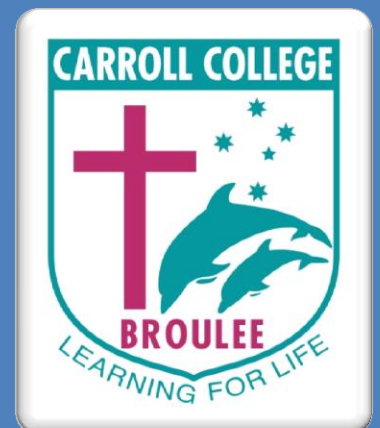


2017

Carroll College
Senior Handbook



LEARNING FOR LIFE
BROULEE

TABLE OF CONTENTS

CURRICULUM	6
QUALITY TEACHING AND LEARNING	7
CARROLL COLLEGE SENIOR CODE OF CONDUCT	8
THE HIGHER SCHOOL CERTIFICATE	9
The Higher School Certificate	10
Study Requirements	10
The Study of Religious Education at Carroll College	10
Requirements for the Award of the ATAR	10
What are Units?	11
Extension Courses	11
1 Unit Courses	11
TYPES OF COURSES	12
Board Developed Courses	12
Board Endorsed Courses	12
Vocational Education and Training Courses	12
Life Skills Courses	12
VOCATIONAL EDUCATION AND TRAINING and CONTENT ENDORSED COURSES	14
Vocational Education and Training	14
Content Endorsed Courses	14
ASSESSMENT AND REPORTING IN THE HSC	15
How is your HSC mark calculated?	15
What do receive on completion of the HSC?	15
COURSES OFFERED BY THE COLLEGE	16
RELIGIOUS EDUCATION	17
Catholic Studies	17
Studies of Religion 1	18
Studies of Religion 2	19
CREATIVE AND PERFORMING ARTS	20
Drama	20
Music 1	21
Photography	22
Visual Arts	23
ENGLISH	24
English Advanced	24
English Extension	25
English Standard	26
English Studies	27
English Fundamentals	28
HSIE	29
Ancient History	29
Business Studies	30
Economics	31
Geography	32
Legal Studies	33
HSIE	34
MATHEMATICS	35
Mathematics (2 Unit)	35
Mathematics (General)	36
Mathematics (Extension 1)	37

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION	38
Community and Family Studies	38
PDHPE	39
SCIENCE	40
Biology	40
Chemistry	41
Physics	42
Senior Science	43
TAS	44
Design and Technology	44
Industrial Technology (Timber Products and Furniture Industries)	45
Marine Studies	46
VOCATIONAL EDUCATION AND TRAINING (VET)	47
Hospitality (VET)	
Information, Digital Media and Technology (VET)	
Business Services (VET)	
Sport, Fitness and Recreation (VET)	
Primary Industries (VET)	
Construction Pathways (VET)	
SCHOOL BASED APPRENTICESHIPS/TRAINEESHIPS	54
CONTACTS FOR CURRICULUM QUERIES	55

Senior Study at Carroll College

CURRICULUM

The curriculum at Carroll College is undertaken in an environment where each person is valued and respected as an individual whose personal growth is of paramount importance. Students are encouraged and challenged to achieve personal excellence.

The curriculum offers the opportunity for excellence in education by:

- teaching and fostering Christian ideals
- ensuring that subject matter, resources and technology in all Key Learning Areas are relevant and contemporary, inclusive and accessible,
- catering for all different learning styles and developmental stages
- developing the skills, processes, and desire for life-long learning
- empowering students to take responsibility for their own choices, decisions and learning through a negotiated curriculum
- developing students' literacy, numeracy and cultural awareness
- building students' self-confidence and self-esteem through the celebration of success
- encouraging critical thinking, innovation and the challenging of assumptions
- enabling students to understand how they learn
- emphasising the importance of physical fitness
- providing opportunities for development of creative talents
- utilising the resources of the wider community
- increasing students' awareness of the world and their place in it

As professionals, our teachers fulfil the role of facilitator, mentor, carer, negotiator, guide and challenger. They help to motivate students, develop in them a love for learning and an ownership of responsibility for their own learning.

Learning Enhancement

While the normal classroom employs progressive and effective techniques to provide for mixed abilities in classrooms, the College also acknowledges the specific needs of students requiring enhanced learning opportunities. Our teachers differentiate the curriculum to ensure that students are both challenged and supported.

Skilled teachers, supported by the Learning Centre and the Learning and Student Engagement Coordinator, provide specialist support for students requiring help with basic skills and those who need to be challenged beyond the normal requirements of classroom activities.

The approach taken to assist students with learning needs depends on the student and the course. This may include personalised programs, in-class support, group work and targeted classes.

QUALITY TEACHING AND LEARNING

Carroll College endeavours to be a centre of academic excellence. Our Vision calls us to personal excellence, and we seek to foster spiritual, academic and personal growth leading to the development of life-long learners.

Our Quality Teaching and Learning initiative promotes excellence. Our focus is on the needs of individual learners and the creation of the optimal learning environment for each of our students. We put thinking and learning at the centre of our curriculum and explicitly teach thinking and learning skills. Students are immersed in the processes of learning so that learning becomes a valued, integral part of being a whole person.

Our focus on social justice calls us to recognise differences and cater to individual needs. We have a differentiated curriculum which provides educationally appropriate challenges to all students. Our professional and dedicated staff creates flexible programs of learning that cater for differences in the learning styles of our students.

At Carroll College we provide students with the tools for organised thought so that a deeper understanding of content is achieved. We have a focus on Thinking and Learning and present students with tools such as De Bono Six Hat Thinking, Blooms Taxonomy and graphic organisers to help the students deepen their understanding of the world. The use of these tools allows students to express their broad understanding of content and develop their thinking skills.

We seek to develop Higher Order Thinking Skills so that students can achieve personal excellence in formal examinations.

Carroll College staff remain current with developments in educational research through an intensive program of Professional Development. We target external and internal expertise to provide such ongoing learning opportunities, which then helps us to develop our policies and practices in all areas of growth, to benefit our students.

Technology is an integral part of the modern world and allows learning opportunities previously unavailable. Digital technologies are embedded into our teaching and learning programs. Computers allow a student-centred approach to learning as students are able to explore learning opportunities and research at their own pace. Students also use digital audio-visual equipment for presentations and creative activities. We currently have 12 Interactive Whiteboards installed in our classrooms and 1 portable Interactive Whiteboard enabling teachers and students to use the equipment for presentations and creative classroom activities.

Our Quality Teaching and Learning initiative enhances the learning experience at Carroll College. We provide a range of educational opportunities to increase the educational outcomes of our graduates. Increased outcomes provide greater choice upon entering the workforce or tertiary education. We allow students to develop a love of learning as we live by our motto: Learning for Life.

CARROLL COLLEGE SENIOR CODE OF CONDUCT

In accordance with the details of our Vision Statement, the Carroll College Community assumes that Senior students will:

- Grow and develop spiritually, academically, socially, emotionally and physically during the Senior years.
- Demonstrate their leadership through care, commitment and service
- Honour the contract signed on enrolment
- Take an increased responsibility for their own behaviour
- Be aware of the positive and negative consequences of their attitudes, values and behaviour for themselves and for the College Community.

“Learning for Life” as a Senior student at Carroll College will be enhanced by:

Spiritual Growth and Development:

- Pro-active participation in the religious life of the College.
- Using opportunities provided by the College for personal and group prayer and reflection.

Academic Growth and Development:

- Meeting all subject requirements e.g. class tasks, homework, assessments.
- Punctual attendance at lessons with all necessary equipment.
- Punctual attendance at scheduled College activities.
- Utilising all resources provided by the College (to be negotiated with staff)
- Approaching staff in a mature manner to discuss needs and difficulties.
- Developing time management and organisational skills.
- Adhering to College rules and Code of Conduct.
- Being courteous.

Social / Emotional Growth and Development:

- Maintaining a balance between academic, social and physical commitments.
- Self-referring to a Counsellor when needing assistance with emotional and other concerns.
- Referring to a staff member in regards to schoolwork or life.
- Active participation and support of College events.
- Becoming involved in Youth activities organised by local Christian Parishes.
- Becoming involved in your local community.

Physical Growth

- Maintaining a healthy, balanced lifestyle: Nutrition, sleep, fitness, leisure, work.
- Becoming involved in Sport or Leisure activities.
- Ensuring that all College students are able to feel safe and respected at all times.
- Caring for the natural environment of the College.
- Respecting College property and resources.
- Complying with College rules that all illegal substances, including cigarettes and alcohol, are banned.

Consequences:

Concerns about senior behaviour, attitude and academic progress will be discussed firstly with the student by the relevant staff member.

Guidelines for consequences will be the same as for junior years according to the Student Development Plan.

KLA Leaders and/or Pastoral Coordinator will address further or more serious concerns with the student and parents.

All serious matters will be referred to the Assistant Principal. An interview with parents and a review of the Senior enrolment contract will occur at this point.

The Higher School Certificate

THE HIGHER SCHOOL CERTIFICATE

This is your introduction to the HSC and the many options now available. More detailed information is contained in the following Board of Studies publication:

Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students.

This publication can be accessed on the Board of Studies website at www.boardofstudies.nsw.edu.au/syllabus_hsc/#yr10_hsc_guide

The Higher School Certificate

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.

Courses can be linked to further education and training.

Extension courses will enable students to undertake more in-depth study in areas of special interest.

Vocational Education and Training courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.

