values of Respect, Compassion and Wisdom, then they will be placed into our Prefect team. In addition, we offer leadership opportunities such as the election of College Captains and Vice-Captains, as well as participation in the Student Leaders' Forum.

There are personal development opportunities, 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 opportunities for participation and leadership in the Senior School Christian fellowship group, "Dig In".

Please talk to Mrs Sampson, Mr Bridges, Mr Gorman, or Mr Bell to map out a plan to have a great finish to Senior School.

Information about the HSC

The Higher School Certificate (HSC) is the highest educational award you can gain in NSW schools. It is an internationally recognised credential that is standards-based.

Listed below is some important information:

- English is the only compulsory subject in the HSC.
- Some universities apply specific course prerequisites, please refer to the University Admissions Centre (UAC) Guide for more information.

Assessment and reporting Information:

Additional information about the assessment and reporting of student achievement in the HSC is provided below:

- Assessments are standards-referenced to syllabus outcomes. Evidence is collected from a number and variety of activities and from observations over time. The teacher gathers evidence of students' achievement formally and informally, to make a judgement and to facilitate and monitor students' progress using syllabus outcomes.
- Standards describe what students are expected to know, understand and do at each stage and also how well the students have achieved the standard.
- Standards are described in NSW syllabuses through outcomes, content, and stage statements.
- Standards are aligned with one of six performance bands (Band 6 being the highest level of performance).
- Standards have 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.
- Course reports will also provide descriptions of what students know, understand, and can do in each performance band, which puts meaning into marks.

HSC Course

The HSC consists of:

- Year 11 Course, normally undertaken during the first three terms of Year 11.
- Year 12 Course which normally runs from the beginning of Term 4 in Year 11 until the end of Term 3 in Year 12. HSC examinations start at the beginning of Term 4 in Year 12.



HSC Course Information

There are different types of courses that you can select to study in Years 11 and 12 - Board Developed Courses and Board Endorsed Courses.

NESA

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 a quality curriculum and awarding secondary school credentials, the Record of School Achievement (RoSA), and the Higher School Certificate.

Board Developed Courses

Board Developed Courses are developed by NESA and all students in the state study the same course content and complete the same HSC examination. These courses may contribute to the calculation of a student's ATAR.

The majority of courses available for study in the HSC have been developed by NESA. NESA has written a syllabus and supporting material for each subject.

These contain:

- the course objectives, structure, content and outcomes;
- specific course requirements;
- assessment requirements;
- sample examination papers and marking guidelines; and
- 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 offered at NAC are Industry Curriculum Framework Courses (ICF) or Board Developed Courses and their specific purpose is to enable students to study courses that 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 requirements of the course.

Work placement

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

For more information on VET courses please see the Head of Vocational Education and Training (VET).

Board Endorsed Courses

Board Endorsed Courses have syllabuses endorsed by NESA to cater for a wide candidature in areas of specific need not served by Board Developed Courses. These courses may offer an alternative career path for students.

Understanding Units of Study

The unit value for subjects in the HSC Courses 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 Year 11 and a minimum of 10 units in Year 12. If students undertake more than the required minimum, all units will be shown on their Record of School Achievement. However, only the best 10 HSC units (including 2 units of English) will be used for the calculation of a student's ATAR.

The College recommends that students complete more than the minimum requirements during Year 12. Hence we advise that all students commencing their HSC have 11 or 12 units in their pattern of study.

For each unit of study, NESA requires a minimum course time of 60 hours. Therefore, a 2 unit course will run for 120 hours. Homework, assignments and other course-related activities are in addition to this. For the HSC, 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. The courses offered at NAC are all of 1 or 2 units in value. Extension courses are discrete courses designed to extend upon knowledge and skills in the related 2 unit course.

Extension courses, which all carry a value of 1 unit, are available in Year 11 in English and Mathematics only. Two Extension 2 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, Science and some languages in Year 12. Extension courses can only be taken by students who are also undertaking the highest 2 unit course in that subject (e.g. English Advanced, Mathematics Advanced, etc).

NSW Educational Standards Authority (NESA) HSC Requirements

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

1. have gained the Record of School Achievement or such other qualifications as NESA considers satisfactory;
2. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
3. have completed HSC: All My Own Work;
4. have demonstrated a minimum standard of literacy and numeracy;
5. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
6. sit for, and make a serious attempt at, the requisite Higher School Certificate examinations.

To qualify for the HSC, students must satisfactorily complete a pattern of study in Year 11, comprising at least 12 units, and a Year 12 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 Board Developed or Board Endorsed Courses); and
- at least four subjects.

For students interested in the sciences, a student may count a maximum of six units in Year 11 and seven units in Year 12 from courses in science.

The following course completion criteria refer to both Year 11 and Year 12 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 (this includes satisfactory school attendance); and
- achieved some or all of the course outcomes.

Attendance Requirements

While NESA 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, known as an N-Award Determination Letter (N for non-completion), must relate the student's absence to the non-completion of course requirements.

At Nowra Anglican College, 85% attendance is considered a minimum. Exceptional cases involving less than 85% attendance need to be approved by the Principal. There are to be no unexplained absences. Attendance deemed unsatisfactory will proceed to a *Review Process*.

Minimum Standards Test

A student must meet predetermined minimum standards in literacy and numeracy to be eligible to receive the HSC. Students will sit online tests in reading, writing and numeracy. Results are placed in one of four levels. For a student to meet the minimum standards in literacy and numeracy they will need to score a level 3 or higher in each of the tests. Students can begin sitting the tests in Year 10. Students get four attempts to meet the minimum standards each year and may attempt the tests in Years 10, 11 and even Year 12 if necessary.

Where a student fails to meet the minimum standard they will not receive their HSC. However, they will still qualify to receive their Record of School Achievement (ROSA) which will show the subjects they have undertaken and the results they received for each of the courses completed.

Assessment and Reporting

Assessment of student achievement, and 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, on a semester basis, similar to those received in Years 7 to 10.

Students will also receive detailed feedback for each assessment task undertaken which will indicate both what has been achieved in the task and what needs to be done to improve on the current standard of performance. Assessment marks will also be available to parents via the Parent Portal (Edumate). All assessments undertaken will be in line with the standards-based approach adopted for the HSC.

An explanation of the HSC results that each student receive follows.

NESA, as the accrediting body for this award, provides all students who complete the HSC with the following:

Testamur

A formal recognition that the student has undertaken and satisfied all requirements for the HSC.

Record of School Achievement

A summary of results, with a statement of Stage 5 Courses and Year 11 Courses completed and the grades awarded, examination marks, the moderated assessment marks and level of performance for HSC courses completed.

A Course Report

This is provided for all courses in which a student sits an examination. The report provides 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; and
- a graph showing the statewide distribution of marks for each course and the student's statewide 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 for 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 a student's 'raw' examination marks are aligned (or transferred) to the HSC performance scale. NESA appoints judges to decide 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)

Many students use the HSC qualification to gain an Australian Tertiary Admission Rank (ATAR). The ATAR is overseen by 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 performances in that cohort across Australia.**

To be eligible for an ATAR, a student must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by NESA. From 2025 there will be no distinction between Category A or Category B courses.

These courses must include at least:

- ten (10) units of Board Developed Courses;
- two (2) units of English (where English Studies has been undertaken, the student **MUST** do the optional HSC examination for the course to be counted in the calculation of the ATAR);
- three (3) Board Developed Courses of two units or greater;
- four (4) subject areas

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

- the best two (2) units of English; and
- the best eight (8) units from the remaining units

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 most recent attempt will be available for inclusion in the ATAR.

Board Developed Courses have a HSC Examination. Some VET courses have an optional HSC examination, to be able to be included in the calculation of the ATAR the student **must** sit the optional HSC examination in that subject. Board Endorsed Courses do not offer an optional HSC examination. The student will need to check with the course provider about whether there is an optional HSC examination. Where this option exists, the student will then need to ensure that they have been entered with NESA for the optional exam.

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 mark, for each course, is scaled and then aggregated across ten (10) 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 1% of students who achieved an ATAR each year.

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 - 'Steps to Uni 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 participating institutions have listed the areas of study that they plan to offer in 2025. Where applicable, the participating institutions have shown details of:

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

There is a range of other resources that can be accessed from the UAC website <http://www.uac.edu.au>.

