



**MOAMA
ANGLICAN
GRAMMAR**

CURRICULUM HANDBOOK
Year 11 and Higher School Certificate (Year 12)
2021-2022



HIGHER SCHOOL CERTIFICATE CURRICULUM HANDBOOK 2021

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INTRODUCTION

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

Embarking on senior secondary school studies is an exciting time, but can also be a little daunting for some students. However, many avenues of support are available for students here at Moama Anglican Grammar as students and parents navigate the subject selection process and consider future career pathways.

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

Year 10 students at Moama Anglican Grammar School have recently taken part in the Morrisby Online Career Assessment and have received a useful profile about their career interests and abilities. They have all taken part in weekly careers classes and will have the opportunity to take part in work experience.

The School usually runs an HSC Information Night but unfortunately due to social distancing restrictions, we are unable to present to parents this year. However, parents and students will be given the opportunity to speak to an Executive Staff member or Middle School Leader to assist them with choosing subjects for 2021, the process or questions about post-school pathways including university pathways. A separate email will be sent out where parents will be able to book appointments for these parent meetings.

STRUCTURE OF THE HIGHER SCHOOL CERTIFICATE

The award of the Higher School Certificate is made at the end of at least two years of study. Students have to complete 120 hours of a subject at Year 11 prior to attempting that subject at HSC level.

Year 11 Courses

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

HSC courses

- Students must study at least 10 units at HSC level to attain their HSC. Most subjects are worth 2 units, so most courses will consist of 5 subjects at this level. Extension subjects are worth 1 unit each.
- All students must study 2 units of English at HSC
- Only 1 Category B subject can be used if students are after an ATAR (VET subjects or English Studies are Category B subjects)
- NESAs guidelines and information about the HSC can be found at:
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

ASSESSMENT OF COURSES

Year 11

- Assessment is conducted by the School and as per NESA guidelines will consist of 3 pieces of Summative assessment.
- While Year 11 assessments do not contribute towards the calculation of HSC results, satisfactory completion of course requirements are essential before a student can progress to HSC studies in that course.

HSC

- All courses have a school based assessment component that counts for 50% of the HSC mark.
- All courses have externally assessed components, which will be made up of written examinations, and practical works, speaking and listening tests etc, as outlined in the syllabus for that subject

For a detailed explanation of how HSC assessment results are calculated and reported, please see Studying for the NSW Higher School Certificate, An Information Booklet for Year 10 Students (NSW Education Standards Authority).

The School's assessment policy for Stage 6 can be found at:

<https://www.moamagrammar.nsw.edu.au/teaching-and-learning/secondary-school-7-12/curriculum/>

TERTIARY ADMISSION

The Australian Tertiary Admission Rank (ATAR) is a numerical measure of a student's overall academic achievement in the NSW Higher School Certificate (HSC) in relation to that of other students. This measure allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission.

Other criteria such as a portfolio, interview, audition, questionnaire or test may also be taken into account in conjunction with the ATAR for certain courses.

Calculation of the ATAR is the responsibility of the NSW Universities Admissions Centre (UAC). Students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC. ATARs are also made available to institutions for selection purposes.

The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05. Specifically, an ATAR indicates the position of a student relative to their Year 10 cohort. That is, an ATAR of 80.00 indicates that students with that ATAR have performed well enough in the HSC to place them 20% from the top of their Year 10 cohort, had all the Year 10 students completed Year 12 and been eligible for an ATAR.

ATAR courses

ATAR courses are Board Developed courses for which there are formal examinations conducted by the Board of Studies that yield a graded assessment. These are the only courses that can be included in the ATAR calculations

Who receives an ATAR?

While ATARs are calculated for all ATAR-eligible students, only students who indicate on their HSC entry forms that they wish to be notified of their ATAR receive an ATAR Advice Notice from Universities Admissions Centre (UAC). These students will receive their written Advice Notices at the same time as they receive their HSC results from the Board of Studies.

The ATAR Advice Notice includes:

- a student's ATAR
- a list of the ATAR courses which the student studied and the categorisation of each course
- the number of units of each ATAR course that were actually included in the calculation of the ATAR.

CONTACTS

Due to current social distancing requirements the Parent Information Sessions that we would normally run after School are unable to be run this year. However, the Heads of Faculties can be contacted if you have any questions about any subject. Additionally, you are able to book an appointment with an Executive member of staff to discuss any questions you may have (an email has already been sent).

School's phone number: (03) 5480 5900

The contact details for each subject are listed below:

Head of VET

Kim McFadden kmcfadden@moamagrammar.nsw.edu.au

- Primary Industries
- Tourism, Travel and Events
- Construction

Head of Technology and Applied Science

Danny Hindson dhindson@moamagrammar.nsw.edu.au

- Agriculture
- Design and Technology (Graphics)
- Food Technology
- Industrial Technology Multimedia
- Industrial Technology Timber

Head of Science

Hayley Catt hcatt@moamagrammar.nsw.edu.au

- Biology
- Physics
- Chemistry
- Investigating Science

Head of English

Vanessa Bush vbush@moamagrammar.nsw.edu.au

- English Extension 1 and 2
- English Advanced
- English Standard

Head of Mathematics

Steven Warren stevenwarren@moamagrammar.nsw.edu.au

- Mathematics Extension 1 and 2
- Mathematics Advanced
- Mathematics Standard

Head of HSIE

Lee Macey lmacey@moamagrammar.nsw.edu.au

- Modern History
- Ancient History
- Business Studies
- Legal Studies
- Society and Culture
- Economics
- Geography
- History Extension (Year 12)

Head of PDHPE

Greg Cadd gcadd@moamagrammar.nsw.edu.au

- CAFS
- PDHPE

Head of Performing Arts

Megan McMaster mmcmaster@moamagrammar.nsw.edu.au

- Music
- Drama

Head of Religion and Values Education

Tim Bowles tbowles@moamagrammar.nsw.edu.au

- Studies of Religion 1

Head of Visual Arts

Tara-Lee Moon tmoon@moamagrammar.nsw.edu.au

- Visual Arts

Head of Languages

Lucy Polvere lpolvere@moamagrammar.nsw.edu.au

- Italian

Head of Student Diversity

Mr Kevin Turner kturner@moamagrammar.nsw.edu.au

- Examination Provisions

Head of Teaching and Learning

Mr Stuart Hughes shughes@moamagrammar.nsw.edu.au

SUBJECT SELECTION PROCEDURE

The overarching guidelines for subject selection are:

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

Factors that should NOT be taken into account:

- What my friends are doing
- Who I think the teacher might be.

This booklet will provide an outline of each subject offered for study in 2021. Included with this booklet there are log in instructions for completing subject selection on-line. Submit your choices online **no later than 9.00am Wednesday 3 June 2020**.

As outlined above, students and parents have had the opportunity to have an interview with a senior member of staff to discuss their chosen course of study.

The following steps outline how to enter your subject preferences online. The code and password will be emailed to parents by Monday 25 May 2020

1. Internet Access: You will need a computer with an internet connection and a printer. We recommend using Google Chrome or Apple Safari.
2. Log in to www.selectmysubjects.com.au/student using the Student Access Code and Password shown on the Access Guide.
3. Home Page: To select/change your preferences, click "Add New Preferences" at the top right of the screen.
4. Preference Selection: Select your subjects from the drop down lists - you have 30 minutes to do so. Once complete, click "Proceed". Note: You are not finished yet.
5. If you are happy with your preferences click "Submit Valid Preferences" which will open your "Preference Receipt". Or if you would like to make changes to your preferences click "Cancel" and this will take you back to the Preference Selection page.
6. Print your "Preference Receipt" by clicking "Open Print View" and clicking "Print Receipt".
7. To continue click "Return to Home Page". If you want to change your preferences, repeat the process by clicking "Add New Preferences", otherwise exit by clicking "Log Out".
8. If you change your mind before the closing date – log back in, reselect your subjects and save them again.
9. Once the deadline for submission has passed a letter will be sent home for parents to sign confirming the subject choices that have been entered.
10. An interview time is made via the parent portal for discussion of subject choices with a senior member of staff at the school.

What happens next?

- Students will be placed in classes based on elective choices and a timetable constructed for next year.
- Every effort will be made to give students their 'High Priority' subjects.
- Students will normally be told of their elective subjects by the end of Term 3.
- Some courses will only run if there are sufficient numbers of students to form a class. If a course does not run here at school there may be an opportunity for the course to be studied by correspondence.
- In some cases the demands of timetabling and staffing will limit the choice of subjects a student may take.