The HSC will fairly assess each student's knowledge and skills. If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.

For each course you will receive easy-to-understand reports which contain much more information. These reports provide clearer indications of what you have demonstrated you know, understand and can do in each course.

Study Requirements

English is the only compulsory Higher School Certificate subject. To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least 12 units in your Preliminary study pattern and at least 10 units in your HSC study pattern. Both study patterns must include:

- at least six units of Board Developed Courses
- at least two units of a Board Developed Course in English (**Please note: the new English Studies CEC Course can now count as these units also**)
- at least three courses of 2 unit value or greater
- at least four subjects

The Preliminary component of a course must be completed before commencing the HSC component. You may not count more than six units of Science courses towards the minimum 12 Preliminary units or 10 HSC units required for the award of the Higher School Certificate.

The Study of Religious Education at Carroll College

Students at Carroll College are also required to undertake study in one of the Religious Education courses offered by the College. There are 3 courses available to students to choose. Catholic Studies and Studies of Religion (1 unit) are both 1 unit courses. Studies of Religion (2 Units) is also offered.

Requirements for the Award of the ATAR

If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of **10 Board Developed units in the HSC Course**. The booklet, *University Entry Requirements Year 10 Booklet*, published by UAC contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

What are Units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses offered for the Higher School Certificate have a 2 unit Preliminary and a 2 unit HSC component. Each unit requires approximately 60 hours of classroom study per year.

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

$$2 \text{ units} = 4 \text{ hours per week (120 hours per year)} = 100 \text{ marks}$$

VET courses are not divided into HSC and Preliminary components and may be counted as Preliminary or HSC courses. However, only VET courses of at least 120 hours duration will be accredited for the Higher School Certificate.

Some Board Endorsed Courses and most HSC extension courses are 1 unit courses. Extension courses available at Carroll College are in the areas of English, Mathematics and History.

2 Unit Course

- This is the basic structure for all courses. It has a value of 100 marks.

Extension Courses

- Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 Unit Courses

- 1 unit equals approximately 2 hours of class time each week or 60 hours per year.
- Studies of Religion can be undertaken as either a 1 unit or a 2 unit course.
- There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR. Catholic Studies at Carroll College is an example of this.

TYPES OF COURSES

Board Developed Courses

Board Developed Courses are the courses for which the Board of Studies develops a syllabus, setting out the objectives, outcomes, and structure, content and assessment requirements. The Board also develops Higher School Certificate examinations for most of these courses. Most Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Categories A & B

Board Developed Courses are divided into *Category A* & *Category B* for the purpose of the calculation of the ATAR. All Board Developed Courses offered at Carroll College are Category A, except for the following:

- Hospitality Operations (VET)
- Building Construction (VET)
- Information Technology (VET)
- Business Services (VET)
- Primary Industries (VET)
- Sports Coaching (VET)

These are Category B Subjects.

Some TAFE delivered VET Courses may also be Category B Course.

Please Note: Only two units from Category B courses are available for inclusion in the calculation of the ATAR. CEC and School Developed courses (see below) do not count towards the calculation of the ATAR

Board Endorsed Courses

There are three types of Board Endorsed Courses:

- **School Developed Courses** — these are courses developed by individual schools in response to local interest or need that have been endorsed the Board.
- **University Developed Courses** — these are developed by universities in conjunction with schools to suit the particular needs of high ability students.
- **Content Endorsed Courses (CECs)** — these courses are based on School Developed Courses in the most popular areas of study. They fall into two categories: general CECs and VET CECs including many delivered by TAFE.

Please Note: Board Endorsed Courses count towards the Higher School Certificate and are listed on your Record of Achievement. However, Board Endorsed Courses **DO NOT** count towards calculation of the ATAR.

Vocational Education and Training Courses

Vocational Education and Training (VET) curriculum frameworks are Board Developed Courses that allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation. VET AQF qualifications are recognized by industry and employers throughout Australia. These courses require you to spend a minimum number of hours in the workplace. Under the AQF, you receive a Certificate or Statement of Attainment which reports the competencies you have achieved.

Some of these courses can be studied at school while others can be studied at TAFE institutes or with other training providers.

Life Skills Courses

Students with special education needs are able to access the Higher School Certificate using a combination of:

- Board Developed Life Skills Courses and/or
- Board Developed Courses and/or

-
- Board Endorsed Courses (including Content Endorsed Courses).

The Board has developed 2 Unit Life Skills Courses for Stage 6 (Preliminary and HSC) in:

- English Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Citizenship and Society Life Skills
- Science Life Skills
- Creative Arts Life Skills
- Technological and Applied Studies Life Skills
- Work and the Community Life Skills.

The enrolment of a student in Life Skills Courses for the Higher School Certificate involves a planning process that addresses how the student's study will contribute to his or her transition from school to adult life.

VOCATIONAL EDUCATION AND TRAINING and CONTENT ENDORSED COURSES

Vocational Education and Training

The Board has developed a number of Industry Framework courses that are able to be delivered in schools. It is important to note that **ONE Category B course can be counted towards the calculation of the ATAR** and that all VET course are Category B courses.

The following VET courses are offered at Carroll College:

- Business Services
- Construction
- Hospitality Operations
- Information and Digital Technology
- Primary Industries

All of these courses have a written examination in the Higher School Certificate to assist in the calculation of an ATAR

- Sport Coaching – while this is a VET course gaining student nationally recognized certification, it is however a non-ATAR course.

Please Note:

- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
- Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit.

Content Endorsed Courses

Courses offered at Carroll College

English Studies (2 Unit)

Marine Studies (2 Unit)

Photography (2 Unit)

Catholic Studies (1 Unit)

Exclusions applying to Content Endorsed Courses are listed in the course descriptions in part 2 of this booklet with the relevant CEC course description

ASSESSMENT AND REPORTING IN THE HSC

The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

Teachers have a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

How is your HSC mark calculated?

School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

The other 50% will come from the HSC examination.

Currently, the HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

What do receive on completion of the HSC?

On satisfactory completion of your HSC you will receive a portfolio containing:

- ***The HSC Testamur***
The official certificate confirming your achievement of all requirements for the award
- ***The Record of Achievement***
This document lists the courses you have studied and reports the marks and bands you have achieved.
- ***Course Reports***
For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.

Courses offered by the College

RELIGIOUS EDUCATION

Catholic Studies

COURSE: Catholic Studies	UNITS: 1
KLA: Religious Education	EXCLUSIONS: Studies of Religion 1 & 2
COURSE TYPE: Board Endorsed Course	

GENERAL AIMS/DESCRIPTION OF THE COURSE Catholic Studies Stage 6 has the following aims: <ul style="list-style-type: none">• To foster within each student a growing understanding of and a relationship with God.• To help each student to understand themselves and their Catholic faith tradition and to have an appreciation of the faith traditions of others.• To ensure students participate fully in the life of the Catholic community.• To heighten each students' commitment to bringing the light of their faith to a discerning encounter with the surrounding culture and thus working towards its transformation.
NAME AND OUTLINE OF TOPICS COVERED Over the course of the Preliminary and HSC the following topics will be covered: <ul style="list-style-type: none">• The Human Journey• Jesus calls us to Justice.• Living Church• The Art of Prayer.
FORMS OF ASSESSMENT TASKS WHICH MAY BE USED Research project, oral assessment, exams, written assessments, creative presentations
PARTICULAR COURSE REQUIREMENTS Students will undertake research, conduct interviews, develop a survey and present both oral and written reports.

COSTS AND EQUIPMENT NEEDED

- Possible excursion to the Buddhist Nan Tien Temple in Wollongong or the Canberra Mosque. Approx cost \$100.

RELIGIOUS EDUCATION

Studies of Religion 1

COURSE: Studies of Religion I	UNITS: 1
KLA: Religious Education	EXCLUSIONS: Studies of Religion 2, Catholic Studies 1
COURSE TYPE: Board Developed Course	

GENERAL AIMS/DESCRIPTION OF THE COURSE Studies of Religion Stage 6 promotes an awareness, understanding and application of the Nature of religion and the influence of religious traditions, beliefs and practices on individuals and society with an emphasis on the Australian context.	
NAME AND OUTLINE OF TOPICS COVERED	
PRELIMINARY <ul style="list-style-type: none">• Nature of Religion and Beliefs• Religious Tradition Study 1 – Christianity• Religious Tradition Study 2 – To be selected from Judaism, Islam, Buddhism, Hinduism	HSC <ul style="list-style-type: none">• Religion and Belief Systems in Australia post-1945• Religious Tradition Depth Study 1 – Christianity• Religious Tradition Depth Study 2 – As per preliminary course selection
FORMS OF ASSESSMENT TASKS WHICH MAY BE USED Research project, oral assessment, exams, written assessments	
PARTICULAR COURSE REQUIREMENTS Students will undertake research, conduct interviews, and develop a survey and present both oral and written reports.	

COSTS AND EQUIPMENT NEEDED:

- Possible excursion to the Buddhist Nan Tien Temple in Wollongong or the Canberra Mosque. Approx cost \$100.