They include

- information about planning to go to University for Year 10 students - <https://www.uac.edu.au/future-applicants/year-10-students>;
- The Subject Compass which helps you make decisions about which subjects to choose - <https://www.uac.edu.au/future-applicants/subject-compass>; and
- information about the ATAR - <https://www.uac.edu.au/future-applicants/atar>.

HSC Courses offered at NAC

The majority of courses on offer will be delivered at NAC. Some courses can be studied via Distance Education or TAFE offsite. Students who are interested in studying courses not offered at NAC should approach the Head of Studies to discuss this individually.

Please note, that not all subjects listed below will necessarily be on offer in any given year. The subject selection process will provide us with the information to determine the demand for subjects and determine which subjects are selected to run on timetable lines.

- Students must choose an English subject (English Advanced, English Standard, or English Studies).
- Students must choose a religion course (Studies of Religion I (1 unit), Studies of Religion II (2 unit), or Christian Studies).
- Students may choose to participate in Representative Sport for the College. If so, a maximum of two sports can be participated in which can be chosen. Any additional representation must be approved by the Head of Senior School and parents to ensure impact on their studies is appropriately considered.

The following courses are offered at NAC:

Year 11 and Year 12	
Agriculture	Industrial Technology – Timber Products & Furniture Technologies
Ancient History	Investigating Science
Biology	Japanese (Beginners) & Japanese (Continuers)
Business Studies	Legal Studies
Chemistry	Mathematics Standard
Community and Family Studies	Mathematics Advanced
Dance	Modern History
Design & Technology	Music 1
Drama	Music 2
Earth & Environmental Science	Personal Development, Health & Physical Education
Economics	Physics
Engineering Studies	Society & Culture
English Standard	Software Engineering
English Studies	Studies of Religion 1 Unit
English Advanced	Studies of Religion 2 Unit
French (Beginners) & French (Continuers)	Visual Arts
Geography	
Year 11 Extension	
English Extension 1	Mathematics Extension 1
Year 12 Extension	
English Extension 1 & 2	Mathematics Extension 1 & 2
French Extension	Music Extension
History Extension (Ancient and Modern)	Science Extension (alongside any Science subject)
Vocational Education & Training (VET) Courses	
Entertainment Industry (ICF)	Electrotechnology (ICF)
Construction Pathways (ICF)	Hospitality - Kitchen Operations (ICF)
Board Endorsed subject – no HSC Examination	
Sport Lifestyle and Recreation (SLR)	

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**. For additional information about the course costs please see the Head of VET or the Head of Studies.

Representative Sport

In the Collegian years, weekly sport is not compulsory because sport time is often used for offline class lessons. However, you can choose to participate in Representative Sport. This participation is limited to a maximum of one sport per semester to ensure you can maintain your coursework requirements for each of your subjects. If you nominate to participate in Representative Sport, you can choose sports from the following options listed below.

Representative Sport options

Athletics	Netball
Basketball	Rugby
Cricket	Rugby 7s
Cross Country	Surfing
Football	Swimming
Mountain Biking	Touch Football

Suggested Course Prerequisites

This information is provided to enable students and parents to make informed choices with regard 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 or Head of Studies in relation to their enrolment in these subjects.

<i>Subject</i>	<i>Internal Results</i>
English Advanced	Consistently > 65%
English Extension	Consistently > 75%
Mathematics Advanced	Consistently > 70% in Maths 5.3 Consistently > 80% in Maths 5.2
Mathematics Ext 1	Consistently > 80% in Maths 5.3
History Extension	Consistently >80% in Year 11 Ancient or Modern History
*Chemistry	Science result consistently > 80% Consistently > 70% Maths 5.3 Consistently > 80% in Maths 5.2
*Physics	Science result consistently > 80% Consistently > 70% Maths 5.3 Consistently > 80% in Maths 5.2
*Science Extension	Consistently >80% in at least one Year 11 Science Course Must be doing a Year 12 Science Course and is negotiated with Head of Science
Music Extension	Entry by negotiation with Head of Performing Arts

* Requires students to be enrolled in Mathematics Advanced

HSC Exams and Major Works

Subject	Major Work	Length of Exam (hours)
Agriculture		3
Ancient History		3
Biology		3
Business Studies		3
Chemistry		3
Christian Studies		-
Community and Family Studies (CAFS)		3
Construction VET	work placement	2
Dance	performance	1
Design and Technology	major work	1 ½
Drama	performance	1 ½
Earth and Environmental Science		3
Economics		3
Electrotechnology VET	work placement	2
Engineering Studies		3
English Advanced		1 ½ and 2
English Extension 1		2
English Extension 2	major work	-
English Standard		1 ½ and 2
English Studies		2 ½
Entertainment Industries VET	work placement	2
French	oral	2 ½
Geography	investigation Yr 11	3
History Extension 1	major project	2
Hospitality VET	work placement	2
Industrial Technology - Timber Products and Furniture Technologies	major work	1 ½
Investigating Science		3
Japanese	oral	B 2 ½ C 3
Legal Studies		3
Mathematics Advanced		3
Mathematics Extension 1		2
Mathematics Extension 2		3
Mathematics Standard		2 ½
Modern History		3
Music 1	performance	1
Music 2	performance	1 ½
Music Extension 1	major project	-
Personal Development, Health & Physical Education		3
Physics		3
Science Extension 1	project	2
Society and Culture	PIP	2
Software Engineering		3
Sport, Lifestyle and Recreation (SLR)		-
Studies of Religion I		1 ½
Studies of Religion II		3
Visual Arts	major work	1 ½

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, including teacher and room availability, but the greatest consideration is given to student choice. Please note that not all subjects will necessarily be on offer in any given year. The subject selection process will provide us with the information to make a determination about the demand for subjects. With so many students making choices it is impossible to satisfy all student wishes, however, this process involves the use of software to analyse student choices and considers other timetable constraints to arrive at the best possible solution. After the draft subject lines are published, a period of consultation will begin with students and their parents/carers to either confirm their pattern of study for 2024 or make adjustments if needed.

Subject Selection Timeline and Process

Week 2B - Year meeting Wednesday 3 May 2023	Morrisby Careers - "Aspirations" This is an online career profiling survey that will assist students to develop career and study plans which would be useful for Stage 6 and in the subject selection process.
Week 3A Wednesday 10 May 2023	Illawarra Careers Expo The Illawarra Schools Careers Expo provides quality school to work, education and training links, industry knowledge and information for Year 9, 10, 11 & 12 students from both Illawarra and Shoalhaven schools.
Week 3A THRIVE time Thursday 11 May 2023	Academic Overview from Head of Studies This time will be used to discuss the Collegian Handbook.
Week 4B Thursday 18 May 2023	Collegian Subject Expo Students will have discussion about how to choose subjects and will be encouraged to use a scaffold to formulate questions, thinking and wonderings, and organise a program of the subject areas they wish to visit during the Expo. Each Faculty will be providing a showcase of HSC subjects offered at Nowra Anglican College during period 4.
Week 5A Thursday 25 May 2023 6:30-8:00 pm	Collegian Information Night This will involve presentations about how Nowra Anglican College offers a comprehensive approach to HSC success for every student and will be followed by a Q&A style session with the Executive Staff and Heads of Department where parents/carers can ask any pressing questions about the subject selection process.
Week 5A Friday 26 May 2023	Subject Selection Survey opens

Week 6B Wednesday 31 May 2023	Subject Selection Survey closes Students are asked to finalise their preferences for subject combinations during THRIVE time (if not already completed).
Week 6B Thursday 1 June 2023	Subject lines created Subject lines will be constructed to allow our students to select from a wide range of courses in line with their needs and interests.
Week 7A	Subject lines released Students will be able to discuss their subject choices and how they fit within the subject lines with their parents.
Week 9A Thursday 22 June 2023	Subject Selection Interviews Students and parents will participate in a subject selection interview to finalise subject choices. Students are encouraged to choose subjects that align with their needs, abilities and interests, including career aspirations. A panel comprising an Executive Teacher and Head of Department will consult with the student and their family while referencing career surveys, reports and feedback.
Week 9A	Subjects lines finalised Year 10 Students and parents sign off on final subject selections for Year 11, 2024. Students to return signed form Term 3, Week 1.
Term 4, 2023 Week 5B	Work Experience
Term 4, 2023	All My Own Work This course is a mandatory course set by NESA which must be completed prior to commencing Year 11 and will be completed during lessons, schedule TBA.