Procedure for Students adding an Extension Subject or Discontinuing a Subject

Year 12

- Students must complete a minimum of 10 units for their HSC (but can do more). Students after a higher ATAR usually consider doing 11 or 12 units.
- Students wanting to pick up an Extension subject in Year 12 (Extension Science, History Extension or English Extension 1 and/or 2) will need to speak to the relevant Head of Faculty and the Head of Teaching and Learning in Term 3 of Year 11.
- It is possible for students to discontinue one of their Year 11 subjects to reduce their subject to 10 units. This is done in consultation with the Head of Teaching and Learning from Term 4.
- Students are still enrolled in a HSC subject and are expected to attend classes until all the relevant paperwork has been completed and signed off by the student, parents and staff at the school.
- Once a subject is discontinued it cannot be taken up again by the student at a later date.

ENGLISH Pathways

Two units of English are compulsory for the HSC and two units count towards both the HSC and ATAR. Students after a high ATAR are encouraged to do Advanced English as well as the English Extension 1 course as historically it scales well.

Option 1 English Advanced - 2 Unit

All students are encouraged to consider the Advanced course as it scales well in regards to ATAR.

Course: English Advanced			
<p>In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.</p> <p>Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.</p>			
Main Topics Covered in Year 11			
Common Unit for Advanced and Standard:			
<ul style="list-style-type: none"> ● Reading to Write: students undertake the intensive and close reading of quality texts from a variety of modes and media developing student capacity to respond perceptively. Students read texts that are engaging thematically, aesthetically, stylistically and/or conceptually to inspire or provoke them to critique skilfully. 			
English Advanced Year 11 Course – has 2 Modules:			
<ul style="list-style-type: none"> ● Narratives that Shape our World: students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values investigating how narratives can be appropriated, reimagined or reconceptualised. ● Critical Study of Literature: students develop analytical and critical knowledge, understanding and appreciation of a literary text. Through increasingly informed personal responses to the text in its entirety, students develop understanding of the distinctive qualities of the text and notions of textual integrity. 			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Paper 1 (Common Paper)	50	Common Unit	30
Paper 2 (Modules)	50	Module A	30
		Exam Module B	40
	100		100

Option 2

Extension Pathway - 3 or 4 units of English

English Extension 1 and 2

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

Course: English Extension 1 and 2

The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

English Extension 1 is a 1 unit course offered in both Year 11 and Year 12

English Extension 2 is an additional 1 unit course offered in Year 12

Prerequisites: (a) English Advanced studied in Year 11 and Year 12
 (b) Year 11 English Extension 1 is a prerequisite for the Year 12 Extension 1 Course
 (c) Year 12 Extension 1 course is a prerequisite for the English Extension 2 Course.

Main Topics Covered

English Extension Year 11 Course – The course has two sections:

- **Texts, Culture and Value:** students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture.
- **Related research project:** this project provides opportunities for students to develop skills in independent investigation and critical and creative thinking.

English Extension 1 Year 12 Course – The course requires the study of at least THREE texts from a prescribed text list as well as at least TWO related texts:

- **Literary Worlds with ONE elective option:** students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. They deepen their understanding of how texts construct private, public and imaginary worlds that can explore new horizons and offer new insights.

English Extension 2 Year 12 Course:

- **Major Work:** Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement

Option 3

English Standard - 2 Unit

All students are encouraged to consider starting in the Advanced course as the course scales well in regards to ATAR. Students can move across to the Standard course at the end of most topics if needed.

Course: English Standard			
<p>The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.</p> <p>English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.</p>			
Main Topics Covered in Year 11			
Common Unit for Advanced and Standard:			
<ul style="list-style-type: none"> ● Reading to Write: students undertake the intensive and close reading of quality texts from a variety of modes and media developing student capacity to respond perceptively. Students read texts that are engaging thematically, aesthetically, stylistically and/or conceptually to inspire or provoke them to critique skilfully. 			
English Standard Year 11 Course – has 2 Modules:			
<ul style="list-style-type: none"> ● Contemporary Possibilities: students extend their knowledge, understanding and appreciation of the ways that different communication technologies shape the ways that we read, navigate and understand. ● Close Study of Literature: students develop their knowledge and appreciation of a literary print text. 			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Paper 1 (Common Paper)	50	Common Unit	30
Paper 2 (Modules)	50	Module A	30
		Exam Module B	40
	100		100

MATHEMATICS Pathways

Option 1 - 2 Units of Mathematics MATHEMATICS STANDARD - 2 Units

Course: Mathematics Standard	
<p>Course Description This course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner. The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard Syllabus. In Year 12, students can elect to study either the Standard 1 course (Category B) or the Standard 2 course (Category A)</p>	
Main Topics Covered	
<p>Year 11 Course Topics</p> <ul style="list-style-type: none"> ● Algebra ● Measurement ● Financial Mathematics ● Statistical Analysis 	<p>HSC Courses</p> <ul style="list-style-type: none"> ● Algebra ● Measurement ● Financial Mathematics ● Statistical Analysis ● Networks
HSC External Assessment - Weighting 100	Internal Assessment - Weighting 100
<p>HSC examination.</p> <p>Year 11 course content is assumed knowledge and may be examined in the HSC examination. Questions based on the Year 11 course can also be asked when they lead in to questions based on the HSC course.</p> <p>Calculators that meet Board requirements (as advised through the Official Notices section of the <i>NESA Bulletin</i>) may be used.</p> <p>Approved geometrical instruments may be used.</p>	<p>A variety of assessment tasks across all of the content of the course, including an investigation style task and end of course examination.</p> <p>Once the assessment of the HSC course has commenced, some Year 11 concepts and skills may be included in assessment tasks for Mathematics Standard. Year 11 course material is assumed knowledge and provides an important foundation for Year 12 concepts and skills.</p> <p>Internal Assessment Components:</p> <ul style="list-style-type: none"> ● Understanding, Fluency and Communication (Weighting 50) ● Problem Solving, Reasoning and Justification (Weighting 50)

NOTES:

A student studying Mathematics Advanced in Year 11 can choose to change to Mathematics Standard in Year 12.

A student who has studied Mathematics Standard in Year 11 is unable to change to Mathematics Advanced in Year 12 (HSC).

Any changes of students' Mathematics pathways are only to be made after consultation with the Head of Faculty and the Head of Teaching and Learning (Secondary).

The Mathematics Standard 2 Category A course will run every year. However, the Mathematics Standard 1 Category B course may not run as the course may not be able to count towards an ATAR.

Option 2 - 2 Units of Mathematics

MATHEMATICS ADVANCED - 2 Unit

Course: MATHEMATICS ADVANCED - 2 Unit	
<p>Course Description</p> <p>The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.</p> <p>The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.</p> <p>All students studying the Mathematics Advanced course will sit for an HSC examination.</p> <p>Students studying Mathematics Advanced are encouraged to seriously consider completing the Mathematics Extension 1 course in at least Year 11.</p>	
Main Topics Covered	
<p>Year 11 Course</p> <ul style="list-style-type: none"> ● Working with Functions ● Trigonometry and Measure of Angles ● Trigonometric Functions and Identities ● Introduction to Differentiation ● Logarithms and Exponentials ● Probability and Discrete Probability Distributions 	<p>HSC Course</p> <ul style="list-style-type: none"> ● Graphing Techniques ● Trigonometric Functions and Graphs ● Differential Calculus ● Applications of Differentiation ● Integral Calculus ● Modelling Financial Situations ● Descriptive Statistics and Bivariate Data Analysis ● Random Variables
HSC Examination	
HSC External Assessment - Weighting 50%	Internal Assessment - Weighting 50%
<p>One HSC examination</p> <p>Year 11 course content is assumed knowledge and may be examined in the HSC examination. Questions based on the Year 11 course can also be asked when they lead in to questions based on the HSC course.</p> <p>Calculators that meet Board requirements (as advised through the Official Notices section of the <i>NESA Bulletin</i>) may be used.</p> <p>Approved geometrical instruments may be used.</p>	<p>A variety of assessment tasks across all of the content of the course, including an investigation style task and end of course examination.</p> <p>Once the assessment of the HSC course has commenced, some Year 11 concepts and skills may be included in assessment tasks for Mathematics Advanced. Year 11 course material is assumed knowledge and provides an important foundation for Year 12 concepts and skills.</p> <p>Internal Assessment Components:</p> <ul style="list-style-type: none"> ● Understanding, Fluency and Communication ● Problem Solving, Reasoning and Justification

Option 3 - 3 Units of Mathematics

MATHEMATICS Extension 1

Students who are studying Mathematics Advanced are encouraged to consider this Extension 1 course. Historically, the Extension courses in the HSC scale really well and students who want to maximise their ATAR are encouraged to consider the Extension line.