RELIGIOUS EDUCATION

Studies of Religion 2

COURSE: Studies of Religion 2	UNITS: 2
KLA: Religious Education	EXCLUSIONS: Studies of Religion 1, Catholic Studies 1
COURSE TYPE: Board Developed Course	

GENERAL AIMS/DESCRIPTION OF THE COURSE Studies of Religion Stage 6 promotes an awareness, understanding and application of the Nature of religion and the influence of religious traditions, beliefs and practices on individuals and society with an emphasis on the Australian context.	
NAME AND OUTLINE OF TOPICS COVERED	
PRELIMINARY <ul style="list-style-type: none">• Nature of Religion and Beliefs• Religious Tradition Study 1 – Christianity• Religious Tradition Study 2 – To be selected from Judaism, Islam, Buddhism, Hinduism• Religious Tradition Study 3 – To be selected from Judaism, Islam, Buddhism, Hinduism• Religions of Ancient Origin• Religion in Australia pre-1945	HSC <ul style="list-style-type: none">• Religion and Belief Systems in Australia post-1945• Religious Tradition Depth Study 1 – Christianity• Religious Tradition Depth Study 2 – As per preliminary course selection• Religious Tradition Depth Study 3 – As per preliminary course selection• Religion and Peace• Religion and Non-religion
FORMS OF ASSESSMENT TASKS WHICH MAY BE USED Research project, oral assessment, exams, written assessments	
PARTICULAR COURSE REQUIREMENTS Students will undertake research, conduct interviews, and develop a survey and present both oral and written reports.	

COSTS AND EQUIPMENT NEEDED:

- Possible excursion to the Buddhist Nan Tien Temple in Wollongong or the Canberra Mosque. Approx cost \$100.

CREATIVE AND PERFORMING ARTS

Drama

COURSE: Drama		UNITS: 2
KLA: Creative and Performing Arts	EXCLUSIONS:	
COURSE TYPE: Board Developed Course		

GENERAL AIMS/DESCRIPTION OF THE COURSE:			
<p>This senior course is designed for students to experience, understand, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture through making, performing and critically studying drama and theatre. This is achieved by developing in students:</p> <ul style="list-style-type: none"> • A knowledge and understanding of dramatic forms and techniques • An ability to make drama through participation (including collaboration with others) • An ability to improvise and play-build as well as to actually write scripts • An understanding of the place and function of drama in societies past and present • An appreciation that drama is a community activity, a profession and an industry 			
NAME AND OUTLINE OF TOPICS COVERED			
Preliminary		HSC	
<ul style="list-style-type: none"> • Improvisation, Play-building, Acting (40%) • Elements of Production (30%) • Theatrical Traditions and Performance Styles (30%) 		<ul style="list-style-type: none"> • Core Topics • Australian Drama and Theatre (Core) (30%) • Studies in Drama and Theatre (30%) • Development of Group Performance (Core study) (20%) • Development of Individual Project (20%) 	
FORMS OF ASSESSMENT TASKS WHICH MAY BE USED			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination		Core: Australian Drama and Theatre	30%
Core: Australian Drama and Theatre	40%	Development of Group Performance	20%
Group Performance	30%	Options : Studies in Drama and Theatre	30%
Studies in Drama and theatre		Development of Individual Project	20%
Option: Individual Project	30%		
	100%		100%
PREREQUISITES/COREQUISITES			
<p>“Students studying Drama for the HSC bring a variety of prior learning experiences with them. Not all students will have studied the Stage 5 Course. There is a developmental progression from the Stage 5 Drama syllabus to the current 2 Unit syllabus and the outcomes of the 2 Unit syllabus represent a higher level of achievement”. (Drama Stage 6 Syllabus Document, page 8)</p> <p>This course is suitable for students who are interested in:</p> <ul style="list-style-type: none"> • Collaborating with peers • Creating dramatic pieces • Future creative arts study • Exploring themes and issues through experiential learning • Performing dramatic pieces 			

CREATIVE AND PERFORMING ARTS

Music 1

COURSE: Music 1	UNITS: 2
KLA: Creative Arts	EXCLUSIONS: Music 2
COURSE TYPE: Board Developed	

GENERAL AIMS/DESCRIPTION OF THE COURSE: In the Preliminary & HSC courses, students will study the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres. Music 1 builds on the Mandatory and Additional courses. It caters for students who have diverse musical backgrounds and musical interests, including those with an interest in contemporary music. It therefore is suitable for students with a formal musical background as well as those with only informal experience.	
NAME AND OUTLINE OF TOPICS COVERED	
Preliminary (3 topics) A range of 21 topics are available for study. Topics could include: <ul style="list-style-type: none">• Jazz Music• Rock music• Theatre music	HSC (3 topics) Topics could include: <ul style="list-style-type: none">• An instrument & its Repertoire• Music for small ensembles• Music for Radio, Film, TV and Multimedia• Popular Music• 3 different topics from the Preliminary OR <ul style="list-style-type: none">• 2 topics which are different and one topic from the Preliminary Course which shows a greater understanding.
FORMS OF ASSESSMENT TASKS WHICH MAY BE USED Performance assessments, Viva Voce oral presentations, compositions / arrangements, improvisation, aural skills exam, written theory exam, research assignment, and making of a composition process diary.	
PARTICULAR COURSE REQUIREMENTS In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of performance, composition and musicology. These electives must represent EACH of the three topics studied in the HSC Course. Students selecting composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.	
PREREQUISITES/COREQUISITES (include recommendations for students choosing) Students are encouraged to choose this course if you already play an instrument and are keen to pursue this. Voice is also an acceptable instrument to study for this course. If you do not currently play an instrument it is still possible to study this course, however, it is strongly recommended that you begin private lessons on an instrument to maximise your chance of success.	

COSTS AND EQUIPMENT NEEDED:

- Possible excursion to see a musical - \$100.

CREATIVE AND PERFORMING ARTS

Photography

COURSE: Photography	UNITS: 2
KLA: Creative Arts	EXCLUSIONS: Work developed for assessment in this course may not be used in full or in part for assessment in Visual Arts.
COURSE TYPE: Content Endorsed Course	

GENERAL AIMS/ DESCRIPTION OF THE COURSE:

We view the world through a variety of images in snapshots, on the television; newspapers, holiday brochures; movies and advertising we use creative images to communicate and make sense of our ideas, and the world around us.

The photography course teaches the basics of traditional black and white photography, developing professional skills and moving beyond the standard photograph to look at ways of manipulating images; Digital photography is integral to the course, where students learn to take a successful photograph and produce it using a variety of tools and software. The course focuses on exploring the world around us and looking at the many and varied applications of photography in contemporary life.

The emphasis will be on using correct technical procedures to produce photographs which have visual impact as well as developing ways of visually communicating individual ideas. The HSC course also provides the opportunity to work on an individual major project.

Students will develop skills and knowledge in the following areas:

- the functions of an SLR (35mm) camera.
- film development
- darkroom procedures and enlarging photographs
- thematic approaches to photography
- manipulating photographic images
- studio photography
- documentary photography
- photography in advertising
- portraiture
- landscape photography
- study of photographic techniques and artists
- digital imagery and software (Photoshop)
- careers involving photographic skills
- photographic presentation
- exhibition, criticism and evaluation

COSTS AND EQUIPMENT NEEDED:

- A fee will apply to this course and is included in the college fees.
- 1 x A4 2 Ring Folder (to keep negative files and notes)
- 1 x Blank Page A4 Book (Process Journal) to be purchased from the Creative Arts KLA.
- Photographic supplies e.g. photography paper, film, re-loadable film cassettes and negative files. All of these items are to be purchased from the Creative Arts KLA. Photography paper must be purchased as required throughout the course.

CREATIVE AND PERFORMING ARTS

Visual Arts

COURSE: Visual Arts		UNITS: 2
KLA: Creative Arts	EXCLUSIONS: Works developed for assessment in any of the following Board Endorsed Courses are not to be used either in full or in part for assessment in Visual Arts: Ceramics, Photography, Video and Digital Imaging, Visual Design.	
COURSE TYPE: Board Developed Course		

GENERAL AIMS/DESCRIPTION OF THE COURSE: Visual Arts involves students in the practice of Art Making and Critical and Historical Study. Students develop their own art works, and in the HSC course a 'Body of Work' that displays student's knowledge about their Art Making this should demonstrate their ability to create a conceptually and technically strong work reflecting their ideas. In support of their Art Making, students critically and historically investigate art works and artists from a range of times and cultures.	
NAME AND OUTLINE OF TOPICS COVERED	
PRELIMINARY <ul style="list-style-type: none"> • Exploration of themes and personal ideas. • Media investigations in 2-D and 3-D art forms • The role of the artist, artworks, the world and art world audiences. • The nature of art works in our world through art criticism and art history. 	HSC <ul style="list-style-type: none"> • Exploration of student's choice of themes, techniques and related artists. • Creation of a Body of Work based on this exploration. • Student selection of individual areas of interest in which they investigate the relationships between artists, artworks, the world and the art world audiences through art making, art criticism and art history.
FORMS OF ASSESSMENT TASKS WHICH MAY BE USED Art Making 50% - Visual Arts Process Diary; Body of Works Critical and Historical Study 50%: case studies; structured responses; extended responses; exams	
PARTICULAR COURSE REQUIREMENTS Preliminary – Making Artworks in at least 3 Forms, VAPD, broad investigations of ideas in Critical and Historical Study HSC – Development of a Body of Work, VAPD, Minimum 4 Case Studies, in-depth investigations of ideas in Critical and Historical Study	
PREREQUISITES/COREQUISITES The course caters for those students who haven't experienced Visual Arts since Years 7 & 8 as well as those who have studied it as an elective in Years 9 and 10	

COSTS AND EQUIPMENT NEEDED:

- HSC Course – individual student cost will apply for the Body of Work
- 1 Large VAPD
- 1 Art Shirt
- 1 Drawing cylinder or folio
- Set of reusable/sealable paint containers
- Annual excursions - Sydney and/or Canberra

ENGLISH

English Advanced

COURSE: English Advanced	UNITS: 2
KLA: English	EXCLUSIONS: English Standard; Fundamentals of English; English Studies
COURSE TYPE: Board Developed Course	

GENERAL AIMS/DESCRIPTION OF THE COURSE:
 In the Preliminary English (Advanced) course students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.
 In the HSC English (Advanced) course students analyse and evaluate texts and the ways they are valued in their contexts.