Changing Subjects

Once the above timeline is complete, students will still be able to make changes to their subject selections, **during Term 1 Weeks 1-4 of 2024. No changes can be made after Week 4 of Term 1, 2024** This means that it is important to choose carefully and talk through your subject choices with your teachers. Make sure that you are aware of the requirements of the subject 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 chose three elective subjects, however, now all your subjects have some element of choice associated with them. In making these decisions, you and your parents are encouraged to consult with a number of people, including people who have expertise outside of the College environment.

There are 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. 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 have a subject selection interview with their parents and an expert panel before making their final subject selection.

General advice

- | | |
|-----------------|--|
| • Mrs Sampson | Principal |
| • Mr Gorman | Deputy Principal (Learning and Innovation) |
| • Mr Bridges | Deputy Principal (Wellbeing and Growth) |
| • Mr Bell | Head of Senior School |
| • Mr Hogan | Director of Wellbeing |
| • Mrs Witenden | Pathways & Partnerships Coordinator, Social Sciences Teacher |
| • Mr Ewing | Head of VET |
| • Mrs Valentine | Head of Studies |

Subject specific advice (Heads of Department)

- | | |
|-----------------|--|
| • Ms Richardson | English |
| • Mr Macdonald | Mathematics |
| • Mr Vimpany | Christian Studies |
| • Mrs Filmalter | Science |
| • Mr Ball | PDHPE |
| • Mr Mitchell | Social Sciences |
| • Ms Reynolds | Humanities |
| • Ms McIntosh | Creative and Performing Arts |
| • Mr Whitehouse | Technology & Applied Studies and Visual Arts |
| • Mr Ewing | Vocational Education & Training |

More Information

Please visit the NESA website to see the syllabus documents relating to all the courses offered:

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/index.html

You may also find the Universities Admission Guide subject compass useful for subject selection.

<https://www.uac.edu.au/future-applicants/subject-compass>

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. It can also be a somewhat stressful and demanding time as students find ways to establish work and study habits, find a 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 Coordinator and Homeroom Teachers

The Year Coordinator is responsible for overseeing the wellbeing of all 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 meet for THRIVE time daily. 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 support for the student, parent and other teachers, should there be a concern.

Pastoral time, THRIVE and Year Meetings

Throughout the year, students will participate in the pastoral program, THRIVE, where they will be guided through a series of topics to proactively support their wellbeing and equip them to prepare for both the HSC and life after school. This program will be presented by the support staff specific to their year group; Homeroom teachers, Year Coordinator, College Psychologists, and may occasionally involve guest speakers.

Year 12 Mentors

Year 12 students are offered the opportunity to have a member of staff as a mentor. Staff nominate themselves to be part of the program and students nominate three staff that they would like as mentors. Students and staff are then matched to ensure that all students are working with a staff member of their choice. Mentors offer guidance, support and encouragement and act 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 (Learning and Innovation) | Mr Brendan Gorman (bgorman@stras.nsw.edu.au) |
| • Deputy Principal (Wellbeing and Growth) | Mr Ben Bridges (bbridges@stras.nsw.edu.au) |
| • Head of Senior School | Mr Nathan Bell (nbell@stras.nsw.edu.au) |
| • Head of Studies | Mrs Narelle Valentine (nvalentine@stras.nsw.edu.au) |
| • College Psychologists | Ann-Maree Wheeler (awheeler@stras.nsw.edu.au)
Rebecca Walker (rwalker@stras.nsw.edu.au) |
| • Director of Student Wellbeing | Mr Ethan Hogan (ehogan@stras.nsw.edu.au) |
| • Pathways and Partnerships Coordinator | Mrs Natalie Witenden (nwitenden@stras.nsw.edu.au) |
| • Head of Diverse Learning | Ms Bronwyn Payne (bpayne@stras.nsw.edu.au) |
| • Aboriginal Education Mentor | Mrs Amy Garlett (agarlett@stras.nsw.edu.au) |
| • Defence School Mentor | Mrs Kimberley Wadey (kwadey@stras.nsw.edu.au) |

Subject Descriptions

Religious Education

Christian Studies

2 periods / cycle

This is a School Endorsed Course and will not appear on the RoSA or HSC.

No HSC examination.

Compulsory subject unless Studies of Religion is chosen.

Course Outline

Stage 6 Christian Studies is designed to help students explore, question and better understand a variety of topics that relate to the Christian faith.

Topics include:

- **Big Questions** – explores important concepts to do with the Christian faith, such as whether the Bible is reliable, the relationship between science and Christianity, and how the human experience of suffering fits in with the Christian notion of a good God.
- **Human Dignity** – allows students to think critically and respond sensitively to key topics ranging from birth, death, disability, poverty, and gender and racial equality.
- **Worldviews** – explores a collection of attitudes, values, stories and expectations about the world around us, which can inform our thoughts and actions. This unit helps students to navigate their way beyond the school gate with a framework through which to filter the dominant voices of our secular culture
- **Ethics** - A systematic study of the major ethical frameworks, including a biblical model, helping students become reflective and intentional in their ethical and moral decisions.
- **Technology & Humanity** – allows students to investigate topics such as screen addiction, the pressures of social media, what true friendship can look like, the universal problem of distraction, and more.

During the course, students:

- locate, select and appropriately present their research work, developing competence in *collecting, analysing and organising information*
- debate, describe, discuss and explain issues in written and oral forms, developing competence in *communicating ideas and information*
- plan, prepare and present a range of tasks, developing competency in *planning and organising activities*
- cooperate with individuals and groups, developing competence in *working with others and in a team*
- develop, implement and evaluate solutions to problems, developing competence in *solving problems*

Studies of Religion II

Unit Value: 2 Unit

Introduction

HSC Studies of Religion (SOR) prepares students to be informed citizens in an increasingly multicultural and globally connected world. It enables students to understand how beliefs and practices shape and give meaning to individuals and society.

Course Outline

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 course content promotes 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.

Year 11 Course

- The nature of religion and belief
- Introduction to three major world religions (Buddhism, Islam and Christianity)
- Indigenous religion in Australia
- Elective choices (Religions of ancient origin: Viking (Nordic) Mythology) and Mayan mythology

Year 12 Course

- Religion in Australia Post - 1945
- Depth Studies into 3 Major Religions including:
 - Buddhism (14th Dalai Lama, Buddhist Bioethics and Temple Puja)
 - Christianity (Rev. Billy Graham, Christian Bioethics and Baptism)
 - Islam (Mystical Islam (Sufism), Islamic Bioethics and Friday Prayers at the Mosque)
 - Note: Bioethics includes abortion, euthanasia, embryonic stem cell research and cloning
- Religion and Peace
- Religion and Non-religion

Studies of Religion I

Unit Value: 1 Unit

Exclusions: Studies of Religion II

Introduction

Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Course Outline

Year 11 Course

- Nature of Religion and Beliefs
 - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- **Two** Religious Traditions Studies from:
 - Buddhism, Christianity, Hinduism, Islam, Judaism
 - Origins
 - Principal beliefs
 - Sacred texts and writings
 - Core ethical teachings
 - Personal devotion/expression of faith/observance.

Year 12 Course

- Religion and Belief Systems in Australia post - 1945
 - Religious expression in Australia's multi-cultural and multi-faith society since 1945
 - Aboriginal spiritualities and religious expression in Australia today.
- **TWO** Religious Tradition Depth Studies from:
 - Buddhism, Christianity, Hinduism, Islam, Judaism
 - Significant people and ideas (14th Dalai Lama, Rev Billy Graham, Mystical Islam (Sufism)
 - Ethical teachings in the religious tradition about bioethics (Abortion, Euthanasia)
 - Significant practices in the life of adherents (Temple Puja, Baptism, Hajj pilgrimage)