Course: MATHEMATICS Extension 1	
<p>Course Description</p> <p>Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.</p> <p>The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.</p> <p>The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.</p> <p>All students studying the Mathematics Extension 1 course will sit for an HSC examination.</p> <p>Students studying this course will do 3 units of Mathematics in the HSC.</p>	
Main Topics Covered	
<p>Year 11 Course</p> <ul style="list-style-type: none"> ● Further Work with Functions ● Polynomials ● Inverse Trigonometric Functions ● Further Trigonometric Identities ● Rates of Change ● Working with Combinatorics 	<p>HSC Course</p> <ul style="list-style-type: none"> ● Proof by Mathematical Induction ● Introduction to Vectors ● Trigonometric Equations ● Further Calculus Skills ● Applications of Calculus ● The Binomial Distribution
HSC Examination	
External Assessment - Weighting 50%	Internal Assessment - Weighting 50%
<p>Currently two written examination papers. One paper is the Mathematics Advanced course paper with the second paper, of two hours duration, is based on the Mathematics Extension 1 course.</p> <p>Year 11 Advanced and Extension 1 course content is assumed knowledge and may be examined in the HSC examination. Questions based on the Year 11 courses can also be asked when they lead in to questions based on the HSC course.</p> <p>Calculators that meet Board requirements (as advised through the Official Notices section of the <i>NESA Bulletin</i>) may be used.</p> <p>Approved geometrical instruments may be used.</p>	<p>A variety of assessment tasks across all of the content of the course, including an investigation style task and end of course examination.</p> <p>Once the assessment of the HSC course has commenced, some Year 11 concepts and skills may be included in assessment tasks for Mathematics Extension 1. Year 11 course material is assumed knowledge and provides an important foundation for Year 12 concepts and skills.</p> <p>Internal Assessment Components:</p> <ul style="list-style-type: none"> ● Understanding, Fluency and Communication (Weighting 50) ● Problem Solving, Reasoning and Justification (Weighting 50)

Students who are studying Mathematics Extension 1 are encouraged to consider this Extension 2 course for Year Selection in this course will be based on the Year 11 results.

MATHEMATICS Extension 2 (Year 12 Only)

4 Units of Mathematics

Course: Mathematics Extension 2 (YEAR 12 ONLY)	
<p>Course Description</p> <p>Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.</p> <p>The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.</p> <p>The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum.</p> <p>All students studying the Mathematics Extension 2 course will sit for an HSC examination.</p> <p>Students studying this course will do 4 units of Mathematics in the HSC.</p>	
<p>Prerequisites: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced Year 12 course and the Mathematics Extension 1 Year 12 course.</p>	
Main Topics Covered	
	<p>HSC Course</p> <ul style="list-style-type: none"> ● The Nature of Proof ● Further Proof by Mathematical Induction ● Further Work with Vectors ● Introduction to Complex Numbers ● Using Complex Numbers ● Further Integration ● Applications of Calculus to Mechanics
HSC Examination	
External Assessment 50%	Internal Assessment 50%
<p>Currently two written examination papers. One paper is the Extension 1 course paper and is of two hours duration. The other paper, of three hours duration, is based on the Mathematics Extension 2 course.</p> <p>Year 11 Advanced and Extension 1 course content is assumed knowledge and may be examined in the HSC examination. Questions based on the Year 11 courses can also be asked when they lead in to questions based on the HSC course.</p> <p>Calculators that meet Board requirements (as advised through the Official Notices section of the <i>NESA Bulletin</i>) may be used.</p> <p>Approved geometrical instruments may be used.</p>	<p>A variety of assessment tasks across all of the content of the course, including an investigation style task and end of course examination.</p> <p>Once the assessment of the HSC course has commenced, some Stage 6 Advanced and Extension 1 concepts and skills may be included in assessment tasks for Mathematics Extension 2. Year 11 Advanced and Extension 1 course material is assumed knowledge and provides an important foundation for Year 12 concepts and skills.</p> <p>Internal Assessment Components:</p> <ul style="list-style-type: none"> ● Understanding, Fluency and Communication (Weighting 50) ● Problem Solving, Reasoning and Justification (Weighting 50)

AGRICULTURE

Course: Agriculture	
<p>Course Description</p> <p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability</p>	
Main Topics Covered	
<p>Year 11 Course</p> <p>The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issues of sustainability of the farming system. This is an 'on-farm', environment-orientated course.</p> <p>Overview (15%)</p> <ul style="list-style-type: none"> ● Agricultural systems ● Agricultural history ● Social aspects surrounding agriculture <p>The farm case study (25%)</p> <ul style="list-style-type: none"> ● The farm as a unit of production ● Farm management ● Marketing ● Farm technology ● The agricultural workplace <p>Plant production (30%)</p> <ul style="list-style-type: none"> ● Plants and their commercial production ● Animals, climate and resource interaction ● Microbes, invertebrates and pests ● Technology ● Experimental design and research <p>Animal production (30%)</p> <ul style="list-style-type: none"> ● Animals and their commercial production ● Plants, climate and resource interaction ● Microbes, invertebrates and pests ● Technology ● Experimental design and research 	<p>HSC Course</p> <p>The Higher School Certificate course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production and places a greater emphasis on farm management to maximise productivity and environmental sustainability.</p> <p>The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from both national and international perspectives. This is achieved through the farm product study. Australian agriculture faces many challenges and significant and continuous change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture.</p> <p>Core (80%) (approximately 96 indicative hours)</p> <ul style="list-style-type: none"> ● Plant/Animal production (50%) ● Soil, nutrients and water ● Factors contributing to the degradation of soil and water ● Sustainable resource management ● Plant production systems ● Constraints on plant production ● Managing plant production ● Animal nutrition ● Animal growth and development ● Animal reproduction and genetics ● Animal pests and diseases ● Experimental analysis and research in plant/animal systems <p>Farm product study (30%)</p> <ul style="list-style-type: none"> ● The farm as a business ● Decision-making processes and management strategies ● Agricultural technology ● Marketing of a specific farm product <p>Elective (20%) (approximately 24 indicative hours)</p> <p>Choose ONE of the following electives to study.</p> <ul style="list-style-type: none"> ● Agri-food, Fibre and Fuel Technologies ● Climate Challenge ● Farming for the 21st Century

ANCIENT HISTORY

Course: Ancient History			
<p>Course Description</p> <p>The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world.</p> <p>Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander peoples.</p>			
Main Topics Covered			
<p>Year 11 Course</p> <p>Part I: Investigating Ancient History</p> <p>(a) The Nature of Ancient History (b) Case Studies</p> <p>Students undertake:</p> <ul style="list-style-type: none"> at least ONE option from 'The Nature of Ancient History', AND at least TWO case studies. <p>ONE case study must be from Egypt, Greece, Rome or Celtic Europe. ONE case study must be from Australia, Asia, the Near East or the Americas.</p> <p>Part II: Features of Ancient Societies</p> <p>Students study at least TWO ancient societies through an investigation of:</p> <ul style="list-style-type: none"> a different key feature for each society, OR one key feature across the societies selected. <p>Part III: Historical Investigation</p> <p>The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.</p>		<p>HSC Course</p> <p>Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum - 25%</p> <p>Part II: Ancient Societies - 25% One ancient society is to be studied.</p> <p>Part III: Personalities in Their Times - 25% One personality is to be studied.</p> <p>Part IV: Historical Periods - 25% One historical period is to be studied.</p> <p>The HSC course requires study from at least TWO of the following areas: Egypt, Near East, Greece, Rome</p> <p>Note: The core study, <i>Cities of Vesuvius: Pompeii and Herculaneum</i>, is a Roman study</p>	
Assessment – HSC Course			
External Assessment	Weighting	Internal Assessment Components	Weighting
A three hour written examination assessing all four parts of the HSC course.	100	Knowledge and understanding of course content	40
		Historical skills in the analysis and evaluation of sources and interpretations	20
		Historical inquiry and research	20
		Communication of historical understanding in appropriate forms.	20
	100		100

