STAGE 6
CURRICULUM HANDBOOK

Year 11 (2019) - Year 12 (2020)

Bishop Druitt College Inc
CRICOS # 02333G
Course # 041698K

A KINDERGARTEN TO YEAR 12 SCHOOL IN THE ANGLICAN TRADITION
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Subject selection for the senior years requires considerable thought and discussion. Communication between all concerned parties (students, parents and the school) is vital. This booklet is designed to assist students and their parents in the selection process by describing the requirements for the Higher School Certificate in the year 2020. It also outlines some of the essential features of senior study at the college, including homework, revision and assessment requirements and, in particular, includes a detailed description of each course offered by the college for the 2020 HSC.

The Bishop Druitt College curriculum is designed to cater for a great diversity of student interests and needs. As students progress through Years 7 to 12 a greater degree of choice is introduced. This enables students to develop patterns of study that are highly appropriate to their interests, abilities, career ambitions and future needs. The college’s curriculum depends on demand, although every effort is made to provide students with their chosen range of electives.

The NSW Education Standards Authority (NESA) has retained English as the only compulsory subject in Years 11 and 12. Additional subjects are chosen from the remaining list offered by the college. For the 2020 Higher School Certificate the pattern of subjects must follow NESA regulations: satisfactory completion of a minimum of 12 units in the Year 11 course and a minimum of 10 units in the HSC course.

Both the Year 11 course and the Year 12 course must include the following:
• At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English.
• At least three courses of 2 units value or greater.
• At least four subjects areas (for example, English, Mathematics, Visual Arts, Languages).

Please Note: Students who do not wish to follow this pattern of study above, may achieve the credential of a record of School Achievement (ROSA) instead of a HSC. This would usually be a vocational pathway.

At most, 7 units of courses in science (three 2 Unit subjects and Extension Science) can contribute to Higher School Certificate eligibility. The Australian Tertiary Admissions Rank (ATAR) will be calculated using each student’s ten best units, including a minimum of two units of English.

This booklet describes the courses offered for study to Stage 6 students at Bishop Druitt College.

The Higher School Certificate

Additional information is contained in the NESA publication Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students 2019. This publication will be distributed when it arrives from the NESA.

Units of Study
All courses offered for the Higher School Certificate are either 1 or 2 units in value. As mentioned previously, most courses are 2 units in value. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units = 4 hours (indicative) per week (120 hours per year) = 100 marks

The following is a guide to the pattern of courses:

2 Unit Courses
These make up the basic structure for all courses. 2 unit courses have a value of 100 marks.

Extension Courses
Extension study is available in a number of subjects: English, mathematics, history, music, science and some languages. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit.

English and Mathematics extension courses are available at Year 11 and Year 12 levels. Students must study the Year 11 extension 1 course in these subjects before proceeding to the Year 12 extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course. Thus it is possible for very able students to complete 4 units of study in either or both English or Mathematics.

Year 12 Extension courses in subject areas other than English or Mathematics are offered and examined in Year 12 only. These include: history, music, science and some languages.

1 Unit Courses
1 unit equals approximately 2 hours of class time each week or 60 hours per year.

At Bishop Druitt College, this includes Studies of Religion 1.

The NESA website also contains useful information about the Year 12.
Glossary of Terms

Board Developed Courses
These courses are developed by NESA. There is a syllabus for each course that contains:

• The course objectives, structure, content and outcomes.
• Specific course requirements.
• Assessment requirements.
• Sample examination papers and marking guidelines.
• The performance scale describing what students typically know and can do corresponding to each of the six (6) achievement bands.

All students entered for the HSC who are studying these courses follow the NESA syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admissions Rank (ATAR).

Board Endorsed Courses
There are two main types of Board Endorsed Courses - Content Endorsed Courses and School Designed Courses:

• Content Endorsed Courses (CECs) have syllabuses endorsed by the NESA to cater for areas of special interest not covered in the Board Developed Courses. Most Year 12 VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.
• Schools may also design special courses to meet student needs. These courses must be approved by the NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

TAFE Vocational Education & Training (EVET) Courses
EVET courses are programs of study approved by the NESA which are delivered by Technical and Further Education (TAFE) colleges. Except for a limited number of options there are no externally set examinations for these subjects. Assessments are devised by the TAFE college. TAFE subjects that attract an ATAR have HSC Examinations and are usually a Category B course.

Subjects that are not examined by NESA still appear on the Year 11 Record of School Achievement and the Higher School Certificate, but do not contribute to the calculation of the ATAR for university matriculation purposes.

Students who study a TAFE-based course will gain TAFE accreditation that may provide advanced standing in further programs of study at TAFE level. Each year a small number of students elect to undertake a TVET course. Any students considering one of these courses should speak to the college’s Careers Adviser or the Director of Learning and Teaching.

School-Based Apprenticeships & Traineeships
School based apprenticeships and traineeships are more than just part-time jobs, they are a great way for students to set themselves up for a career whilst they are completing the HSC.

School-based apprenticeships and traineeships are available to all Year 10, 11 and 12 high school students in NSW. They allow students to commence an apprenticeship or complete a traineeship while at school.

A school-based apprenticeship or traineeship combines paid work, training and school. As well as gaining an industry recognised national qualification students will gain credit towards the HSC. Some apprenticeships and traineeships can contribute towards the ATAR.

Matriculation
This is a term that is not as frequently used as it once was; it simply refers to entry to university study. Most tertiary institutions use the ATAR based on each student’s best 10 units – including 2 units of English. A small number of courses rely on interviews, auditions and folios of work for admission, with or without consideration of the ATAR.