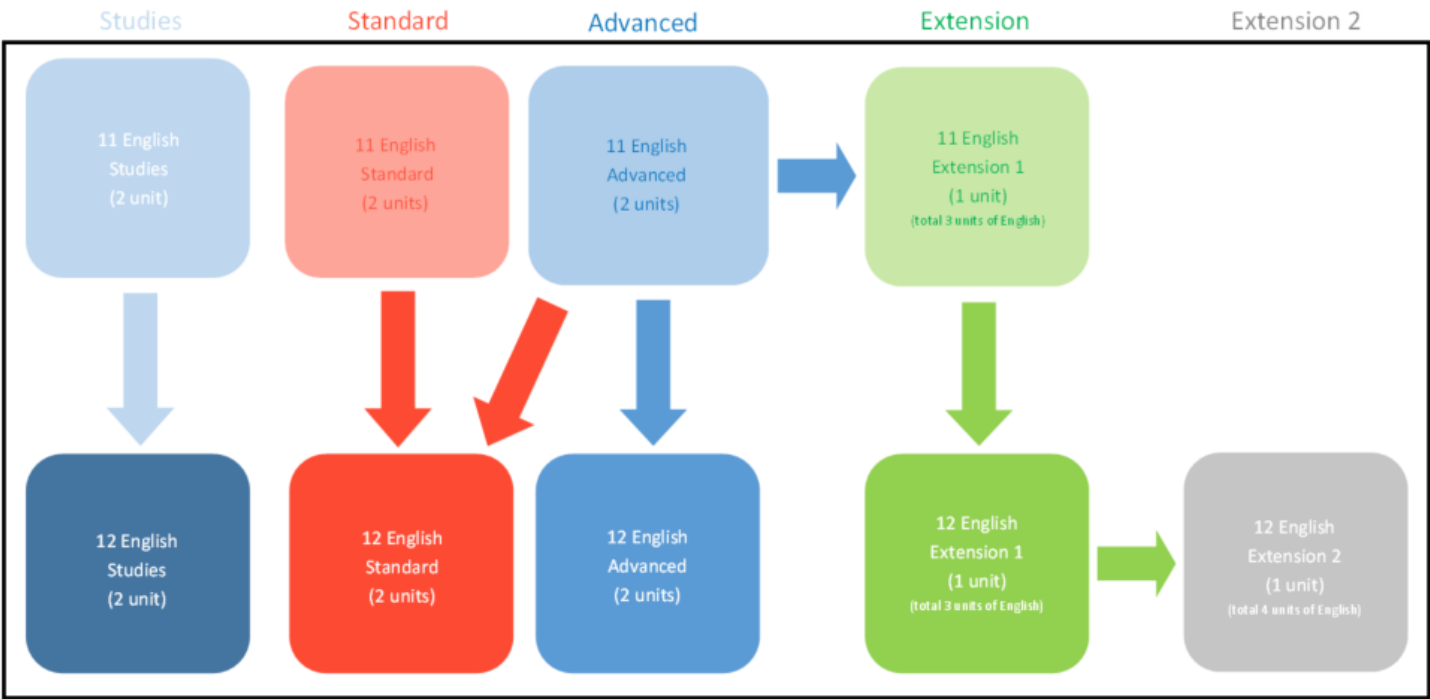
English

Course Outline

The Stage 6 English courses cater for a broad range of student abilities and provide challenging opportunities for extension for our students. The courses on offer are diverse and students should select the English course that best meets their personal interests and needs.

In order to fulfil the requirements for the Higher School Certificate

- Students must choose either English Advanced OR English Standard OR English Studies.
- 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 English Advanced



English Advanced

Unit Value: 2 Unit

Introduction

The Advanced course provides students with the opportunity to explore complex ideas in challenging texts, evaluate the sophisticated ways that language can be used to communicate meaning and to enjoy the study of literature.

Course Outline

Year 11 Course

- Common Module: Reading to Write
- Module A – Narratives that Shape our World
- Module B – Critical Study of Literature

In the Year 11 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.

Year 12 Course

- Common Module: Texts and Human Experiences
- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: The Craft of Writing

The Year 12 English Advanced course requires the close study of FOUR prescribed texts, one drawn from each of the following categories:

- Shakespearean Drama
- Prose fiction
- Poetry OR drama
- A remaining text that may be non-fiction, film, media or digital text OR a selection from one of the categories above.

PLUS, at least TWO short prescribed texts for Module C: The Craft of Writing.

English Standard

Unit Value: 2 Unit

Introduction

The English Standard course provides students with the opportunity to analyse, study and enjoy a variety of English texts and to become confident and effective communicators.

Course Outline

Year 11 Course

- Common Module: Reading to Write
- Module A: Contemporary Possibilities
- Module B: Close Study of Literature

In the Year 11 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.

Year 12 Course

- Common Module: Texts and Human Experiences
- Module A: Language, Identity and Culture
- Module B: Close Study of Literature
- Module C: The Craft of Writing

The Year 12 English Standard course requires the close study of THREE types of prescribed texts, one drawn from each of the following categories:

- Prose fiction
- Poetry OR drama
- Non-fiction OR film OR media

PLUS, at least TWO short prescribed texts for Module C: The Craft of Writing.

English Studies

Unit Value: 2 Unit (ATAR Accredited)

Introduction

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to consolidate their literacy skills. Students will study and enjoy a variety of texts from a range of contexts.

Course Outline

Year 11 Course

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

Students are required to:

- Read, view, listen to and compose a wide range of texts
- Study at least one substantial print text
- Study at least one substantial multimodal text

Year 12 Course

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

Students are required to:

- Read, view, listen to and compose a wide range of texts
- Study at least one substantial print text
- Study at least one substantial multimodal text

English Extension 1

Unit Value: 1 unit for each of Year 11 and Year 12

Introduction

The Year 11 and Year 12 English Extension courses enable students who are accomplished, analytical and imaginative in their use of English to refine their personal voice. 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 provide students with the opportunity to pursue areas of interest with increasing independence.

Prerequisites

- English Advanced Course
- Year 11 English Extension course is the prerequisite for Year 12 English Extension 1
- Year 12 English Extension 1 is the prerequisite for Year 12 English Extension 2

Course Outline

Year 11 Course

In the Year 11 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 an Independent Related Project, in which they develop independent research skills and demonstrate the knowledge, understanding and skills of the module: Texts, Culture and Value.

Year 12 Course

In this course, students explore the representation of complex individual and collective lives within literary worlds. Students study a Common Module, a conceptual study of Literary Worlds, and THREE prescribed texts as part of the Elective option, Worlds of Upheaval.

English Extension 2

Unit Value: 1 unit in Year 12 only

Overview

In this course, students develop a sustained composition (Major Work + Reflection Statement) and document their research and composition processes in a Major Work Journal.

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

The Major Work may take the form of either:

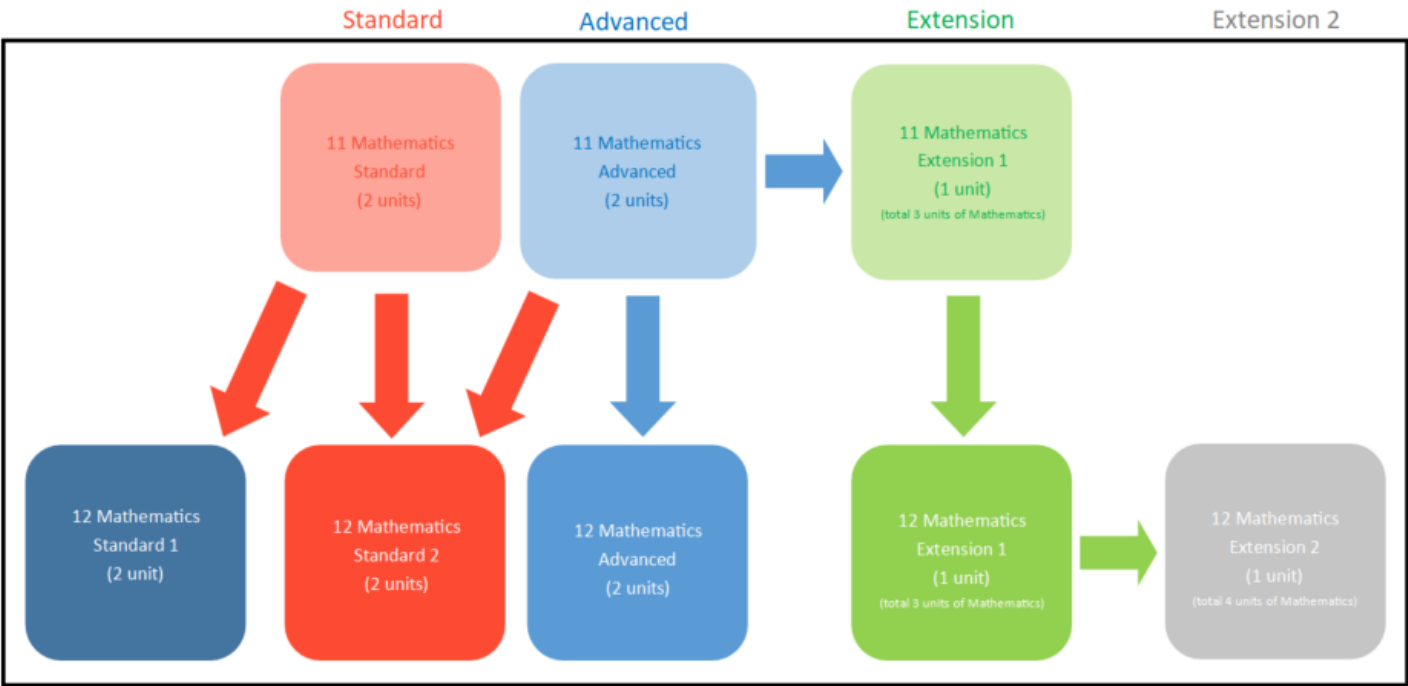
- Short Fiction – 5000-6000 words
- Creative non-fiction - 5000-6000 words
- Poetry – up to 3000 words
- Critical Response – 4000-5000 words
- Scripts: short film, TV, drama – no more than 25 minutes performance time
- Podcasts: drama, storytelling, speeches, performance poetry - no more than 15 minutes playing time
- Multimedia – 7-8 minutes playing time