BIOLOGY

Course: Biology			
<p>Course Description</p> <p>The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.</p> <p>The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.</p>			
Main topics covered			
<p>Year 11 Course (120 hours)</p> <ul style="list-style-type: none"> • Cells as the Basics of life • Organisation of living things • Biological Diversity • Ecosystem Dynamics 		<p>HSC Course (120 hours)</p> <ul style="list-style-type: none"> • Heredity • Genetic Change • Infectious Diseases • Non-infectious Disease and Disorders 	
<p>Particular Course Requirements</p> <p>At both Year 11 and HSC levels students must undertake a Depth Study (15 hours) that contributes to the Summative assessment and can be completed in any Module 1-4.</p> <p>A maximum of 3 Sciences can be studied at Stage 6 with the potential of Extension Science at HSC (TBA).</p>			
Assessment - HSC course only			
External Assessment	Weighting	Internal Assessment Components	Weighting
A three hour written examination assessing all four parts of the HSC course.	100	Skills in working scientifically	60
		Knowledge and understanding of course content	40
	100		100

BUSINESS STUDIES

Course: Business Studies			
<p>Course Description Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.</p>			
Main Topics Covered			
<p>Year 11 Course</p> <ul style="list-style-type: none"> • Nature of Business – the nature and role of business • Business Management – the nature and role of effective business managers • Business Planning – the role of planning for success in business 		<p>HSC Course</p> <ul style="list-style-type: none"> • Operations Management – the nature of effective management of the production process • Financial Management – financial management for success in business • Marketing Management – the nature and role of marketing for business • Human Resource Management – the nature of effective employment relations in business 	
Assessment – HSC course only			
External Assessment	Weighting	Internal Assessment Components	Weighting
A three hour written examination consisting of four sections:		Knowledge and understanding	40
Multiple Choice	20	Stimulus-based skills	20
Short Answer Questions	40	Inquiry and research	20
Business Report	20	Communication of business information, ideas and issues in appropriate forms	20
Extended Response	20		
	100		100

CHEMISTRY

Course: Chemistry			
<p>Course Description</p> <p>The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.</p> <p>The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.</p>			
Main Topics Covered			
<p>Year 11 Course</p> <ul style="list-style-type: none"> • Properties and Structures of Matter • Introduction to Quantitative Chemistry • Reactive Chemistry • Drivers of Reactions 		<p>HSC Course</p> <ul style="list-style-type: none"> • Equilibrium and Acid Reactions • Acid/base Reactions • Organic Chemistry • Applying Chemical Ideas 	
<p>Particular Course Requirements</p> <p>At both Year 11 and HSC levels students must undertake a Depth Study (15 hours) that contributes to the Summative assessment and can be completed in any Module 1-4.</p> <p>A maximum of 3 Sciences can be studied at Stage 6 with the potential of Extension Science at HSC (TBA).</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment Components	Weighting
A three hour written examination assessing all four parts of the HSC course.	100	Skills in Working Scientifically	60
		Knowledge and understanding of course content	40
	100		100

COMMUNITY & FAMILY STUDIES

Course: Community and Family Studies			
<p>Course Description Community and Family Studies aims to develop in each student:</p> <ul style="list-style-type: none"> • knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing. • knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing • knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities • knowledge and understanding about research methodology and skills in researching, analysing and communicating • skills in the application of management processes to meet the needs of individuals, groups, families and communities • skills in critical thinking and the ability to take responsible action to promote wellbeing • an appreciation of the diversity and interdependence of individuals, groups, families and communities. 			
Main Topics Covered:			
<p>Year 11 Course Core Topics (100%)</p> <ul style="list-style-type: none"> • Resource Management <ul style="list-style-type: none"> - Basic concepts of resource management. • Individuals and Groups <ul style="list-style-type: none"> - The individual's roles, relationships and tasks within and between groups. • Families and Communities <ul style="list-style-type: none"> - Family structures and functions, and the interaction between family and community. 		<p>HSC Course Core Topics (75%)</p> <ul style="list-style-type: none"> • Research Methodology <ul style="list-style-type: none"> - Research methodology and skills culminating in the production of an Independent Research Project. • Groups in Context <ul style="list-style-type: none"> - The characteristics and needs of specific community groups. • Parenting and Caring <ul style="list-style-type: none"> - Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society. 	
<p>Optional Components (25%)</p> <ul style="list-style-type: none"> • Family and Societal Interactions <ul style="list-style-type: none"> - Government and community structures that support and protect family members throughout the lifespan. • Social Impact of Technology <ul style="list-style-type: none"> - The impact of evolving technologies on individuals and lifestyle. • Individuals and Work <ul style="list-style-type: none"> - Contemporary issues confronting individuals as they manage roles within both family and work environments. 			
Particular Course Requirements:			
In addition to core studies students complete two options in each of the Year 11 and HSC courses			
Assessment: HSC course only			
Main Topics Covered:			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written paper	100	Core Topics	75
		Optional Components	25
	100		100

<p>Exam Content</p> <ul style="list-style-type: none"> - Multiple Choice Questions - Extended Written Responses (5-12 lines) - Short Essays (15–30 lines)
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CONSTRUCTION (VET COURSE) – New in 2021

Course: VET CONSTRUCTION	
2 units for each of Preliminary and HSC studies	Exclusions: Nil
<p>This course is an early commencement of the HSC and would count as 2 units for each of Preliminary Year and HSC Year of study. Students would complete their Preliminary study in Year 10 and their HSC year of study in Year 11. Students can then sit their HSC exam in Construction and have the mark sitting on their transcript ready for them to complete the rest of their HSC.</p>	
<p>Course Description</p> <p>The Construction Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed <i>CPC08 Construction, Plumbing and Services Training Package</i>. As such students will complete the HSC course with a HSC examination to be eligible for an ATAR, and also attain the qualification, or a Statement of Attainment towards the qualification, of CPC20211 Certificate II in Construction Pathways.</p> <p>Through the completion of this course students will gain the knowledge and skills to work in one of the many different areas within construction in Australia. This qualification provides an entry level occupational outcome in construction.</p> <p>Industry expects individuals with this qualification to carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work.</p> <p>Job Roles:</p> <p>This qualification allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction.</p> <p>Attainment of the qualification Certificate II in Construction Pathways requires students to meet competency requirements for 15 units of work being:</p> <ul style="list-style-type: none"> ● CPCCCM1012A Work effectively and sustainably in the construction industry ● CPCCCM1013A Plan and organise work ● CPCCCM1014A Conduct workplace communication ● CPCCCM1015A Carry out measurements and calculations ● CPCCCM2001A Read and interpret plans and specifications ● CPCCCM2005B Use construction tools and equipment ● CPCCWHS1001 Prepare to work safely in the construction industry (Delivered by external provider) ● CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry ● CPCCCA2011A Handle carpentry materials ● CPCCCA2002B Use carpentry tools ● CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground ● CPCCJN2001A Assemble components ● CPCCJN2002B Prepare for off-site manufacturing process ● CPCCCM2006B Apply basic levelling procedures ● CPCCCO2013A Carry out concreting to simple forms 	
<p>Course Structure</p> <p>This course consists of 15 units in total, made up of:</p> <ul style="list-style-type: none"> ● HSC Examination Content <ul style="list-style-type: none"> - EIGHT mandatory units of competency: CPCCCM1012A, CPCCCM1013A, CPCCCM1014A, CPCCCM1015A, CPCCCM2001A, CPCCCM2005B, CPCCWHS1001, CPCCOHS2001A ● Non – examinable content (7 elective units to complete the Certificate II in Construction Pathways Qualification) ● 70 hours work placement 	

Pathways and Careers

The CPC20211 Certificate II in Construction Pathways qualification is delivered at Moama Anglican Grammar by the Association of Independent Schools (RTO 90413).

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

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

Particular Course Requirements

Students must complete 35 hours of work placement each year as a mandatory part of the course. Students are required to supply work boots and work pants when participating in the practical component of the course. Students must purchase a school Construction work shirt at a cost of approximately \$60. Students are to purchase a nail bag, claw hammer, and tape measure at an approximate cost of \$250. Completion of the general induction training program (the white card) specified by the National Code of Practice for Induction Training for Construction Work (ASCC2007) is required before entering a construction work site. All students are required to complete this training before participating in work placement. Achievement of unit CPCCWHS1001 covers this requirement, delivered by an external provider and the cost of this course is subsidised by the AIS (\$50), with the balance paid by the student.

Assessment

Assessment is competency based and can include:

- observation during class and work placement
- written tasks
- verbal tasks
- practical tasks
- skills tests
- competency tests

To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out various tasks to industry standard.