NAME AND OUTLINE OF TOPICS COVERED	
<p>PRELIMINARY The course has two sections.</p> <ul style="list-style-type: none"> • Content common to the Standard and Advanced courses are undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake at least one Area of Study. • Modules in which students explore, examine and analyse texts and how they shape meaning. The Modules focus on the ways in which texts and contexts shape and are shaped by different attitudes and values. The Modules comprise 60% of the Content. 	<p>HSC English (Advanced) course requires: the close study of at least five types of prescribed text, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • Shakespearean drama • Prose fiction • Drama or film • Poetry • Non-fiction, media or multimedia • A range of other stimulus material.

FORMS OF ASSESSMENT TASKS WHICH MAY BE USED			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of Paper 1 (2 hours) Area of Study (Common course content)	40%	Area of Study (Common course content)	40%
		Module A	20%
Paper 2 (2 hours) Module A Module B Module C	60%	Module B	20%
		Module C	20%
		Assessment across the language modes:	100%
		- Listening	15%
		- Speaking	15%
		- Reading	25%
		- Writing	30%
		- Viewing & Representing	15%
	100%		100%

ENGLISH

English Extension

COURSE: Preliminary English Extension HSC English Extension 1 and HSC English Extension 2	UNITS: 1
KLA: English	EXCLUSIONS: English Standard; Fundamentals of English; English Studies
COURSE TYPE: Board Developed Course	

GENERAL AIMS/DESCRIPTION OF THE COURSE
 In the Preliminary English (Extension) course students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. In the HSC English (Extension 1) students explore ideas of value and consider how cultural values and systems of valuation arise. In the HSC English (Extension 2) students develop a sustained composition and document their reflection on this process.

NAME AND OUTLINE OF TOPICS COVERED	
Preliminary The course has one mandatory section, Module: Texts, Culture and Value	HSC <ul style="list-style-type: none"> • HSC Extension Course 1 The course has one section. Students, in consultation with teachers, must complete one elective chosen from one of the three modules offered: Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values. • HSC Extension Course 2 The course requires students to complete a Major Work.

FORMS OF ASSESSMENT TASKS WHICH MAY BE USED			
Assessment: HSC Extension Course 1			
External Assessment	Weight	Internal Assessment	Weight
A written examination of 2 hours duration	50%	Module A, B or C	50%
	50%		50%
		Assessment across the language modes:	
		Speaking and listening	10%
		Reading and writing	30%
		Viewing and representing	10%
			50%
Assessment: HSC Extension Course 2			
External Assessment	Weight	Internal Assessment	Weight
Submission of Major work Including a 1000 – 1500 word (maximum) reflection statement	50%	<ul style="list-style-type: none"> • Proposal: Presentation of proposal • Viva Voce: Interview and discussion/exploration of the work in progress • Report: The impact of independent investigation on the development of the Major Work 	10%
			20%
	50%		20%
			50%

PARTICULAR COURSE REQUIREMENTS
 Preliminary English (Extension) course requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.
 The HSC English (Extension) course 1 requires the study of prescribed texts (as outlined in the support document, HSC English Texts and Electives). The HSC English (Extension) course 2 requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.

PREREQUISITES/COREQUISITES
 1 unit of study for each of Preliminary and HSC
 Prerequisites:
 (a) English (Advanced) course.
 (b) Preliminary English Extension Course is prerequisite for Extension Course 1.
 (c) Extension Course 1 is prerequisite for Extension Course 2.

ENGLISH

English Standard

COURSE: English Standard		UNITS: 2
KLA: English	EXCLUSIONS: English Advanced and English Studies	
COURSE TYPE: Board Developed Course		

GENERAL AIMS/DESCRIPTION OF THE COURSE:
 In the Preliminary English (Standard) course students explore the ways events, experiences, ideas and processes are represented in and through texts.
 In the HSC English (Standard) course students reflect on and demonstrate the effectiveness of texts for different audiences and purposes. The emphasis is on how writers use language.

NAME AND OUTLINE OF TOPICS COVERED	
<p>Preliminary The course has two sections:</p> <ul style="list-style-type: none"> • Content common to the Standard and Advanced courses are undertaken through a unit of work called an Area of Study. The common content comprises 40% of the course Content. Students undertake at least one Area of Study. • Electives in which students explore and examine texts and analyse aspects of meaning. The Electives comprise 60% of the Content. 	<p>HSC The course has two sections:</p> <ul style="list-style-type: none"> • The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. • Modules that provide elective choices which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. One elective is chosen from each of the Modules.

FORMS OF ASSESSMENT TASKS WHICH MAY BE USED			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of Paper 1 (2hours) Areas of Study (Common course content) Paper 2 (2hours) Module A Module B Module C	40%	Area of Study (Common course content) Module A Module B Module C	40% 20% 20% 20%
	60%	Assessment across the language modes: - Listening - Speaking - Reading - Writing - Viewing & Representing	100% 15% 15% 25% 30% 15%
	100%		100%

ENGLISH
English Studies

COURSE: English Studies		UNITS: 2
KLA: English	EXCLUSIONS: English Advanced and Standard, Extension 1 English, Extension 2 English	
COURSE TYPE: Content Endorsed Course		

GENERAL AIMS/DESCRIPTION OF THE COURSE:
 In the *English Studies* course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

NAME AND OUTLINE OF TOPICS COVERED	
<p>Preliminary The course has two sections:</p> <ul style="list-style-type: none"> • The module 'Achieving through English – English and the worlds of education, careers and community' is mandatory in the Preliminary course. • Students will study a total of 3-5 modules (including the mandatory module), 20-40 indicative hours per module. 	<p>HSC The course has two sections:</p> <ul style="list-style-type: none"> • The module 'We are Australians – English in citizenship, community and cultural identity' is mandatory in the HSC course. • Students will study a total of 3-5 different modules (including the mandatory module), 20-40 indicative hours per module.

PARTICULAR COURSE REQUIREMENTS
 In each of the **Preliminary** and **HSC** courses students are required to:

- read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- undertake study of at least one substantial print text and at least one substantial multi-modal text
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.

ENGLISH

English Fundamentals

COURSE: English Fundamentals	UNITS: 1
KLA: English	EXCLUSIONS: English (Advanced) course; English Extension 1 and English Extension 2
COURSE TYPE: Board Developed Course	

<p>GENERAL AIMS/DESCRIPTION OF THE COURSE: This is a skills-based course with opportunities for flexible delivery to meet students' needs. The needs of students should determine all aspects of the course including areas such as modules studied, texts and activities chosen. It aims to support students in their study of the English (Standard) course, the English Studies course or the English (ESL) course and the English language demands of other subjects at Stage 6.</p>
<p>NAME AND OUTLINE OF TOPICS COVERED</p> <p>PRELIMINARY Fundamentals of English Course Students undertake:</p> <ul style="list-style-type: none"> • Module A – Approaches to Area of Study in English and up to four additional Modules chosen from: • Module B – Oral Communication Skills • Module C – Writing For Study • Module D – Research Skills • Module E – Workplace Communication
<p>PARTICULAR COURSE REQUIREMENTS All modules involve a minimum of 24 indicative hours of study. Module A is compulsory. Students must complete a minimum of three modules. They may undertake other modules (with a minimum of 24 indicative hours of study) or apply the balance of time of additional work in the modules they have already undertaken.</p>
<p>PLEASE NOTE This course is taken as well as English (Standard). It is not a substitute for English (Standard) or English Studies but an extra English unit. This course will only be offered in the Preliminary year.</p>

HSIE

Ancient History

COURSE: Ancient History		UNITS: 2
KLA: HSIE	EXCLUSIONS: Nil	
COURSE TYPE: Board Developed Course		