Mathematics

Overview

The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically through questioning, communicating, reasoning and reflecting. They promote development of 21st-century knowledge, skills, understanding, values and attitudes and provide a challenge. Students generalise, find connections, think critically and creatively, using appropriate technology to support mathematical activity.

The three 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.



Mathematics Standard

Unit Value: 2 Unit

Introduction

The direction taken by the Mathematics Standard focuses 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.

Future Pathways

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 and the humanities.

Course Outline

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.

Year 11 and Year 12 Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks (Year 12 only)

Mathematics Advanced

Unit Value: 2 Unit

Introduction

The Mathematics Advanced course is intended to give students an understanding of, and competence in, some further aspects of mathematics which are applicable to the real world.

Pre-requisites

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 either a sound level of competence across the topics in the Mathematics 5.3 course or a very high level of competence across all the topics in the Mathematics 5.2 course.

Future Pathways

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.

Course Outline

Year 11 and Year 12 Course

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

Mathematics Extension 1

Unit Value: 1 Unit

Introduction

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.

Pre-requisites

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

Future Pathways

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 in Year 12.

Course Outline

Year 11 Course

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

Year 12 Course

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

Mathematics Extension 2

Unit Value: 1 Unit in Year 12 only

Introduction

Mathematics Extension 2 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.

Mathematics Extension 2, offers a more extensive treatment of certain topics than is offered in other Mathematics courses.

Pre-requisites

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 Year 11 Mathematics Extension 1).

Future Pathways

The course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation study of the subject at tertiary level.

Course Outline

Year 12 Course

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics

Science

Biology

Unit Value: 2 Unit

Introduction

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.

Pre-requisites

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 their achievement grades in Science over the past two years.

Students must meet the minimum requirements of the Year 11 course to progress through to the Year 12 course.

Course Outline

Year 11 Course

The Year 11 Course has 4 modules:

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

Year 12 Course

The Year 12 course comprises of the 4 modules:

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

Additional Requirements

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 (30 hours). One fieldwork exercise must be completed in Year 11.

Chemistry

Unit Value: 2 Unit

Introduction

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.

Pre-requisites

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. Students will also need to be enrolled in Mathematics Advanced in Year 11.

Students must meet the minimum requirements of the Year 11 course in order to progress through to the Year 12 course.

Course Outline

Year 11 Course

The Year 11 Course has 4 modules:

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

Year 12 Course

The Year 12 course comprises of the 4 modules:

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

Additional Requirements

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 and depth studies (15 hours).

Earth and Environmental Science

Unit Value: 2 Unit

Introduction

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.

Pre-requisites

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. Students must meet the minimum requirements of the Year 11 course in order to progress through to the Year 12 Course.

Course Outline

Year 11 Course

The Year 11 Course has 4 modules:

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

Year 12 Course

The Year 12 course comprises of the 4 modules:

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

Additional Requirements

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 (30 hours). One fieldwork exercise must be completed in Year 11 and one in Year 12.

Investigating Science

Core Units: 2 unit

Introduction

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

Pre-requisites

Students must meet the minimum requirements of the Year 11 course in order to progress through to the Year 12 course.

Course Outline

Year 11 Course

The Year 11 Course has 4 modules:

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

Year 12 Course

The Year 12 course comprises of the 4 modules:

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

Additional Requirements

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).

Physics

Unit Value: 2 Unit

Introduction

The study of Stage 6 Physics involves students gaining an understanding of forces, energy, matter and motion in space and time. Students will investigate a diverse range of concepts from the minute scales of nuclear particles to the expansive universe, with the aim of gaining a better understanding of the physical world and its workings. Stage 6 Physics enables students to apply Working Scientifically skills to examine the theories, laws, models systems and structures of physics and their applications.

Pre-requisites

To cope with the content in this course, students must have a genuine interest in Science and Physics, have achieved at least a B grade in Science over the past two years and students will also need to be enrolled in Mathematics Advanced in Year 11.

Students must meet the minimum requirements of the Year 11 course in order to progress through to the Year 12 course.

Course Outline

Year 11 Course

The Year 11 Course has four modules:

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

Year 12 Course

The Year 12 course comprises of the four modules:

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

Additional Requirements

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).

Science Extension 1

Unit Value: 1 Unit Year 12 only

Introduction

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

Pre-requisites

Students must have successfully completed a Science in the Year 11 Course and are continuing at least one Year 12 Course in Science. Students must also have an interest in scientific research to undertake this course. The course aims to extend the knowledge, understanding and skills developed in their 2 unit course and provide greater opportunities for students with an aptitude in the STEM disciplines.

Course Outline

Year 12 Course

Extension Science contains modules that are consistent with Stage 6 syllabus including:

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

Additional Requirements

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

Students must be able to work independently, be great at managing their time and write a scientific research report or paper (approximately 2500 -3000 words).

HSIE

Ancient History

Unit Value: 2 Unit

Introduction

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

Course Overview

Year 11 Course

- The Nature of Ancient History
- Features of Ancient Societies
- Historical Investigation

Year 12 Course

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- Ancient Societies
- Personalities in their Times
- Historical Periods

Business Studies

Unit Value: 2 Unit

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 any employment situation they will encounter in their working life. Business Studies provides students with an opportunity to bridge the gap between College and work and develops a range of business-related skills.

Future pathways

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 and Law.

Course Overview

Year 11 Course

- Nature of Business
- Business Management
- Business Planning

Year 12 Course

- Operations
- Marketing
- Finance
- Human Resource Management

Additional Requirements

In the Year 11 course, there is a research project, investigating the operation of a small business or planning the establishment of a small business.

Economics

Unit Value: 2 Unit

Introduction

Economics provides students with an understanding 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.

Future Pathways

Economics is ideal for students who are interested in pursuing courses related to management and business and students who would like to broaden their knowledge on the everyday economic forces shaping our society.

Course Overview

Year 11 Course

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

Year 12 Course

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

Note: Stage 5 Elective Commerce is an advantage but NOT a prerequisite for Economics.

Geography

Unit Value: 2 Unit

Introduction

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

The Year 12 course is structured in a way which fosters deeper connections between the skills and the content knowledge acquired in the preliminary course. 'Unit 1 Global Sustainability' investigates the contemporary world, including principles of, and actions for, sustainability, whilst 'Unit 2 Rural and Urban Places' examines the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale. 'Unit 3 Ecosystems and Global Biodiversity' explores the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity.

Pre-requisites

Completion of the Stage 5 Geography course.

Future Pathways

This subject is intended for students desiring a career in environmentally related disciplines such as Environmental management e.g.: National Parks and Wildlife Service, Coastcare and Sustainable agriculture. 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.

Course Overview

Year 11 Course

- Earth's Natural Systems
- People, Patterns and Processes
- Human-environment Interactions
- Geographical Investigation

Year 12 Course

- Global Sustainability
- Rural and Urban Places
- Ecosystems and Global Biodiversity

Additional Requirements

The Geographical Investigation project is a compulsory part of the Year 11 course as well as 12 hours of fieldwork for each year.