Construction HSC examination

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

External Assessment	Weighting
<p>A 2 hour written examination consisting of:</p> <p>Section I – objective response questions</p> <p>Section II – short-answer questions</p> <p>Section III – one extended response question</p> <p>Section IV – one structured extended response question for the stream focus area</p>	<p>15</p> <p>35</p> <p>15</p> <p>15</p>
<p>The Construction HSC examination is based on the mandatory units of competency:</p> <p>CPCCCM1012A Work effectively and sustainably in the construction industry</p> <p>CPCCCM1013A Plan and organise work</p> <p>CPCCCM1014A Conduct workplace communication</p> <p>CPCCCM1015A Carry out measurements and calculations</p> <p>CPCCCM2001A Read and interpret plans and specifications</p> <p>CPCCCM2005B Use construction tools and equipment §</p> <p>CPCCWHS1001 Prepare to work safely in the construction industry</p> <p>CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</p>	
	80

DRAMA

Course: Drama			
<p>Course Description Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. The study of Drama will develop the talents and capacities of all students — physical, emotional, intellectual, social, spiritual, creative and expressive — as well as developing self-confidence and self-esteem.</p> <p>Year 11 Course content Comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p>HSC Course content Australian Drama and Theatre and Studies in Drama and Theatre involves a theoretical and practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.</p> <p>The Group Performance of between three and six students involves creating a piece of original theatre (8 to 12 minutes duration). It provides an opportunity for each student to demonstrate his or her performance skills. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p>			
Main Topics Covered			
<p>Year 11 Course</p> <ul style="list-style-type: none"> • Improvisation, Playbuilding, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles 		<p>HSC Course</p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project 	
<p>Particular Course Requirements: The Year 11 course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</p>			
Assessment - HSC course only			
External Assessment 50%	Weighting	Internal Assessment 50%	Weighting
Group Presentation (Core)	30	Australian Drama and Theatre	30
Individual Project	30	Studies in Drama and Theatre	30
A one and a half hour written Examination comprising two compulsory sections: • Australian Drama and Theatre (Core) • Studies in Drama and Theatre	40	Examination	20
		Development of Individual Project	20
	100		100

DESIGN & TECHNOLOGY (GRAPHICS)

Course: Design and Technology (Graphics)			
<p>Course Description</p> <p>The Year 11 course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Year 11 course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.</p> <p>The HSC course applies the knowledge and understanding of designing and producing from the Year 11 course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. A case study of an innovation is also required with students identifying the factors underlying the success of the innovation, analyse associated ethical issues and discuss its impact on Australian society.</p>			
Main Topics Covered			
<p>Year 11 Course</p> <p>Involves both theory and practical work in Designing and Producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.</p>		<p>HSC Course</p> <p>Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses 3 key areas: project proposal and project management, project development and realisation, and project evaluation.</p>	
<p>Particular Course Requirements</p> <p>In the Year 11 course, students must participate in hands-on practical activities and undertake a minimum of 2 design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.</p> <p>In the HSC course the activities of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Year 11 course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment Components	Weighting
Major Design Project	60	Innovation Case Study	20
External Examination	40	Project Proposal	20
		Project Development & Realisation	30
		Trial Examination	30
	100		100

ECONOMICS

Course: Economics			
Course Description 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 the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.			
Main Topics Covered			
Year 11 Course <ul style="list-style-type: none"> ● Introduction to Economics ● Consumers and Business ● Markets ● Labour Markets ● Financial Markets ● Government in the Economy 		HSC Course <ul style="list-style-type: none"> ● The Global Economy ● Australia's Place in the Global Economy ● Economic Issues ● Economic Policies and Management 	
Assessment – HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination consisting of three sections:		Knowledge and understanding of course content	40
Multiple Choice	20	Stimulus based skills	20
Short Answer Questions	40	Inquiry and research	20
Extended Response Questions	40	Communication of economic information, ideas and issues in appropriate forms	20
	100		100

FOOD TECHNOLOGY

Course: Food Technology			
<p>Course Description</p> <p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>			
Main Topics Covered			
<p>Year 11 Course</p> <p>Food Availability and Selection (30%) Communities endeavour to obtain an adequate supply of food. Selection of food is influenced by physiological and psychological factors as well as broader social and economic factors. Throughout human history, the availability of food has been determined by local and/or external influences.</p> <p>Food Quality (40%) Quality food products result from safe and hygienic handling of food in domestic, commercial and industrial settings. The sensory characteristics and functional properties of food determine the most appropriate storage, preparation and presentation techniques used.</p> <p>Nutrition (30%) Nutrition is a significant factor contributing to the health of the individual and to the economic and social future of the people of Australia. Planning diets to meet requirements of particular individuals, preparing foods that are nutritious and assessing the nutritional value of products requires knowledge of nutrition and skills in food preparation.</p>		<p>HSC Course</p> <p>The Australian Food Industry (15%) The Australian food Industry has developed in response to changes in our physical, social, technological, economic and political environment. This is evident in the structure, operations and products of the Australian Food Industry. The industry contributes significantly to the gross domestic product and is a major employer</p> <p>Food Manufacture (30%) Developments in Food Manufacture have an impact on society and the environment. A knowledge and understanding of manufacturing processes and their social and ecological impact engenders informed choices and encourages responsible patterns for consumption.</p> <p>Food Product Development (30%) Food product development is an integrated system involving expertise in the fields of marketing and manufacture. The food product development process applies knowledge and skills developed through study of a range of area, including nutrition, food properties and food manufacture.</p> <p>Options – Contemporary Food Issues in Nutrition (25%) The decisions people make have social, economic, health and environmental consequences. Raising, investigating and debating contemporary food issues enable individuals to make informed decisions and respond appropriately.</p>	
Assessment: HSC course only			
External Examination 50%	Weighting	Internal Assessment 50%	Weighting
A 3 hour Written Examination	100	Australian Food Industry	15
		Food Manufacture	20
		Food Production Development	35
		Trial Examination	30
	100		100

GEOGRAPHY

Course: Geography

Course Description

The Year 11 course draws on contemporary developments in biophysical and human geography and refines students' knowledge and understanding about the spatial and ecological dimensions of geography. It uses inquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues.

The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of inquiry methodologies through fieldwork and a variety of case studies combines with an assessment of the geographers' contribution to understanding our environment, and demonstrates the relevance of geographical study.

Main Topics Covered

Year 11 Course

Biophysical Interactions

The focus of this topic is the geographical investigation of biophysical processes and how an understanding of these processes contributes to sustainable management.

Global Challenges

This focus of this topic is the geographical study of the social, cultural, political, economic and environmental challenges which are occurring at the global scale.

Senior Geography Project

This topic focuses on the nature of geographical inquiry and its application to a practical research project.

HSC Course

Urban Places

This is a study of cities both overseas and in Australia and of urban places large and small. It looks at the growth of cities and distribution globally, the differences occurring in the rich and poor worlds and of the various urban processes going on. Case studies must include a major city of the developing world, a large city of the developed world and a local urban issue.

People and Economic Activity

One economic activity is chosen and examined in a global context. Many various facets are examined as to its location, operation, importance and impacts. A specific case study, using a local example, will be undertaken.

Ecosystems at Risk

The focus of this study is a geographical investigation of the functioning of ecosystems at risk, their management and protection. Two case studies of ecosystems at risk will be completed.

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.

Particular Course Requirements

1. Fieldwork

A minimum of 12 hours must be undertaken in both years of the course. All of our fieldwork occurs within the local area and utilises the skills and expertise of local specialists and of the teacher concerned.

2. Skills

Some students are wary of Geography due to them not having a background in the subject and in particular the skills component. This should not put students off as many in the past have achieved very good results without having done Geography previously. The skills requirements are built up over the two years and staff run voluntary extra skills lessons for those students that need help.