<p>GENERAL AIMS/DESCRIPTION OF THE COURSE: Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Preliminary and HSC Courses. The Preliminary course is structured for students to investigate:</p> <ul style="list-style-type: none"> • people, groups, events, institutions, societies and historical sites: • archaeological and written evidence and the methods used by historians and archaeologist in the study of ancient societies. <p>In the HSC course, students use archaeological and written evidence to investigate a personality from the ancient world plus three ancient societies/ historical periods.</p>			
<p>NAME AND OUTLINE OF TOPICS COVERED</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Preliminary</p> <ul style="list-style-type: none"> • <i>Part I: Introduction.</i> Investigating the Past: History, Archaeology and Science; Case Studies – at least one e.g. Boudica, Terracotta Warriors • <i>Part II Ancient Societies.</i> At least one study of ancient societies, sites and sources should be undertake e.g. The Celts (Europe), Deir el-Medina • <i>Part III: Historical Investigation.</i> The historical investigation can be integrated into any aspect of the Preliminary course. </td> <td style="width: 50%; vertical-align: top;"> <p>HSC</p> <ul style="list-style-type: none"> • <i>Part I: Core Cities of Vesuvius – Pompeii and Herculaneum (25%).</i> A Roman study. • <i>Part II: Ancient Societies (25%).</i> One ancient society to be studied. • <i>Part III: Personalities in Their Times (25%).</i> One personality to be studied. • <i>Part IV: Historical Periods (25%)</i> – one Historical Period to be studied. </td> </tr> </table>		<p>Preliminary</p> <ul style="list-style-type: none"> • <i>Part I: Introduction.</i> Investigating the Past: History, Archaeology and Science; Case Studies – at least one e.g. Boudica, Terracotta Warriors • <i>Part II Ancient Societies.</i> At least one study of ancient societies, sites and sources should be undertake e.g. The Celts (Europe), Deir el-Medina • <i>Part III: Historical Investigation.</i> The historical investigation can be integrated into any aspect of the Preliminary course. 	<p>HSC</p> <ul style="list-style-type: none"> • <i>Part I: Core Cities of Vesuvius – Pompeii and Herculaneum (25%).</i> A Roman study. • <i>Part II: Ancient Societies (25%).</i> One ancient society to be studied. • <i>Part III: Personalities in Their Times (25%).</i> One personality to be studied. • <i>Part IV: Historical Periods (25%)</i> – one Historical Period to be studied.
<p>Preliminary</p> <ul style="list-style-type: none"> • <i>Part I: Introduction.</i> Investigating the Past: History, Archaeology and Science; Case Studies – at least one e.g. Boudica, Terracotta Warriors • <i>Part II Ancient Societies.</i> At least one study of ancient societies, sites and sources should be undertake e.g. The Celts (Europe), Deir el-Medina • <i>Part III: Historical Investigation.</i> The historical investigation can be integrated into any aspect of the Preliminary course. 	<p>HSC</p> <ul style="list-style-type: none"> • <i>Part I: Core Cities of Vesuvius – Pompeii and Herculaneum (25%).</i> A Roman study. • <i>Part II: Ancient Societies (25%).</i> One ancient society to be studied. • <i>Part III: Personalities in Their Times (25%).</i> One personality to be studied. • <i>Part IV: Historical Periods (25%)</i> – one Historical Period to be studied. 		
<p>FORMS OF ASSESSMENT TASKS WHICH MAY BE USED Students may be assessed with the use of the following tasks: Course studies, tests, exams, oral tasks, group work, research projects, essays.</p>			
<p>PREREQUISITES/COREQUISITES Many students enjoy the study of Ancient History in Year 7. The Senior Course enables the extension of this curiosity in the stories of the past and the mysteries of human behaviour. It allows them to develop and apply research skills used by historians and archaeologists. However, this course requires a large amount of research, reading and analysis of source material. Students need to have sound ability in written expression and a willingness to engage in independent learning</p>			

COSTS AND EQUIPMENT

- We are seeking appropriate displays and venues, which often become available on a “one off” basis. \$50 may cover any excursion costs in each of Years 11 & 12 to museums and special events.

HSIE
Business Studies

COURSE: Business Studies		UNITS: 2
KLA: HSIE	EXCLUSIONS: Business Services	
COURSE TYPE: Board Developed Course		

GENERAL AIMS/DESCRIPTION OF THE COURSE: Business studies is a course which aims to give students an insight into the significance of business, mostly small and medium sized, for today's society. The HSC course has a focus on large businesses. Theoretical and practical aspects of business combine in a popular, interesting and useful course. This course helps to develop skills that can be used by students as they participate in the workplace. The realities of establishing and successfully operating a business are explored.	
NAME AND OUTLINE OF TOPICS COVERED	
Preliminary <ul style="list-style-type: none"> • <i>Nature of Business</i> – the role and nature of business (20%) • <i>Business Management</i> – the nature and responsibility of management (40%) • <i>Business Planning</i> – establishing and planning a small to medium enterprise (40%) 	HSC <ul style="list-style-type: none"> • <i>Operations</i> – strategies for effective operations management (25%) • <i>Finance</i> – financial information in the planning and management of business (25%) • <i>Marketing</i> – development and implementation of successful marketing strategies (25%) • <i>Human Resources</i> - human resource management and business performance (25%)
FORMS OF ASSESSMENT TASKS WHICH MAY BE USED In Year 11 a Business Plan is a major assessment task for this course, worth 30% of the total. It is ongoing, and helps the student to apply theory to a case study. Oral and written tasks are also completed.	
PREREQUISITES/COREQUISITES There is no advantage for students of Commerce. Students who have friends or family in business will be able to gain further insight but this is not necessary, as all students are encouraged to investigate and research a business.	

COSTS AND EQUIPMENT NEEDED

- Minimal costs are involved, with possible visits to local business in the Batemans Bay to Moruya area.

HSIE

Economics

COURSE: Economics	UNITS: 2
KLA: HSIE	EXCLUSIONS:
COURSE TYPE: Board Developed Course	

GENERAL AIMS/DESCRIPTION OF THE COURSE	
<p>Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p> <p>This course is very relevant to 2017 and beyond as the world's economic climate evolves. If an analysis of the 2016 budget and its impact on the Australian economy, falling interest rates and a decline in the mining industry as the Chinese economy slows, employment prospects and the growth of different industries are issues of interest to you; then this is the course for you. Students will gain an understanding of such issues and develop skills to participate with confidence in debate and discussion.</p>	
NAME AND OUTLINE OF TOPICS COVERED	
Preliminary <ul style="list-style-type: none"> • Introduction to Economics • Consumer and Business • Markets • Labour Markets • Financial Markets • Government in the Economy 	HSC <ul style="list-style-type: none"> • The Global Economy • Australia's Place in the Global Economy • Economic Issues • Economic Policies and Management
PREREQUISITES/COREQUISITES	
<p>There is no need to have studied Commerce. This course is inherently analytical, with a high expectation for students to learn about concepts which may appear very theoretical.</p>	

COSTS AND EQUIPMENT NEEDED:

Allow \$20 - \$25 per year as needs may arise

HSIE Geography

COURSE: Geography	UNITS: 2
KLA: HSIE	EXCLUSIONS: Nil
COURSE TYPE: Board Developed Course	

GENERAL AIMS/DESCRIPTION OF THE COURSE:	
<p>Geography is a study of natural and human environments. Students learn about</p> <ul style="list-style-type: none"> • How to investigate and identify issues (e.g. sustainable development) • How the local region interrelates with the global environment • How human settlements impact on natural resources, social issues and cultures • Contemporary urbanisation • Skills are developed – maps, graphics, photo interpretation, and fieldwork. <p>The HSC course is designed for students to investigate national and international forces of change and continuity in the twenty first century.</p>	
NAME AND OUTLINE OF TOPICS COVERED	
<p>PRELIMINARY</p> <ul style="list-style-type: none"> • <i>Biophysical Interactions</i> – atmosphere, plants, animals, investigation (e.g. ozone, El Nino) (45% of course) • <i>Global Challenges</i> – population, development, cultures (45%) • <i>Senior Geography Project</i> – The culmination of the Preliminary Course which requires original investigation and a large, ongoing effort (10%) 	<p>HSC</p> <p>33.3% of course for each topic.</p> <ul style="list-style-type: none"> • <i>Ecosystems at Risk</i> - This is the first topic of the HSC course, and is studied during Term 4 - environmental protection, management strategies. • <i>Urban Places</i> - cities of the world • <i>People & Economic Activity</i> - environmental impacts, local case study
FORMS OF ASSESSMENT TASKS WHICH MAY BE USED	
<p>Senior Geography Project – an ongoing research unit on an issue of interest, Skills – mapping, observation, Topic tests and examinations. Students must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>	
PREREQUISITES/COREQUISITES	
<p>All students have a background of Geography following their study of the Year 7 to 10 Course. The Senior Course enables students to follow their natural curiosity about how and why the world's people and environments are so varied. A desire to be more environmentally aware is needed.</p>	

COSTS AND EQUIPMENT NEEDED:

Fieldwork and excursions as required in the course. It would be likely that around \$20-\$50 may be required, depending on venues. We are constantly seeking the most appropriate and best value places to visit.

HSIE
Legal Studies

COURSE: Legal Studies		UNITS: 2
KLA: HSIE	EXCLUSIONS:	
COURSE TYPE: Board Developed Course		

GENERAL AIMS/DESCRIPTION OF THE COURSE: Legal Studies is aimed at giving students insight and knowledge on the functioning of legal systems in Australia and overseas. It is not intended to be a "Law" course although many laws are studied. The course is a popular and interesting one as students explore contemporary and current issues relating to the topics of Crime, Human Rights, Law Reform and the Operation of the Legal System.	
NAME AND OUTLINE OF TOPICS COVERED	
Preliminary <ul style="list-style-type: none"> • Part I – The Legal System (40% of course time) • Part II – The Individual and the Law (30% of course time) • Part III – The Law and Practice (30% of course time) 	HSC <ul style="list-style-type: none"> • <i>Core Part I: Crime</i> (30% of time) • <i>Core Part II: Human Rights</i> (20% of time) • <i>Part III: Two Options</i> (50% of time) <ul style="list-style-type: none"> ○ Consumers ○ Global Environment and protection ○ Family ○ Indigenous peoples ○ Shelter Workplace ○ World Order
FORMS OF ASSESSMENT TASKS WHICH MAY BE USED Oral, written, research, media file report, essay tasks and examinations.	
PREREQUISITES/COREQUISITES There is no need to have studied Commerce in Years 9 and 10. The course requires that students develop an understanding of current events and apply real life cases to concepts.	

COSTS AND EQUIPMENT NEEDED

Excursions to local courts will mean an outlay of approximately \$10.