History Extension 1

Unit Value: 1 Unit in Year 12 only

Introduction

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 in relation to historiography and historical enquiry and communication.

Pre-requisites

Stage 6 Ancient History or Modern History. This course is available in Year 12 only.

Course Outline

Year 12 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

Legal Studies

Unit Value: 2 Unit

Introduction

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 Stage 6 Legal Studies 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.

Future Pathways

Legal Studies 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.

Course Overview

Year 11 Course

The Year 11 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: Young people and the law, Indigenous Australians, Women, Migrants, Outlaw Motorcycle Gangs, and Events which Highlight Legal issues including Criminal and Civil Cases.

Year 12 Course

The Year 12 course consists of:

- Crime
- Human Rights

Two additional focus studies chosen from:

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

Modern History

Unit Value: 2 Unit

Introduction

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.

Course Overview

Year 11 Course

- The Nature of Modern History
- The Historical Investigation: designed to further develop relevant investigative, research and presentation skills.
 - Students are able to examine a historical period, event or personality of their own choice.
- The Shaping of the Modern World

Year 12 Course

- Core Study: Power and Authority in the Modern World 1919–1946 - Germany
- National Studies
- Peace and Conflict
- Change in the Modern World

Society and Culture

Unit Value: 2 Unit

Introduction

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Course Overview

Year 11 Course

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

Year 12 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 Nonconformity

PDHPE

Community and Family Studies (CAFS)

Unit Value – 2 unit

Introduction

Community and Family Studies provides opportunities for students to explore and form positive attitudes about themselves and others; to develop an understanding of their relationship within their families and other groups; to learn to work cooperatively and to appreciate the importance of effective communication.

This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Future Pathways

Community and Family Studies encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities they have in contributing to society. Studying this subject can give students a springboard into careers such as medical fields (e.g. nursing, midwifery, occupational therapy, psychology and counselling), education (primary and secondary), diverse needs care (e.g. aged care and working with people with disability); community services, social services, child care, health care and nutrition, journalism, tourism, and marketing.

Course Overview

Year 11 Course

- Resource Management
- Individual and Groups
- Family and communities

Year 12 Course

- Resource Methodology
- Groups in context
- Parenting and Caring
- Option: Select 1 of the following: Family and Societal Interactions, Social Impact of Technology, or Individuals at Work.

Additional Requirements

As part of the HSC, students are required to complete an Independent Research Project (IRP) in the context of the HSC core module — Research Methodology. The IRP forms part of the internal HSC assessment program. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals; groups; families; communities and resource management.

Personal Development, Health & Physical Education (PDHPE)

Unit Value: 2 Unit

Introduction

The Stage 6 PDHPE 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.

Future Pathways

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.

Course Overview

Year 11 Course

Core

- Better Health for Individuals
- The Body in Motion

Options

- Outdoor Recreation
- First Aid

Year 12 Course

Core

- Health Priorities in Australia
- Factors Affecting Performance

Options

In consultation with students, the teacher will select two of the options below:

- Sports Medicine
- Improving Performance
- The Health of Young People
- Equity and Health
- Sport & Physical Activity in Australian Society

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 and concise extended written responses and a willingness to regularly revise what they have learnt.

Sport, Lifestyle and Recreation (SLR)

Unit Value: 2 Unit – Board Endorsed Course – no HSC exam

Introduction

Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential. Through the study of Sport, Lifestyle and Recreations course, students learn to develop: knowledge and understanding of the factors that influence health and participation in physical activity; knowledge and understanding of the principles that affect quality of performance; an ability to analyse and implement strategies to promote health, physical activity and enhanced performance; a capacity to influence the participation and performance of self and others and a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

Future Pathways

The areas of sports science, physical education and human movement present viable post school study and career pathways. This course provides a sound platform for further study and may offer some credit transfer opportunities into TAFE. The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.

Course Outline

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. Students of Stage 6 Health and Movement Science may also study Sport, Lifestyle and Recreation.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid and Sports injuries
- Fitness
- Games and sports applications
- Gymnastics
- Healthy lifestyle
- Individual games and sports applications
- Outdoor recreation
- Resistance training
- Social perspectives of games and sport
- Sports administration
- Sports Coaching and training

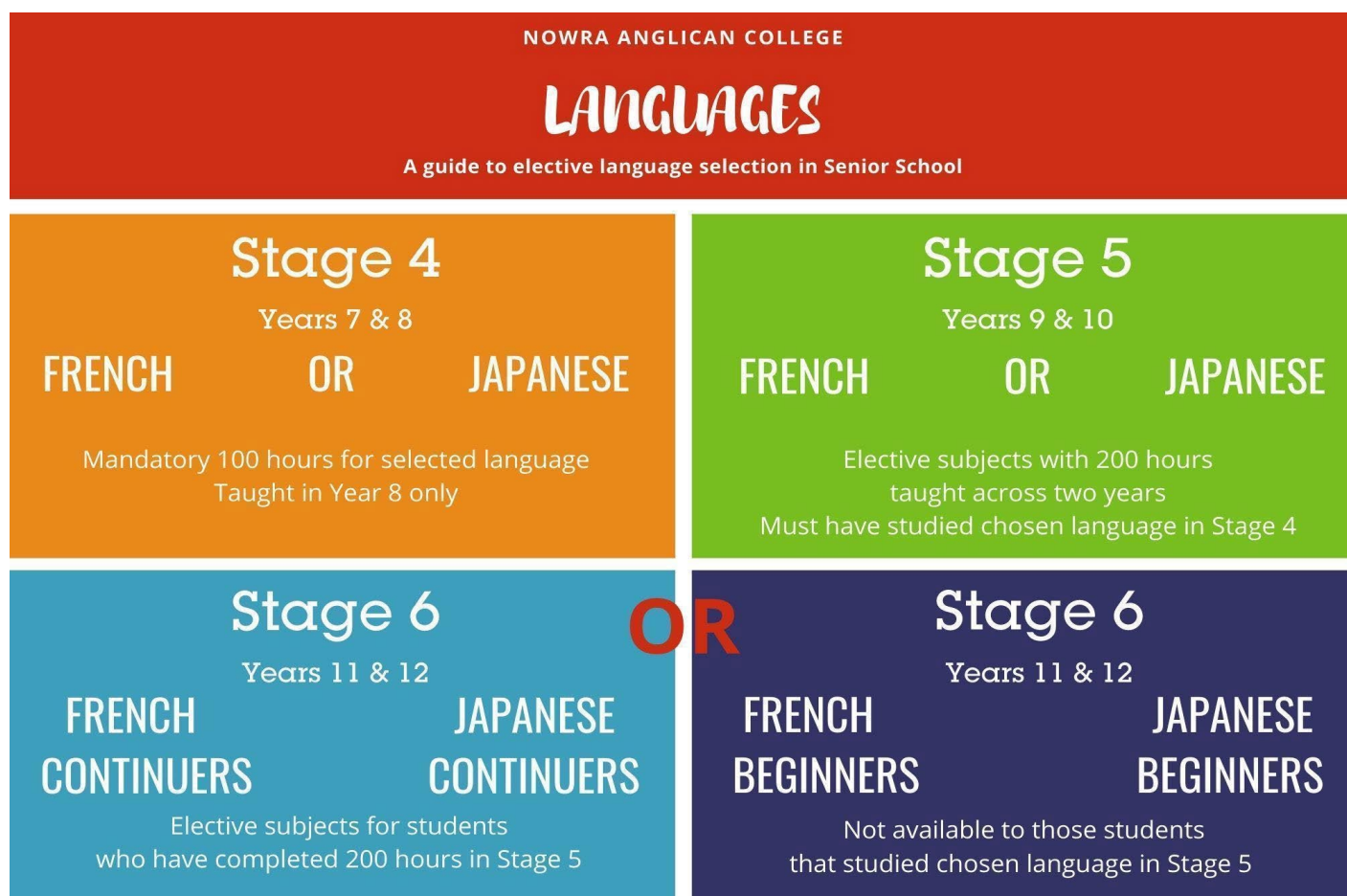
Students should be expected to be challenged from both a theoretical and practical perspective through the completion of this course. Application to the learning content of this course will see students develop the knowledge, understanding and skills needed to adopt adaptive and health-promoting lifestyles.