Assessment – HSC Course			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Geographical tools and skills	20
		Geographical inquiry and research, including research	20
		Communication of geographical information, ideas and issues	20
	100		100

INDUSTRIAL TECHNOLOGY (MULTIMEDIA)

Course: Industrial Technology (Multimedia)			
2 Units for each of Year 11 and HSC			
<p>Course Description</p> <p>The Year 11 course consists of project work and an industry study that provide a broad range of skills and knowledge related to the Multimedia industry and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical Multimedia projects. Projects are based around the main elements of multimedia – text, graphics, audio, video and animation.</p> <p>The HSC course consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the Multimedia Industry. The HSC course combines the multimedia elements covered in the Year 11 course into a Major project which demonstrates the value of multimedia to communicate information via the web in today's technology age.</p>			
Main Topics Covered			
<p>Year 11 Course</p> <p>Design (10%)</p> <ul style="list-style-type: none"> Website Design and Creation using industry standard programming languages – HTML, CSS and Javascript Elements of Multimedia Text and Hypertext Image Audio Video Animation <p>Project Management and Communication techniques (20%)</p> <p>Multimedia Industry Study (15%)</p> <p>Production (40%) & Manufacturing Technology (15%)</p> <ul style="list-style-type: none"> Manipulating Elements of Multimedia Creating Interactive Multimedia elements 		<p>HSC Course</p> <p>Topics from the Year 11 course are combined into the Major Project for the HSC Course.</p> <p>Multimedia Industry Study (15%)</p> <p>Major Project (60%)</p> <p>Multimedia Manufacturing technology (25%)</p>	
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Written Examination	40	Project Proposal, Planning & Research	15
Major Project	60	Project Development & Management	15
		Production of Multimedia Product	40
		Trial HSC Examination	30
	100		100

INDUSTRIAL TECHNOLOGY (TIMBER)

Course: Industrial Technology (Timber)			
2 Units for each of Year 11 and HSC			
<p>Course Description</p> <p>The Year 11 course consists of project work and an industry study that provide a broad range of skills and knowledge related to the Timber industry and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects. Projects are based around the main elements used in the Timber and Furniture industries.</p> <p>The HSC course consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the Timber and Furniture Industries. The HSC course combines the elements covered in the preliminary course into a Major project, which demonstrates the value of Timber in the sustainable construction of furniture and buildings.</p>			
Main Topics Covered			
<p>Year 11 Course</p> <p>Industry Study (15%)</p> <p>Design (10%)</p> <p>Project Management and Communication techniques (20%)</p> <p>Production (40%)</p> <p>Manufacturing Technology (15%)</p>		<p>HSC Course</p> <p>Topics from the Year 11 course are combined into the Major Project for the HSC Course.</p> <p>Timber Industry Study (15%)</p> <p>Major Project (60%)</p> <p>Industry Manufacturing technology (25%)</p>	
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Written Examination	40	Project Proposal, Planning & Research	15
Major Project	60	Project Development & Management	15
		Production of Timber Product	40
		Trial HSC Examination	30
	100		100

INVESTIGATING SCIENCE

Course: Investigating Science			
<p>Course Description</p> <p>The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.</p> <p>Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.</p>			
Main Topics Covered			
<p>Year 11 Course</p> <ul style="list-style-type: none"> ● Cause & Effect Observing ● Cause & Effect Inferences and Generalisations ● Scientific Models ● Theories and Laws 		<p>HSC Course</p> <ul style="list-style-type: none"> ● Scientific Investigations ● Technologies ● Fact or Fallacy? ● Science and Society 	
<p>Particular Course Requirements</p> <p>At both Year 11 and HSC levels students must undertake a Depth Study (30 hours) that contributes to the Summative assessment and can be completed in any Module 1-4.</p> <p>A maximum of 3 Sciences can be studied at Stage 6 with the potential of Extension Science at HSC (TBA).</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment Components	Weighting
A three hour written examination assessing all four parts of the HSC course.	100	Skills in working scientifically	60
		Knowledge and understanding of course content	40
	100		100

ITALIAN – CONTINUERS

Course: Italian Continuers			
<p>Course Description</p> <p>The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.</p> <p>200-400 hours study of the language or equivalent knowledge is assumed.</p>			
Main Topics Covered			
<p>Themes</p> <ul style="list-style-type: none"> • The individual topics: personal identity, relationships, health and leisure, education and future aspirations • The Italian-speaking communities topics: lifestyle in Italy and abroad, the arts and entertainment, youth and social issues • The changing world topics: the world of work, communication –including mass media and technology, Italian influence in Australia, tourism and hospitality <p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> • Conversation • Responding to an aural stimulus • Responding to a variety of different written materials • Writing for a variety of purposes, including letter writing, speech preparation and blog writing <p>Dictionaries are allowed in assessments, both bilingual and English.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Ten minute conversation	20	Speaking	20
Two hour 50 minute written examination:		Listening and Responding	25
Listening and responding	25	Reading and Responding	40
Reading and responding:		Writing in Italian	15
Part A	25		
Part B	15		
Writing in Italian	15		
	100		100

LEGAL STUDIES

Course: Legal Studies			
<p>Course Description</p> <p>Our society is regulated by a complex set of rules and regulations which both guide and protect individual and community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students of Legal Studies Stage 6 will develop an understanding of legal concepts and the way the law functions in our society.</p> <p>The syllabus focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it.</p> <p>Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all.</p>			
Main Topics Covered			
<p>Year 11 Course</p> <p>Core Part I: The Legal System</p> <ul style="list-style-type: none"> • Basic legal concepts • Sources of contemporary Australian law • Classification of law • Law reform • Law reform in action <p>Core Part II: The Individual and the law</p> <ul style="list-style-type: none"> • Your rights and responsibilities • Resolving disputes • Contemporary issue: the individual and technology <p>Core Part III: Law in Practice</p> <p>The Law in practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and/or Part II.</p>		<p>HSC Course</p> <p>Core Part I: Crime</p> <ul style="list-style-type: none"> • The nature of crime • The criminal investigation process • The criminal trial process • Sentencing and punishment • Young offenders • International crime <p>Core Part II: Human Rights</p> <ul style="list-style-type: none"> • The nature and development of human rights • Promoting and enforcing human rights • Contemporary issue <p>Core Part III: Choose Two</p> <ul style="list-style-type: none"> • Consumers • Global environmental protection • Family • Indigenous peoples • Shelter • Workplace • World order 	
Assessment – HSC Course			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination.	100	Knowledge and understanding	40
		Analysis and evaluation	20
		Inquiry and research	20
		Communication of legal information, ideas and issues in appropriate forms	20
	100		100

MODERN HISTORY

Course: Modern History			
<p>Course Description</p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p> <p>The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially.</p> <p>Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.</p>			
Main Topics Covered			
<p>Year 11 Course</p> <p><u>PART I</u> - Investigating Modern History</p> <p>(a) The Nature of Modern History</p> <p>(b) Case Studies</p> <p><u>PART II</u> - Historical Investigation</p> <p>The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.</p> <p><u>PART III</u> - The Shaping of the Modern World</p> <p>Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity.</p>		<p>HSC Course</p> <p>The course comprises a study of:</p> <ul style="list-style-type: none"> • Core Study: Power and Authority in the Modern World 1919–1946 • ONE 'National Studies' topic • ONE 'Peace and Conflict' topic • ONE 'Change in the Modern World' topic. 	
Assessment - HSC Course			
External Assessment	Weighting	Internal Assessment Components	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Historical skills in the analysis and evaluation of sources and interpretations	20
		Historical inquiry and research	20
		Communication of historical understanding in appropriate forms.	20
	100		100

HISTORY EXTENSION (Year 12 only)

Course: History Extension (Year 12 only)			
<p>Course Description</p> <p>The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.</p> <p>The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian's context, methodology and purpose shape their interpretation of a person, group, event or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.</p>			
<p>Please note:</p> <p>Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.</p>			
<p>HSC Course</p> <p>Part 1: Constructing History – Key Questions</p> <p>Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions:</p> <ul style="list-style-type: none"> • Who are historians? • What are the purposes of history? • How has history been constructed, recorded and presented over time? • Why have approaches to history changed over time? • <p>Part 2: Constructing History – Case Studies</p> <p>Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.</p> <p>Part 3: History Project</p> <p>Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.</p>			
Assessment - HSC Course			
External Assessment	Weighting	Internal Assessment Components	Weighting
A two hour written examination		Knowledge and understanding of significant historical ideas and processes	40
		Skills in designing, undertaking and communicating historical inquiry and analysis	60
			100

MUSIC

Course: Music 1	
2 Units for each of Year 11 and HSC	
<p>Course Description The purpose of Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after school. This course provides students with the opportunity to study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students nominate three electives made up of any combination of performance, composition and/or musicology which reflect the three topics studied in the HSC course.</p>	
<p>Year 11 Course Students will study at least THREE topics from the list below.</p> <p>Electives List:</p> <ul style="list-style-type: none"> ● An instrument and its repertoire ● Australian music ● Baroque music ● Jazz ● Medieval music ● Methods of notating music ● Music and religion ● Music and the related arts ● Music for large ensembles ● Music for radio, film, television and multimedia ● Music for small ensembles ● Music in education ● Music of a culture (Year 11 course) ● Music of a culture (HSC course) ● Music of the 18th century ● Music of the 19th century ● Music of the 20th and 21st centuries ● Popular music ● Renaissance music ● Rock music ● Technology and its influence on music ● Theatre music 	<p>HSC Course Students will study at least THREE topics from the list below.</p> <p>Electives List:</p> <ul style="list-style-type: none"> ● An instrument and its repertoire ● Australian music ● Baroque music ● Jazz ● Medieval music ● Methods of notating music ● Music and religion ● Music and the related arts ● Music for large ensembles ● Music for radio, film, television and multimedia ● Music for small ensembles ● Music in education ● Music of a culture (Year 11 course) ● Music of a culture (HSC course) ● Music of the 18th century ● Music of the 19th century ● Music of the 20th and 21st centuries ● Popular music ● Renaissance music ● Rock music ● Technology and its influence on music ● Theatre music
Particular Course Requirements: Stage 5 Music strongly recommended	