HSIE
Modern History

COURSE: Modern History		UNITS: 2
KLA: HSIE	EXCLUSIONS: Nil	
COURSE TYPE: Board Developed Course		

GENERAL AIMS/DESCRIPTION OF THE COURSE:	
<p>Modern History is designed for those students interested in understanding European, American and Asian history in modern times as a means to understanding the present. The course also develops skills in research, writing and analysis.</p> <p>The Preliminary course introduces students to skills in historical investigation through the study of three topics and an independent research project.</p> <p>The HSC course is designed to hone skills through investigation of national studies, personality studies and international conflict and change.</p>	
NAME AND OUTLINE OF TOPICS COVERED	
<p>Preliminary</p> <ul style="list-style-type: none"> • <i>Part 1: Case Studies – 50%</i> <p>At least TWO case studies should be undertaken</p> <ul style="list-style-type: none"> • Decolonisation in Indochina • Civil Rights (USA) <ul style="list-style-type: none"> • <i>Part II: Historical Investigation – 20%</i> <p>The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. It may be conducted individually or as part of a group.</p> <ul style="list-style-type: none"> • <i>Part III: Core Study – 30%</i> <p>The World at the Beginning of the Twentieth Century</p>	<p>HSC</p> <ul style="list-style-type: none"> • <i>Part I: Core Study (25%)</i> <p>World War I 1914 – 1919: A Source-based Study</p> <ul style="list-style-type: none"> • <i>Part II: National Study (25%)</i> <p>Russia and USSR: 1917 – 1941 (25%)</p> <ul style="list-style-type: none"> • <i>Part III: Personalities of the Twentieth Century (25%)</i> <p>Leon Trotsky: 1879-1940</p> <ul style="list-style-type: none"> • <i>International Study in Peace and Conflict (30%)</i> <p>Indochina: 1954 - 1979</p>
FORMS OF ASSESSMENT TASKS WHICH MAY BE USED	
<p>Student may be assessed with the use of the following types of tasks: source studies, tests, exams, oral tasks, group work, research projects, and essays.</p>	
PREREQUISITES/COREQUISITES	
<p>Students should have an interest in research and in understanding the past. Their investigation skills in Years 9 and 10 will be developed further but students should have a naturally inquisitive and enquiring mind, as well a love of reading about the past and understanding its implications for the future.</p>	

COSTS AND EQUIPMENT NEEDED:
War Memorial Excursion approx. \$30.

MATHEMATICS

Mathematics (2 Unit)

COURSE: Mathematics	UNITS: 2
KLA: Mathematics	EXCLUSIONS:
COURSE TYPE: Board Developed Course	

GENERAL AIMS/DESCRIPTION OF THE COURSE:
 The course is intended to give students who have demonstrated general competence in the skills of Years 7 to 10 Mathematics, an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational basis and is also useful for concurrent studies in science. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level.

NAME AND OUTLINE OF TOPICS COVERED (include % if appropriate)	
Preliminary <ul style="list-style-type: none"> • Basic arithmetic and algebra • Real functions • Trigonometric functions • Linear functions • The quadratic polynomial and the parabola • Plane geometry • Tangent to a curve and derivative function 	HSC <ul style="list-style-type: none"> • Coordinate methods in geometry • Applications of geometrical properties • Geometrical applications of differentiation • Integration • Trigonometric functions • Logarithmic and exponential functions • Applications of calculus to the physical world • Probability • Series and series applications

FORMS OF ASSESSMENT TASKS WHICH MAY BE USED
 Examination-type questions, assignments, oral or written reports, samples of students work, written tests/quizzes

PREREQUISITES/COREQUISITES
 The course is constructed on the assumption that students have achieved as a minimum the outcomes in the core of the 5.2 Pathway course and have achieved a minimum grade A in 5.2 Pathway.

COSTS AND EQUIPMENT NEEDED:

- Scientific Non-Programmable Calculator – available at the College
- Math Aid

MATHEMATICS

Mathematics (General)

COURSE: Mathematics - General		UNITS: 2
KLA: Mathematics	EXCLUSIONS: Students may not study any other Stage 6 Mathematics course in conjunction with 2 Unit General Mathematics	
COURSE TYPE: Board Developed Course		

GENERAL AIMS/DESCRIPTION OF THE COURSE: The course focuses on mathematical skills and techniques, which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on applications and modelling tasks. The course is fully prescribed (no options) and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students, who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.	
NAME AND OUTLINE OF TOPICS COVERED (include % if appropriate)	
PRELIMINARY <ul style="list-style-type: none"> • Financial mathematics • Data and statistics • Measurement • Probability • Algebraic and modelling 	HSC (Mathematics-General Pathways) <ul style="list-style-type: none"> • Financial mathematics • Data and statistics • Measurement • Probability • Algebra and modelling
Focus Study <ul style="list-style-type: none"> • Mathematics and Communication • Mathematics and Driving 	Focus Study –General 2 <ul style="list-style-type: none"> • Mathematics and health • Mathematics and resources
FORMS OF ASSESSMENT TASKS WHICH MAY BE USED Examination-type questions, assignments, oral or written reports, samples of students work, written tests/quizzes	
PREREQUISITES/COREQUISITES The course is constructed on the assumption that students have experienced the entire 5.1 Pathway for the years 7-10. Those students who have struggled with the 5.1 Pathway should consider not attempting Mathematics at Stage 6.	
Pathways: The Mathematics General 2 course has been written for students who have demonstrated a high level of competence in the Preliminary Mathematics General Course. Note that the Mathematics General 2 is a “Board Developed Course.”	

COSTS AND EQUIPMENT NEEDED:

- Scientific Non-Programmable Calculator – available at the College.

MATHEMATICS

Mathematics (Extension 1)

COURSE: Mathematics – Extension 1	UNITS: 1
KLA: Mathematics	EXCLUSIONS:
COURSE TYPE: Board Developed Course	

GENERAL AIMS/DESCRIPTION OF THE COURSE:	
<p>The content of this course, which includes the entire Mathematics course, and its depth of treatment indicate that it is intended for those students who have demonstrated a mastery of the skills of Years 7 to 10 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences.</p>	
NAME AND OUTLINE OF TOPICS COVERED	
Preliminary (PLUS Mathematics content) <ul style="list-style-type: none"> • Other inequalities • Circle Geometry • Further Trigonometry • Angles between two lines • Internal & external division of lines in given ratios • Parametric representation • Permutations and combinations • Polynomials • Harder applications of the Preliminary 2 Unit course 	HSC (PLUS Mathematics content) <ul style="list-style-type: none"> • Methods of integration • Primitive of \sin^2x and \cos^2x • Velocity and acceleration as a function of x • Projectile motion • Simple harmonic motion • Inverse functions & inverse trigonometric functions • Induction • Binomial theorem • Further probability • Iterative methods for numerical estimation of the roots of a polynomial equation • Harder applications of HSC Mathematics topics • Exponential growth
FORMS OF ASSESSMENT TASKS WHICH MAY BE USED	
Examination-type questions, assignments, oral or written reports, samples of students work, written tests/quizzes	
PREREQUISITES/COREQUISITES	
<p>The course is constructed on the assumption that students have achieved the outcomes in the core of the 5.3 Pathway course for Year 9 - 10 and have achieved a minimum grade A or B in 5.3 Pathway.</p>	

COSTS AND EQUIPMENT NEEDED:

- Scientific Non-Programmable Calculator – available at the College.

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

Community and Family Studies

COURSE: Community and Family Studies	UNITS: 2
KLA: PDHPE	EXCLUSIONS:
COURSE TYPE: Board Developed Course	

GENERAL AIMS/DESCRIPTION OF THE COURSE: Community and Family Studies aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society. It is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences.

NAME AND OUTLINE OF TOPICS COVERED

<p>Preliminary</p> <p>Resource Management</p> <ul style="list-style-type: none"> • Basic concepts of resource management: communication, decision making, management processes 20% <p>Individuals and Groups</p> <ul style="list-style-type: none"> • The individual's roles, relationships and tasks within and between groups: Individuals, group dynamics, wellbeing, conflict resolution 40% <p>Families and Communities</p> <ul style="list-style-type: none"> • Family structures and functions, and the interaction between family and community: Lifespan development, childhood, family structures and functions, changes in family and communities 40% 	<p>HSC</p> <p>Research Methodology</p> <ul style="list-style-type: none"> • Research methodology and skills culminating in the production of an Independent Research Project: surveying, interviewing, case studies, collecting and presenting data 25% <p>Groups in Context</p> <ul style="list-style-type: none"> • The characteristics and needs of specific community groups: e.g. sole parents, rural families, aged, youth, families in crisis 25% <p>Parenting and Caring</p> <ul style="list-style-type: none"> • Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society: becoming parents and carers, managing parenting and caring responsibilities, support services and agencies 25% <hr/> <p style="text-align: center;">HSC Course Option Modules (25% Total)</p> <p style="text-align: center;">Select one of the following options:</p> <hr/> <p>Family and Societal Interactions</p> <ul style="list-style-type: none"> • Government and community structures that support and protect family members throughout the lifespan: supporting and protecting individuals and families, protecting children, becoming responsible adults, supporting the aged 25% <p>Social Impact of Technology</p> <ul style="list-style-type: none"> • The impact of evolving technologies on individuals and lifestyle: development of technology, technology and wellbeing, technology and lifestyle 25% <p>Individuals and Work</p> <ul style="list-style-type: none"> • Contemporary issues confronting individuals as they manage roles within both family and work environments: nature of work, changing work patterns, managing workplace and family roles 25%
---	--

FORMS OF ASSESSMENT TASKS WHICH MAY BE USED
Case studies, interviews, surveys, oral and written presentations, research process, research project, examinations

PARTICULAR COURSE REQUIREMENTS
Community and Family Studies explores life issues that are important to all young people and of equal relevance to female and male students. The topics investigated and the emphasis on research ensures a course that is attractive to many students, with the capacity to challenge and extend all students' ability levels.