Languages

Overview

- **Stage 4 (Year 8)** students have a language choice between either Japanese or French. This is the mandatory 100 hour language choice.
- **Stage 5 (Years 9 & 10)** students have the option to choose French or Japanese as an elective for Years 9 & 10. Study of their chosen language in Year 8 is suggested for the Stage 5 elective language.
- **Stage 6 (Years 11 & 12)** students who have studied a chosen language in Stage 4 and 5 can elect to do the Continuers course in that language. They are ineligible to study the Beginners course.

Students who have not studied a language in Stage 5, can elect to study a Beginners course in a language in Stage 6. This is open to any student who has not studied that language in Stage 5.



Learning languages opens minds to difference where diversity is seen as a regular part of society. Proficiency in languages provides a national resource that encourages more effective engagement with the global community. The rich linguistic and cultural diversity of New South Wales provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the curriculum.

French

Unit Value: 2 Unit

Introduction

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.

The Beginners course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics covered provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

The Continuers course provides opportunities for students to develop their skills and knowledge of French. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Pre-requisites

- French Beginners (no prerequisite knowledge)
- French Continuers (prerequisite: Year 8, 9 and 10 French)

Course Overview

Year 11 and Year 12

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
- Environment
- Media and New Technologies

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.

Japanese

Core Units: 2 unit

Introduction

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.

The Japanese Beginners course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics covered provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

The Continuers course provides opportunities for students to develop their skills and knowledge of Japanese. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Pre-requisites

- Japanese Beginners (no prerequisite knowledge)
- Japanese Continuers (prerequisite: Year 8, 9 and 10 Japanese)

Course Overview

Year 11 and Year 12

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
- Environment
- Media and New Technologies

The prescribed topics should be studied from two interdependent perspectives:

- The personal world
- The Japanese-speaking communities

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

CAPA

Dance

Unit Value: 2 Unit

Introduction

Dance uses the body as an instrument for expressing and communicating ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. The study of Dance is based on three interrelated components: Performance, Composition and Appreciation. Through the study of Dance, students learn the skills of dance, to perform and create dances, to critically analyse, respond, enjoy and make discerning judgments about dance and to gain knowledge and understanding.

The Stage 6 Dance course is designed for students with previous dance experience and those studying dance for the first time. While training outside of the school setting is not compulsory, it will support the development of dance technique and performance outcomes throughout the course.

Future Pathways

Stage 6 Dance establishes a basis for further education and employment across many fields in the arts and culture industries. Dance develops individuals who are culturally sensitive, creative, complex and reflective thinkers. The demand for employees' creativity is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Dance develop transferable 21st-century skills essential for many areas of employment.

Tertiary studies, vocational education or work experience in Dance can lead to and benefit careers in diverse fields. Future pathways may include artist, tour or venue manager, arts editor, professional performer, choreographer, educator, campaign manager, publicist, dance journalist or dance health professional.

Course Outline

Year 11 Course

- Performance
- Composition
- Appreciation

Year 12 Course

- Performance
- Composition
- Appreciation
- Major Study (options include Performance, Composition, Appreciation or Dance and Technology - Film and Video)

Drama

Unit Value: 2 Unit

Introduction

The study of Drama explores and develops the physical, emotional, social, creative and expressive capabilities of students, as well as developing a sense of oneself.

The syllabus provides opportunities for students to develop a range of skills and experiences through making, performing and appreciating whilst also concentrating 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.

Future Pathways

The study of Drama in Years 11 and 12 provides students with 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. The skills acquired during this course are qualities which are valued in many workplaces today.

Course Outline

Year 11 Course

- Improvisation, Playbuilding, Acting
- Elements of production in performance
- Theatrical Traditions and Performance Styles

Year 12 Course

- Australian Drama and Theatre
- Studies in Drama and Theatre
- Group Performance
- Individual Project

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 which is worked on during class hours, however the Individual Project allows for the students to complete a major work in an area of strength. This includes works in design – costume, set, lighting, and promotion, video, scriptwriting, research project or individual performance.

Music 1

Unit Value: 2 Unit

Course Description

While the course builds on the Stage 4 and 5 Music course, Music 1 can be studied by any student interested in the areas of performance, composition and listening in a wide range of musical styles.

Pre-requisites

The curriculum structure meets the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music. It is beneficial but not mandatory for students to have some experience on an instrument or voice.

Course Overview

Throughout each unit of work, students develop their understanding of the concepts of music through performance, composition, musicology and aural experiences.

In addition to these core studies, students have the ability to select elective choices based on their strengths in performance, composition and musicology skills.

Year 11 Course

- Australian Music
- Popular Music
- Jazz Music
- Music of the Romantic Period

Year 12 Course

- An instrument and its repertoire
- Music for Small Ensembles
- Music of the 20th and 21st Century
- Students' topic of choice

Music 2

Unit Value: 2 Unit

Introduction

The purpose of Music 2 is to provide students with the opportunity to build on the knowledge, skills, understanding and attitudes gained in their Music studies from Years 7-10 and encourage the desire to continue learning in formal and informal music settings after school.

Pre-requisites

The Music 2 course requires students to have skills in reading music notation and formal training in an instrument or voice.

Future Pathways

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.

Course Overview

The curriculum structure meets the needs and abilities of individual students with a range of interests, extending from the broadly based to the desire to pursue and develop more specialised knowledge and skills. In Year 12, students can choose performance, composition or Musicology as an elective major work based on their strengths and passions in the course.

Most students will enter the course from the Elective course.

Year 11 Course

- Mandatory Topic - Music from 1600-1900 (Baroque, Classical and Romantic Periods of Music)
- Australian Music

Year 12 Course

- Mandatory Topic - Music of the last 25yrs (Australian Focus)
- Student topic of choice

Music Extension 1

Unit Value: 1 Unit Year 12 only

Course Overview

The Extension Music course is available to those students who have demonstrated excellence and commitment to their studies of the music course.

Pre-requisites

Students must be studying Music 2 and are required to have formal music training and academic maturity to meet with the sophistication and high level of skill that is demanded of the course.

Extension Music requires a student to work independently on an individual project that develops and refines their talents in either Composition, Performance or Musicology.

Visual Arts

Unit Value: 2 Unit

Introduction

Stage 6 Visual Arts is covers practical and theoretical learning involving; 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.

Stage 6 Visual Arts would suit 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.

Course Outline

Year 11 Course

The Year 11 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,
- Landscapes: Site Specific response and
- Art as Social Comment.

Students study a number of related artworks and artists and use these to create artworks based upon these themes.

Year 12 Course

The Year 12 course provides for deeper and more complex investigations. Students select an expressive form and develop a body of work focussing on conceptual strength and resolution in one of the following categories: ceramics, collection of works, documented forms, drawing, designed objects, graphic design, painting, photomedia, printmaking, sculpture, textiles and fibre, and time-based forms.

Case study topics may include:

- Art in Australia – Tracking Our National Identity,
- The Human Form throughout time,
- Modern Art Movements,
- The Beginnings of Abstraction, and
- Postmodernism in a Hi-Tech World.

Particular Course Requirements

- 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.

TAS

Agriculture

Unit Value: 2 Unit

Introduction

This course provides students with the opportunity to study the interactions between the components of agricultural production, marketing and management while giving consideration to the issue of sustainability of the farming system. It places greater emphasis on farm management to maximise productivity and environmental sustainability. This is an 'on-farm', environment-oriented course. A Farm Product Study is used as a basis for analysing and addressing social, environmental, and economic issues as they relate to sustainability.

Future Pathways

The course provides opportunities for multiple pathways to employment and further education. Some students may well be stimulated to move into post-secondary agricultural courses or to seek employment in rural and related industries.

Course Outline

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

Year 11 Course

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

Year 12 Course

- Plant/Animal Production (50%)
- Farm Product Study (30%)
- Choose ONE of the following electives to study (20%):
 - Agri-food, Fibre and Fuel Technologies
 - Climate Challenge
 - Farming for the 21st Century

Design and Technology

Unit Value: 2 Unit

Introduction

This course involves the study of design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. It involves hands-on practical activities which develop knowledge and skills in designing and producing. The course involves the development, realisation and documentation of design projects. The Major Design Project and supporting folio requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity.

Design and Technology is not material specific and covers a design process that can be applied to a range of contexts.

Future Pathways

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.

Course Outline

Year 11 Course

- 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

Year 12 Course

- 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 major design project with those used in industry

Engineering Studies

Unit Value: 2 Unit

Introduction

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.