PDHPE

Course: Personal Development Health and Physical Education			
<p>Course Description</p> <p>The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students 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 factors that affect physical performance and major issues related to Australia's health status. They undertake optional study from a range of choices. This includes 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>			
Main Topics Covered			
<p>Year 11 Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> The Body in Motion - Anatomy, Fitness Components, Body Mechanics Better Health for Individuals – Meaning of Health, Health Promotion, Factors that influence health. <p>Optional Components (40%)</p> <p>Students to complete two options each from</p> <ul style="list-style-type: none"> Fitness Choices – Benefits of Exercise, Different types of Fitness Methods First Aid – Basic Course – Assessment, Basic Diagnosis, Treatment Composition and Performance – Movement, Appraisal of Movement Outdoor Recreation – Skills, Preparation, Organisation, Decision Making, Group Dynamics 		<p>HSC Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> Health Priorities in Australia – State of Australian Health, Health Promotion, Health Care Factors Affecting Performance – Training types, Psychology, Nutrition, Acquisition of Skills <p>Optional Component (40%)</p> <p>Students to complete two options each from</p> <ul style="list-style-type: none"> The Health of Young People – Stress, Sexuality, Risk Taking – ie. Youth issues Sport and Physical Activity in Australian Society – National Identity, Media, Gender and Sport Sports Medicine – Sports Injury Classification, Injury Recovery, Drugs in Sport Improving Performance – Training, Competition, Coaching Equity and Health – Migrant, Aboriginal Health, Social-Economic Influences 	
<p>Particular Course Requirements:</p> <p>Year 11</p> <p>Students will undertake a range of Fitness Choice activities, such as F45, Water Aerobics, Yoga, and Zumba. Students will have the opportunity to complete their Level 2 First Aid Qualification.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written paper	100	Core Topics	60
		Optional Component	40
	100		100
Exam Content:		<ul style="list-style-type: none"> Multiple Choice Questions Extended Written Responses (5-12 lines) Short Essays (15–30 lines) 	

PHYSICS

Course: Physics			
<p>Course Description</p> <p>The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.</p> <p>The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.</p>			
Main Topics Covered			
<p>Year 11 Course</p> <ul style="list-style-type: none"> ● Kinetics ● Dynamics ● Waves and Thermodynamics ● Electricity and Magnetism 		<p>HSC Course</p> <ul style="list-style-type: none"> ● Advanced Mechanics ● Electromagnetism ● The Nature of Light ● From the Universe to the atom 	
<p>Particular Course Requirements</p> <p>At both Year 11 and HSC levels students must undertake a Depth Study (15 hours) that contributes to the Summative assessment and can be completed in any Module 1-4.</p> <p>A maximum of 3 Sciences can be studied at Stage 6 with the potential of Extension Science at HSC.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment Components	Weighting
A three hour written examination assessing all four parts of the HSC course.	100	Skills in working scientifically	60
		Knowledge and understanding of course content	40
	100		100

PRIMARY INDUSTRIES (VET COURSE – Category B)

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

Pathways and Careers

The AHC20116 Certificate II in Agriculture qualification is delivered at Moama Anglican Grammar by the Association of Independent Schools (RTO 90413).

This course provides an entry level occupational outcome in agriculture. It enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both.

Further training pathways from this qualification include, but are not limited to:

- Certificate III in Agriculture
- Certificate III in Horticulture

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

Particular Course Requirements

Students must complete 35 hours of work placement each year as a mandatory part of the course. Students are required to supply work boots and work pants when participating in the practical component of the course. Students must purchase a school Primary Industries work shirt at a cost of approximately \$60. The unit HLTAID003 is provided to the students by an external provider at a cost of approximately \$100.

Assessment

Assessment is competency based and can include:

- observation during class and work placement
- written tasks
- practical tasks
- skills tests
- competency tests

To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out various tasks to industry standard.

Primary Industries HSC examination

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

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

SOCIETY AND CULTURE

Course: Society and Culture	
<p>Course Description Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</p>	
Main Topics Covered	
<p>Year 11 Course</p> <p><u>The Social and Cultural World (30% of course time)</u></p> <ul style="list-style-type: none"> overview of the multicultural and hybrid nature of societies and cultures micro-level, meso-level and macro-level society examine individual behaviour within a society and their interactions social and cultural research qualitative and quantitative research methods study of a cultural group outside Australia <p><u>Personal and Social Identity (40% of course time)</u></p> <ul style="list-style-type: none"> the development of personality, self-awareness and self-concept the development of identity and the social self the role of socialisation and the influence of agents of socialisation on the development of personal and social identity the influence of each of the following on the development of personal and social identity <ul style="list-style-type: none"> the 'nature versus nurture' debate 'adolescence' as a social construct and its validity for different cultures theories that offer an explanation or understanding of the development of the physical and social self transitions through the life course <p><u>Intercultural Communication (30% of course time)</u></p> <ul style="list-style-type: none"> how culture determines the ways individuals encode messages, what mediums they choose for transmitting them, and the ways messages are interpreted verbal and non-verbal communication the role of communication in maintaining social relationships and social control the individual's rights and responsibilities in relation to communication, communication technologies and citizenship the impact of changing communication technologies theories relating to intercultural communication 	<p>HSC Course</p> <p><u>Personal Interest Project(PIP) (30% of course time)</u></p> <ul style="list-style-type: none"> Student choice for PIP, as long as it relates to the course concepts of society, culture, environment, time and persons <p><u>Social and Cultural Continuity and Change (30% of course time)</u></p> <ul style="list-style-type: none"> use examples drawn from contemporary society impact of technologies apply a social theory to a selected country role and value of social and cultural research features of primary and secondary research the nature of continuity and change: influence that continuity and change have on the development of society the impact of modernisation and westernisation theories of social change <p>Students will study in detail a country in order to:</p> <ul style="list-style-type: none"> determine the nature of traditional society and culture analyse the nature of power and authority examine the impact of continuity and change upon the lives of individuals and groups in the micro, meso and macro levels of society <p><u>TWO of the following topics will be chosen and studied by the class</u></p> <ul style="list-style-type: none"> Popular Culture (past examples have been Hip Hop Bollywood, the Simpsons, Star Trek, Barbie) Belief Systems and Ideologies Social Inclusion and Exclusion Social Conformity and Nonconformity

External Assessment	Weighting	Internal Assessment Components	Weighting
HSC Only Written examination Section I – Core Objective response questions/ Short- answer questions	20	Year 11 Knowledge and understanding of course content	50
		Application and evaluation of social and cultural research methods	30
	40	Communication of information, ideas and issues in appropriate forms	20
		HSC Knowledge and understanding of course content	50
Written examination Section II – Depth Studies Candidates answer two questions on separate Depth Studies, each of two parts (worth 5 and 15 marks)	40	Application and evaluation of social and cultural research methodologies	30
		Communication of information, ideas and issues in appropriate forms	20
Personal Interest Project	40		