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

PDHPE

COURSE: Personal Development Health and Physical Education	UNITS: 2
KLA: PDHPE	EXCLUSIONS:
COURSE TYPE: Board Developed Course	

GENERAL AIMS/DESCRIPTION OF THE COURSE:	
<p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.</p> <p>In the HSC course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>	
NAME AND OUTLINE OF TOPICS COVERED	
<p>Preliminary Core Topics (60%)</p> <ul style="list-style-type: none"> • <i>Better Health for Individuals</i> - Students investigate the importance of nutrition, physical activity, drug use & relationships to personal health. • <i>The Body in Motion</i> - Students examine the scientific foundations of human movements. <p>Optional Components (40%) Students to select two options each from</p> <ul style="list-style-type: none"> • First Aid • Composition and Performance • Fitness Choices • Outdoor Recreation 	<p>HSC Core Topics (60%)</p> <ul style="list-style-type: none"> • <i>Health Priorities in Australia</i> - Students examine the health status of Australians and investigate the current health priority areas in Australia. • <i>Factors Affecting Performance</i> - Students explore physical & psychological bases of performance. They critically analyse approaches to training and skill development. <p>Optional Component (40%) Students to select two options each from</p> <ul style="list-style-type: none"> • The Health of Young People • Sport and Physical Activity in Australian Society • Sports Medicine • Improving Performance • Equity and Health
FORMS OF ASSESSMENT TASKS WHICH MAY BE USED	
Laboratory Reports, debates, oral presentation, research reports, practical performances, and examinations.	
PARTICULAR COURSE REQUIREMENTS	
In addition to core studies students select two options in each of the Preliminary and HSC courses	
PREREQUISITES/COREQUISITES	
An interest in PDHPE, physical activity and a healthy lifestyle would be beneficial.	

COSTS AND EQUIPMENT NEEDED:

- An approximate cost of \$50 per year for out of school excursions.
- If Outdoor Recreation is chosen as an option, students will participate in an overnight camp with an approximate cost of \$100 - \$200

SCIENCE

Biology

COURSE: Biology	UNITS: 2
KLA: Science	EXCLUSIONS: Senior Science (Preliminary)
COURSE TYPE: Board Developed Course	

GENERAL AIMS/DESCRIPTION OF THE COURSE:			
<p>The study of Biology in Yr 11 & Yr 12 explores the levels of organisation of life, from the molecular level, through the cellular level to higher levels of organisation and structure within an ecosystem. It includes an understanding of the interactions within an organism, the interactions between organisms and the interactions between organisms and the environment.</p> <p>The students will be working individually and in small groups in practical, field and interactive activities that are related to the theory side of the course. It is expected that students will apply investigative skills, problem solving skills, and effective communication to develop an understanding and appreciation of the role that Biology plays in the world.</p>			
NAME AND OUTLINE OF TOPICS COVERED			
Preliminary <ul style="list-style-type: none"> • A local Ecosystem • Patterns in nature • Life on Earth • Evolution of Australian Biota 	HSC <ul style="list-style-type: none"> • Maintaining a Balance • Blueprint of Life • The Search for Better Health One option from the following: <ul style="list-style-type: none"> • Biotechnology • Genetics: The code Broken • Communication • The Human Story • Biochemistry 		
<i>Assessment: HSC course only</i>			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination			
Core	75%	Core	75%
Option	25%	Option	25%
	100%		100%
PARTICULAR COURSE REQUIREMENTS			
<p>The Preliminary course includes a field study related to local terrestrial and aquatic environments. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.</p>			
PREREQUISITES/COREQUISITES			
A good pass in Science in Yr 10, a C or above.			

COSTS AND EQUIPMENT NEEDED:

- An excursion in Preliminary year, approx. cost \$10.

SCIENCE

Chemistry

COURSE: Chemistry	UNITS: 2
KLA: Science	EXCLUSIONS: Senior Science (Preliminary)
COURSE TYPE: Board Developed Course	

GENERAL AIMS/DESCRIPTION OF THE COURSE:			
Chemistry provides students with a contemporary understanding of the physical and chemical properties of substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.			
Students investigate natural and made substances, their structures, changes and environmental importance; they learn about the history and philosophy of science as it relates to Chemistry' students work individually and with others in practical, field and interactive media experiences related to chemistry; they undertake experiments and decide between competing theories. They assess the impact of decisions based on an understanding of chemistry on society.			
The course presumes that student have a certain amount of knowledge learnt in Years 7-10 and recognises the fact that students bring a wide range of abilities, circumstances and expectations to the course.			
NAME AND OUTLINE OF TOPICS COVERED			
Preliminary <ul style="list-style-type: none"> • The Chemical Earth • Metals • Water • Energy 	HSC <ul style="list-style-type: none"> • The Identification and Production of materials • The Acidic Environment • Chemical Monitoring and Management One option from the following: <ul style="list-style-type: none"> • The Biochemistry of movement • The Chemistry of Art • Industrial Chemistry • Shipwrecks & Salvage • Forensic Chemistry 		
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination			
Core	75%	Core	75%
Option	25%	Option	25%
	100%		100%
PARTICULAR COURSE REQUIREMENTS			
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time, with no less than 35 hours in the HSC course.			
PREREQUISITES/COREQUISITES			
A high level of achievement in Junior Science, probably an A grade.			
A high level of achievement in Year 10 Mathematics at a 5.3 level.			

COSTS AND EQUIPMENT NEEDED

Scientific Non-Programmable Calculator – either Sharp or Casio

SCIENCE

Physics

COURSE: Physics	UNITS: 2
KLA: Science	EXCLUSIONS: Senior Science (Preliminary)
COURSE TYPE: Board Developed Course	

GENERAL AIMS/DESCRIPTION OF THE COURSE:			
<p>Physics in Science Stage 6 provides students with an understanding of energy, matter, and their interrelationships. It focuses on investigating natural phenomena and then applying patterns, models (including mathematical ones), principles, theories and laws to explain the physical behaviour of the universe. It uses an understanding of simple systems (single particles and pairs of particles) to make predictions about a range of objects from sub-atomic particles to the entire universe and aims to reveal the simplicity underlying complexity.</p> <p>The study of physics provides student with an understanding of systems that is the basis of the development of technological applications.</p> <p>The study of physics involves the students working individually and with others in active, practical, field and interactive media experiences that are related to the theoretical concepts considered in the course.</p>			
NAME AND OUTLINE OF TOPICS COVERED			
PRELIMINARY <ul style="list-style-type: none"> • Moving about • The World Communicates • Electrical energy in the home. • The Cosmic Engine 	HSC Core Topics <ul style="list-style-type: none"> • Space • Motors & Generators • From Ideas to Implementation One Option from the following: <ul style="list-style-type: none"> • Medical Physics • Astrophysics • Geophysics • The Age of Silicon • From Quanta to Quarks 		
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination			
Core	75%	Core	75%
Option	25%	Option	25%
	100%		100%
PREREQUISITES/COREQUISITES			
A high level of achievement – Junior Science, probably an A grade. A high level of achievement in Year 10 Mathematics at a 5.3 level.			

Scientific Non-Programmable Calculator – either Sharp or Casio

SCIENCE

Senior Science

COURSE: Senior Science		UNITS: 2
KLA: Science	EXCLUSIONS: Physics, Chemistry, Biology	
COURSE TYPE: Board Developed Course		

GENERAL AIMS/DESCRIPTION OF THE COURSE:			
<p>The Preliminary course incorporates the study of some aspects of human anatomy and discusses issues associated with the protection of the body in the workplace; the interactions between organisms in local ecosystems; the collection, storage and conservation of water resources; and the structure and function of plants with an emphasis on Australian native plants.</p> <p>The HSC course examines the range and importance of biological molecules found in humans and other organisms; the physical and chemical properties of chemicals used by people on and in their bodies; the structure and function of organs of the human body and the physical features of these organs that can be detected by medical technology.</p>			
NAME AND OUTLINE OF TOPICS COVERED			
PRELIMINARY <ul style="list-style-type: none"> • Humans at Work • The Local Environment • Water for Living • Plants 	HSC Core Topics <ul style="list-style-type: none"> • Lifestyle Chemistry • Medical Technology • Information Systems One Option from the following: <ul style="list-style-type: none"> • Polymers • Pharmaceuticals • Preservatives and additives • Disasters • Space Science 		
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination			
Core	75%	Core	75%
Option	25%	Options	25%
	100%		100%
PREREQUISITES/COREQUISITES			
A good pass in Science in Yr 10, a C or above.			

COSTS AND EQUIPMENT NEEDED:

- An excursion in Preliminary year approx. cost \$10.