The syllabus is inclusive of the needs, interests and aspirations of all students and provides opportunities and challenges to deal with engineering concepts. Students should note that this course is rigorous.

Future Pathways

Stage 6 Engineering Studies is a stepping off point for further higher education in the engineering fields.

Course Outline

Year 11 Course

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

Year 12 Course

- 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. It also 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.

Industrial Technology - Timber Products and Furniture Technologies

Unit Value: 2 Unit

Course Description

Industrial Technology - Timber Products and Furniture Technologies seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgements about issues, decisions and problems arising from this interaction. Students will visit a company within the Timber Industry and complete an Industry study on the management and operation of the organisation. In the HSC course, students are required to complete a Major Project and Folio which comprises 60% of their external assessment mark.

Value to Students

Timber Products and Furniture Technologies is largely 'hands on' and provides the student with valuable pre-requisites and pathways to undertake further study at university or link with institutions delivering industry training. At the basic level it provides an excellent introduction into such areas as cabinetmaking, carpentry, furniture manufacturing and timber fabrication, and results in the construction of a quality piece of furniture as a major project.

Main topics covered

Year 11 Course

- Study of the organisation and management of an individual business within the timber industry
- Design, construction and development of practical project/s
- Acquiring a range of communication skills:
 - computer based technologies
 - graphical skills
 - written reports
 - folio work
- Acquisition of relevant practical skills
- Basic knowledge and understanding of a range of materials, processes, tools, equipment and machinery

Year 12 Course

- Study of the overall timber industry
- Design, construction and development of a major project out of timber and related materials
- Further development in communication skills culminating in a major project folio
- Refinement of relevant practical skills
- In depth knowledge and understanding of appropriate materials, processes, tools, equipment and machinery

Software Engineering

Unit Value: 2 Unit

Introduction

Software Engineering enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs with a focus on a systematic approach to problem-solving when designing and developing creative software solutions.

Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. They engage with technologies that improve access to, and participation in, a range of industries.

The Software Engineering course provides students with the opportunity to develop their computing skills across 4 domains:

- Technical skills
- Social awareness
- Project management, and
- Thinking skills.

Students are encouraged to transfer knowledge to new situations and projects, building on technical skills and past learning. They enhance their understanding of project management through collaboration, communicating ideas, engaging in processes and designing solutions.

The syllabus is inclusive of the needs, interests and aspirations of all students and provides opportunities and challenges to deal with software engineering concepts. Students should note that this course is rigorous.

Future Pathways

Stage 6 Software Engineering is a stepping off point for further higher education in the software fields.

Course Outline

Year 11 Course

- Programming fundamentals
- The object-orientated paradigm
- Programming mechatronics

Year 12 Course

- Programming for the web
- Software automation
- Software engineering project

Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

Vocational Education and Training Courses

**RTO**Registered Training Organisation
RTO No: 90413

Construction Pathways - Certificate II

Unit Value: 2 Unit - Industry Curriculum Framework

(This course has a HSC examination.)

Introduction

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. Students must successfully complete all units by the end of Year 12 to be awarded the qualification. Students who only partially complete will receive a transcript showing their completed units.

Future Pathways

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 Outline

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

Additional Requirements

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

Course Costs

Students will be required to purchase a trade shirt, pants and work boots.

A student who chooses more than one School Delivered VET course will be charged \$100 per additional course.

Electrotechnology – Certificate II

Unit Value: 2 Unit - Industry Curriculum Framework

(This course has a HSC examination.)

**RTO**Registered Training Organisation
RTO No: 90413

Introduction

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. Students must successfully complete all units by the end of Year 12 to be awarded the qualification. Students who only partially complete will receive a transcript showing their completed units.

Future Pathways

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 Outline

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

Additional Requirements

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

Course Costs

Students will be required to purchase a trade shirt, pants and work boots.

A student who chooses more than one School Delivered VET course will be charged \$100 per additional course.

Entertainment Industry – Certificate III

Unit Value: 2 Unit - Industry Curriculum Framework

(This course is a dual accredited course and has a HSC examination.)

**RTO**Registered Training Organisation
RTO No: 90413

Introduction

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, costumes, 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. Students must successfully complete all units by the end of Year 12 to be awarded the qualification. Students who only partially complete will receive a transcript showing their completed units.

Future Pathways

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).

Course Outline

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

Additional Requirements

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.

Course Costs

A student who chooses more than one School Delivered VET course will be charged \$100 per additional course.

Hospitality – Cookery – Certificate II

Unit Value: 2 Unit - Industry Curriculum Framework

(This course has a HSC examination.)

**RTO**Registered Training Organisation
RTO No: 90413

Introduction

This course enables students to work towards a Certificate II in Hospitality - Cookery. 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. Students must successfully complete all units by the end of Year 12 to be awarded the qualification. Students who only partially complete will receive a transcript showing their completed units.

Future Pathways

This qualification provides a pathway to work in cookery 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 and 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 Outline

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

- Work effectively in a commercial kitchen
- Use food preparation equipment
- Prepare dishes using basic methods of cookery
- Use cookery skills effectively
- Clean kitchen premise and equipment
- Use hygienic practices for food safety
- Receive, store and maintain stock
- Participate in safe work practices

Additional Requirements

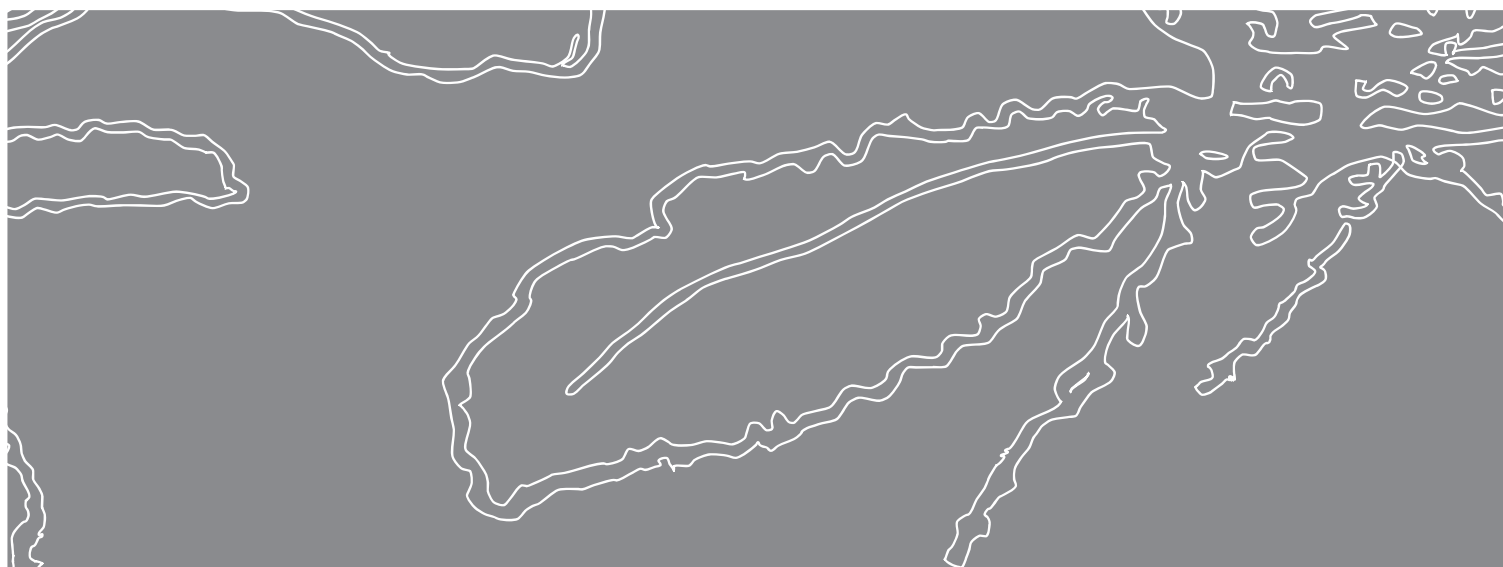
Work placement is a mandatory component of this course. Students are required to undertake a minimum of 70 hours work placement within the Hospitality industry (240 hour course).

Course Costs

This course requires the payment of a fee to cover the costs of a Hospitality Toolkit and Chef's Uniform.

A student who chooses more than one School Delivered VET course will be charged \$100 per additional course.

Subject Preference	Pre-requisite requirements met	Teacher's Signature



Nowra Anglican College is an
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