STUDIES OF RELIGION - 1 unit course

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

Course: Studies of Religion I			
1 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description Students studying 'Studies of Religion' engage in critical discussion of the major world religions. Through appreciation of and engagement with religious traditions and belief-systems students come to know how the big questions of meaning and existence have been answered through the ages. They will investigate the role of religion in society, particularly Australian society with special focus on Aboriginal spirituality. With a global and local perspective, Studies of Religion is a unique opportunity to explore the diverse ways in which religion is expressed. Students also develop skills of analysis, independent research, collaboration and effective communication. These skills empower students to become life-long learners with the ability to critically engage in discussions of global significance.</p>			
Main Topics Covered			
<p>Year 11 Course Part I: Nature of Religion and Beliefs</p> <p>(a) Characteristics of religion and belief systems as a distinctive response to the human search for meaning in life (b) including Australian Aboriginal beliefs and spiritualities</p> <p>Part II: Religious Tradition Study 1 Study of ONE particular religious tradition chosen from Buddhism, Christianity, Hinduism, Islam and Judaism.</p> <p>The particular focus is on the ways in which a religious tradition provides a distinctive answer to the enduring questions of human existence.</p> <p>Part III: Religious Tradition Study 2 Study of ONE particular religious tradition chosen from Buddhism, Christianity, Hinduism, Islam and Judaism.</p> <p>The particular focus is on the ways in which a religious tradition provides a distinctive answer to the enduring questions of human existence.</p>		<p>HSC Course Part I: Religion and Belief Systems in Australia post-1945</p> <p>(a) Focus on religious expression in Australia's multicultural and multifaith society since 1945 (b) Includes appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</p> <p>Part II: Religious Tradition Depth Study 1 Elements of a religious tradition raised in the Year 11 course are covered in greater depth.</p> <ul style="list-style-type: none"> • ONE significant person or school of thought to be studied • ONE area of ethical teaching chosen from bioethics/environmental ethics/sexual ethics • ONE significant practice to be studied <p>Part III: Religious Tradition Depth Study 2 Elements of a religious tradition raised in the Year 11 course are covered in greater depth.</p> <ul style="list-style-type: none"> • ONE significant person or school of thought to be studied • ONE area of ethical teaching chosen from bioethics/environmental ethics/sexual ethics • ONE significant practice to be studied 	
Particular Course Requirements The religious traditions chosen for investigation in the Year 11 course are continued to a greater depth in the HSC course.			
External Assessment	Weighting	Internal Assessment Components	Weighting
HSC Examination		Year 11	
Section I: Religious and Belief Systems in Australia post-1945 (15 marks)	30	Knowledge and understanding of course content	40
Core Objective response		Source-based skills	20
		Investigation and research	20

questions/ Short-answer questions		Communication of information, ideas and issues in appropriate forms	20
Section II: Religious Tradition Depth Study (15 marks)			
Candidates answer one question, with three short-answer parts on a religious tradition.	30	HSC Knowledge and understanding of course content	40
Section III: Religious Tradition Depth Study (20 marks)		Source-based skills	20
		Investigation and research	20
Candidates will be required to answer one extended response question on a religious tradition they have studied (different to Section II).	40	Communication of information, ideas and issues in appropriate forms	20

TOURISM, TRAVEL & EVENTS (VET COURSE – Category B)

Course: VET TOURISM	
2 units Category B	Exclusions: Nil
<p>Course Description</p> <p>The Tourism, Travel and Events Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed <i>SIT Tourism, Travel and Hospitality Training Package</i>. As such students will complete the HSC course with a HSC examination to be eligible for an ATAR, and also attain the qualification, or a Statement of Attainment towards the qualification, of SIT30116 Certificate III in Tourism.</p> <p>Through the completion of this course students will gain the knowledge and skills to work in one of the many different areas within tourism in Australia. Students will learn about workplace health and safety, excellent customer service, selling products and services, workplace communication, interaction, organisation and teamwork, providing information to customers, booking products and services for customers, and Australian tourism destinations.</p> <p>This course is designed to give students hands on experience in the skills and competencies required to work in customer service and tourism related activities, which incorporates the tourism-related activities of businesses and organisations in allied industries including education and training, hospitality, retail, sport and recreation and transport.</p> <p>Attainment of the qualification SIT30116 Certificate III in Tourism requires students to meet competency requirements for 15 units of work, being:</p> <ul style="list-style-type: none"> ● SITTIND001 Source and use information on the tourism and travel industry ● SITXCCS006 Provide service to customers ● SITXCOM002 Show social and cultural sensitivity ● SITXWHS001 Participate in safe work practices ● SITTTSL002 Access and interpret product information ● SITTTSL006 Prepare quotations ● SITEEVT002 Process and monitor event registrations ● SITEEVT004 Provide Event Staging Support ● SITXCCS002 Provide visitor information ● HLTAID003 Provide first aid (provided externally) ● SITTTSL004 Provide advice on Australian destinations ● BSBSUS201 Participate in environmentally sustainable work practices ● SITTTSL005 Sell tourism products and services ● SITTTSL001 Operate an online information system ● BSBWOR203 Work effectively with others 	
<p>Course Structure</p> <p>This course consists of:</p> <ul style="list-style-type: none"> ● HSC Examination Content <ul style="list-style-type: none"> - Five mandatory focus areas addressing six units of competency - Australian destinations (SITTTSL004 Provide advice on Australian destinations), Safety (SITXWHS001 Participate in safe work practices), Sustainability (BSBSUS201 Participate in environmentally sustainable work practices), Working in the industry (SITTIND001 Source and use information on the tourism and travel industry), and Working with customers (SITXCCS006 Provide service to customers & SITXCOM002 Show social and cultural sensitivity) - Tourism and Travel (containing three associated units of competency SITTTSL002 Access and interpret product information, SITTTSL005 Sell tourism products and services, & SITTTSL006 Prepare quotations) ● Non – examinable content (5 elective units to complete the Certificate III in Tourism Qualification) ● 35 hours work placement for 2021 	

Pathways and Careers

The SIT30116 Certificate III in Tourism qualification is delivered at Moama Anglican Grammar by the Association of Independent Schools (RTO 90413).

This qualification provides a pathway to work in many tourism industry sectors and for a diversity of employers including tour operators, inbound tour operators, visitor information centres, attractions, cultural and heritage and any small tourism business requiring multi-skilled employees.

Possible job titles relevant to this qualification include:

- attraction or theme park attendant
- booking agent
- inbound tour coordinator
- operations consultant for a tour operator
- visitor information officer
- sales consultant

After achieving SIT30116 Certificate III in Tourism, individuals could progress to SIT40216 Certificate IV in Travel and Tourism, or to Certificate IV qualifications in any service industry field.

Assessment

Assessment is competency based and can include:

- observation during class and work placement
- written tasks
- practical tasks
- skills tests
- competency tests

To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out various tasks to industry standard.

Tourism, Travel and Events HSC examination

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

Particular Course Requirements

Students must complete 35 hours of work placement each year as a mandatory part of the course. This may consist of one off events (such as Southern 80), industry exposure trips (Gold Coast SeaWorld) and work placement during the June/July holidays (12-17 July 2021).

It is important to note that as the Gold Coast, Sea World work placement is optional. It is planned to run during the school holidays at an approximate cost of \$1,400.

HLTAID003 Provide First Aid is provided by an external provider at a cost of approximately \$100.

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

VISUAL ARTS

Course: Visual Arts			
Course Description Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Visual Arts involves students in the practices of art making, art criticism and art history.			
Main Topics Covered			
Year 11 Course Case Study topics may include: Pop Art; Urban Aboriginal Art; Women and Art, Modernism and Postmodernism; Identity; Contemporary Art Practice; Installations and Recent Technology. Year 11 Course learning opportunities focus on: <ul style="list-style-type: none"> • The nature of practice in art making, art criticism and art history through different investigations • The role and function of artists' artwork, the world and audiences in the art world • The frames and how students may develop meaning and focus and interest in their work • Building understandings over time through various investigations and working in different forms 		HSC Course Case Study topics may include: Pop Art; Urban Aboriginal Art; Women and Art, Modernism and Postmodernism; Identity; Contemporary Art Practice; Installations and Recent Technology. HSC Course learning opportunities focus on: <ul style="list-style-type: none"> • How students may develop their own informed points of view in increasingly more independent ways using the frames. • How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest. • How students may learn about the relationships between artist, artwork, world, audience within the art world. • How students may further develop meaning and focus in their work. 	
Particular Course Requirements: Course requirements for the Year 11 Course <ul style="list-style-type: none"> • Artworks in at least two forms and the use of a Visual Arts Process Diary. • A broad investigation of ideas in art criticism and art history through the study of at least 2 case studies. HSC Course learning opportunities focus on: <ul style="list-style-type: none"> • How students may develop their own informed points of view in increasingly more independent ways using the frames. • How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest. • How students may learn about the relationships between artist, artwork, world, audience within the art world. • How students may further develop meaning and focus in their work. Requirements for the HSC <ul style="list-style-type: none"> • Development of a body of work and use of a process diary • A minimum of 5 case studies (4-10 hours each) • A deeper and more complex investigation of ideas associated with art criticism and art history. 			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written paper 1 1/2 hours	50	Development of the body of work	50
Submission of a body of work	50	Art criticism & Art History	50
	100		100