TAS
Design and Technology

COURSE: Design and Technology	UNITS: 2
KLA: TAS	EXCLUSIONS: Nil
COURSE TYPE: Board Developed Course	

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

NAME AND OUTLINE OF TOPICS COVERED

<p>Preliminary <i>Each of the content areas should be introduced and given appropriate emphasis through teaching and learning activities and a minimum of two design projects.</i></p> <p>Designing and Producing The study of:</p> <ul style="list-style-type: none"> • design theory, practice and design processes • factors affecting designing and producing • design and production processes in domestic, community, industrial and commercial settings • technologies in industrial and commercial settings • environmental and social issues • creative and collaborative approaches to design • project analysis, marketing and market research • techniques, materials, tools and other resources • the realisation of ideas through the manipulation of techniques, materials tools and other resources • safety • evaluation • project management • factors affecting management, communication • research methods • interpreting and presenting data • ethics in research • manufacturing and production • computer-based technologies <p>As part of this study, students will complete a minimum of two design projects</p>	<p>HSC <i>Each of the content areas are addressed through the major design project, case study and through other teaching and learning activities.</i></p> <p>Innovation and Emerging Technologies The study of:</p> <ul style="list-style-type: none"> • designs and design practice • factors which may impact on successful innovation • entrepreneurial activity • the impact of emerging technologies • the impact on Australian society • historical and cultural influences • ethical and environmental issues • creativity <p>Designing and Producing The study of:</p> <ul style="list-style-type: none"> • Project proposal and project management • Project development and realisation • Project evaluation <p>As part of this study, students will complete a major design project</p>
--	---

FORMS OF ASSESSMENT TASKS WHICH MAY BE USED

Each student must undertake, on an individual basis, a major design project for submission for the Higher School Certificate examination. The major design project includes the practical hands-on activity of carrying the project through to realisation and the documentation, in a folio, of all the steps involved in this process.

The Major design project will include the submission of:

- (i) a folio documenting the project proposal and project management, project development and realisation, and project evaluation
- (ii) a product or a system or an environment.

PARTICULAR COURSE REQUIREMENTS:

Students should have good literacy and numeracy skills, a good background or passion for design and the ability to create designed objects from a range of materials. Students who have studied Industrial Technology, Food Technology, Graphics Technology or Information Technology would have an advantage in this course.

COSTS AND EQUIPMENT NEEDED:

- Yr 12 Major Project: Material costs will vary according to the project but may exceed \$100+
- A4 Plastic sleeve folder, A4 2 Ring binder, No. 10 set squares, H, 6H pencil, fine line markers, eraser and ruler. Students will also be expected to have access to a computer for folio and assignment submissions.

TAS

Industrial Technology (Timber Products and Furniture Industries)

COURSE: Industrial Technology – Timber Products and Furniture Industries	UNITS: 2
KLA: TAS	EXCLUSIONS: Nil
COURSE TYPE: Board Developed Course (Category A Course)	

GENERAL AIMS/DESCRIPTION OF THE COURSE: Industrial Technology Stage 6 consists of project work and Industry Study that develop a broad range of skills and knowledge related to the Timber Products and Furniture Industries and an introduction to industrial processes and practices.	
NAME AND OUTLINE OF TOPICS COVERED	
<p>Preliminary The following sections are taught in relation to the timber products & Furniture Industries.</p> <ul style="list-style-type: none"> • <i>Industry Study</i> – structural, technical, environmental and sociological, personnel, Occupational Health and Safety. • <i>Design</i> – designing, drawing, computer applications, project management. • <i>Management and Communication</i> – literacy, calculations, graphics. 	<p>HSC The following sections are taught in relation to the Timber Products & Furniture Industries area through the development of a major Project and a study of the relevant industry:</p> <ul style="list-style-type: none"> • Industry Study • Design, Management and Communication • Production • Industry Related Manufacturing Technology
FORMS OF ASSESSMENT TASKS WHICH MAY BE USED Written examinations, research tasks, written papers, practical exercises, folio presentations.	
PARTICULAR COURSE REQUIREMENTS: In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, student must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.	
PREREQUISITES/COREQUISITES There are no prerequisites for this course but students who have studied Industrial Technology or Design & Technology (Yr 9 & 10) do have an advantage with a greater knowledge and skill base.	

COSTS AND EQUIPMENT NEEDED:

- Yr 12 Major Project: Material costs will vary according to the project but may exceed \$100+
- A4 Plastic sleeve folder, A4 2 Ring binder, No. 10 set squares, H, 6H pencil, fine line markers, eraser and ruler. Students will also be expected to supply their own dust mask, ear muffs and eye protection.

TAS
Marine Studies

COURSE: Marine Studies	UNITS: 2 Depending on enrolment this subject may not be continued into year 12.
KLA: TAS	EXCLUSIONS: Nil
COURSE TYPE: Content Endorsed Course	

GENERAL AIMS/DESCRIPTION OF THE COURSE:	
<p>The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life, which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.</p> <p>Marine Studies provides an opportunity for the future custodians of this environment to study it and appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to effectively use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides a rare opportunity to instil in students an acceptable ethical code of use of the marine environment, increasingly demanded by the community and their governments.</p> <p>Marine Studies provides a stimulating and exciting educational context, closely linked to the innate affinity all Australians have for the sea, to deliver a wide range of knowledge and instil values designed to protect this natural heritage. The course provides for both practical and theoretical learning, honing students' acquired skills to solve real-life problems.</p>	
NAME AND OUTLINE OF TOPICS COVERED	
Preliminary <ul style="list-style-type: none"> • Marine and Maritime Employment (6hrs) • The Marine Environment (6hrs) • Marine Safety and First Aid (6hrs) • Humans in Water (6hrs) • Life in the Sea (6hrs) • Snorkelling and Dive Science • Marine Construction – Fishing Rod • Commercial and Recreational Fishing 	HSC <ul style="list-style-type: none"> • Personal Interest Project • Boating and Seamanship • Seafood Handling and Processing <p><i>Please note that units may vary from year to year based on student interest</i></p>
FORMS OF ASSESSMENT TASKS WHICH MAY BE USED	
Examinations, written assignments, practical tasks, research assignments	
PARTICULAR COURSE REQUIREMENTS:	
Students are required to study the Core Units (30hours in the Preliminary & 90 hours optional modules and 120 hours of optional modules in the HSC. Students are not required to undertake an external examination in the HSC.	

COSTS AND EQUIPMENT NEEDED:

- Bus fares/ pool entrance/ fishing rod constructing kit
- Opportunity to gain First Aid certificate, powerboat licence, fishing charter trip at current rate at students own expense.
- Equipment: Plastic sleeves, folder. Own wetsuit preferred, may be hired.

Please Note: This course will initially only be offered for Year 11. Depending on enrolments it may not be able to run in Year 12

VET at the College











SCHOOL BASED APPRENTICESHIPS/TRAINEESHIPS

School based apprenticeships and traineeships (SBAT) provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

SBATs are offered in various industries and courses available for inclusion in the Year 11 and 12 pattern of study can be found on the Board of Studies website.

Generally, the weekly timetable for School-based apprenticeships and traineeships for a student will include a day with the employer completing “on the job” work, a day of study/training, and the remainder of the week at school.

SBAT “on the job” requirements can vary between 100 and 180 days in the workplace (a day is defined as approximately 8 hours). Students will be required to log the time spent in the workplace, and this is checked by the VET coordinator each term.

There is an application process and flow chart that indicates the responsibilities of various people- including students, parents, employers, VET coordinator and RTO manager. The application process of finding employers etc may begin in the final semester of Year 10. It is the responsibility of the student to find an employer willing to participate in the SBAT. The completion of this application process is the “sign up”, where students, parents, employer, Apprenticeship Centre and VET Coordinator sign completed training contracts and training plans. This “sign up” needs to be completed by June in Year 11. Please see the VET coordinator for this information.

Where appropriate, study/training can be included in an ATAR package. This will be discussed when the student and VET coordinator discuss the SBAT and process.

As a School Based Apprentice or Trainee, students may also elect to undertake the Industry Based Learning course as part of their HSC studies. Industry Based Learning involves completion of an extensive Log and Journal on their workplace experiences. Industry Based Learning counts towards 2 units during the Preliminary course and 2 units towards the HSC course.

In summary a student achieves:

- A part-time job
- A training wage
- A HSC
- A nationally recognised Vocational and Education Training qualification
- Completion of the first year of an apprenticeship
- The ability to count the study in the ATAR calculation (where applicable)

For more information please talk to Mrs Nicholson.

CONTACTS FOR CURRICULUM QUERIES



College Executive

College Principal
Assistant Principal (Pastoral Care)
Assistant Principal (Curriculum and Achievement)
Religious Education Coordinator
Administration Coordinator
Business Manager

Steve Bath
Graeme Campbell
John O'Neill
Erica Drewsen
Sandra Harris
Kirsty Luff

KLA Coordinators

English Coordinator
HSIE Coordinator
Maths Coordinator
PDHPE Coordinator
Creative and Performing Arts Coordinator
Science Coordinator
Technology Coordinator
Vocational Education and Training
Careers

Stephen Knight
Debbie Enfield
Paul Davies
Jon Brady
Ros Maher
Wayne Foster
Les Prior
Victoria Nicholson
Emma Mullins

Student Support Services

Learning Support Teacher

Cheryle King

Enrolment Enquiries

Nadine Cooper
George Bass Drive
Broulee NSW 2537
Ph: (02) 4471 5600
Fax: (02) 4471

nadine.cooper@cq.catholic.edu.au

College Website:

www.ccb.nsw.edu.au

Our Vision

*Carroll College is a faith community
providing a Catholic education
which inspires personal excellence
and a commitment to social justice.*

*The College fosters spiritual,
academic and personal growth,
preparing our students
for the future as life-long learners.*