Moderation/Standardisation
Moderation is the adjustment made to school internal assessments by the NESA, based upon performance in the HSC Examination. Moderation of assessment marks retains the same rank order of students and relative distance between students on the rank order, as determined by the school through Higher School Certificate assessment tasks.

The moderated school based assessment marks contribute 50% to the student’s final Year 12 assessment marks. The other component of the final Year 12 marks is the HSC Examinations. They also contribute 50% to the final mark.

The ATAR is calculated by the NSW Universities Admission Centre (UAC). Each course is adjusted to take account of its relative degree of difficulty based on the performance of its candidature in all of their other subjects. The ATAR is calculated using at least two units of English and each student’s remaining 8 best Year 12 units.

Year 11 and Year 12 Courses
NESA has structured the way in which senior courses are organised into Year 11 and Year 12 components. All students must satisfactorily complete the Year 11 courses for their selected Year 12 subjects prior to studying the HSC component, as the Year 11 course is assumed knowledge for the HSC course. In some cases the principles of recognition of prior learning can be invoked to allow a degree of flexibility in the structure of an individual student’s Stage 6 program.
Scaling
Scaling is used by universities to compare the standard of a student’s performance in a course with that student’s performance in other courses. It is a process that is undertaken by the Universities Admissions Centre after the NESA has finalised Year 12 results.

Requirements for the Award of the HSC

Students who wish to be awarded the HSC:

- Must have satisfactorily completed courses that meet the pattern of study required by the NESA for the award of the Higher School Certificate (see page 2 of this booklet and also below). This includes the completion of the practical, oral or project work required for specific courses and the assessment requirements for each course.
- Must have sat for and made a serious attempt at the Higher School Certificate Examinations.
- Must study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the Year 12 course. Both the Year 11 course and the Year 12 course must include the following:
  - At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English.
  - At least three courses of 2 units in value or greater.
  - At least four subjects.

At most 7 units of courses in science can contribute to Higher School Certificate eligibility.

Students who wish to receive the Australian Tertiary Admissions Rank (ATAR) must study a minimum of 10 Board Developed units in the Year 12 course. The booklet, University entry requirements 2018 for Year 10 students, published by UAC contains important information about entry to university courses, course prerequisites and other information. This will assist students in the choice of Year 12 courses for study in Years 11 and 12 in preparation for university entry.

Students who study courses not meeting the above requirements usually qualify for the Record of School Achievement.

HSC Assessment

The object of assessment is to measure a wider range of student performance throughout the HSC course than is possible to measure by examination only. This system allows total student achievement to be measured, including research, practical skills and fieldwork.

Year 12 assessments typically begin in Term 4 of Year 11. Students will receive an assessment booklet at the beginning of Year 11 and another at the beginning of Year 12. This outlines the assessment requirements for each subject undertaken and the assessment policies and procedures that students must follow. In order to have satisfactorily completed a course, each candidate is required to satisfactorily complete the assessment tasks set as part of the assessment program as well as other class tasks, which are set from time to time for diagnostic purposes.

Students are required to submit all assessment tasks punctually. Even if they are late they must still be submitted, as these can be included as work completed for purposes of determining whether a candidate has fulfilled the requirements of the course. Failure to complete sufficient assessment tasks will preclude eligibility for the HSC in that subject and it will not be recorded on the final results notice. To meet the NESA requirements, students must satisfactorily complete tasks that contribute in excess of 50% of the available marks in any course.

At Bishop Druitt College students must hand in assessment tasks by 9.00am on the day due unless otherwise stated. Breaches of the school’s assessment policy will be communicated to parents and the Director of Learning and Teaching. When attempting assessment tasks, students are expected to make a serious attempt and in no way breach the college’s requirements regarding ethical practice.

Should malpractice or plagiarism occur, the Principal will be informed and this would usually result in a zero mark for the task. It may then jeopardise the receiving of accreditation for that subject, or even the HSC.

As a general rule, should a student be unable for a valid reason to complete a task by the due date in a particular subject, the head of that faculty in consultation with the Director of Learning and Teaching will decide whether the student should be given an extension, an alternative task or an estimate. A medical certificate will be required for extensions to be given in cases where the student has been sick. Failure to submit an assessment task by the due date without valid reason will result in a zero mark for that particular task.

In cases of a student suffering an illness, accident or misadventure near or during the time of the HSC Examinations NESA may need to rely entirely on their assessment marks. These marks will then be used as the chief (and perhaps only) measure of student achievement for the HSC Stage 6 program.

Each student’s final assessment mark for each subject is sent to the NESA where it is moderated and then averaged with their Year 12 Examination mark. This produces their final mark which is reported on the HSC Record of Achievement. The NESA sends marks to UAC to use in the calculation of the ATAR for tertiary course entrance.

More information about assessment will be published in the college’s publication Year 10 - 12 Assessment Handbook.
Homework and Revision

The main aims of homework are to:
• Prepare for, consolidate and complement class work.
• Deepen and extend understanding.
• Assist students in their development of appropriate organisational skills.
• Encourage responsible research and study habits.

Homework is set regularly in all subjects. Bishop Druitt College students in Year 11 are expected to complete a minimum of 2 hours per night as well as several hours study and/or revision outside of set homework times. Year 12 students are expected to average 3 hours of homework per night in addition to developing a structured revision/study program.

The college believes it is vital that senior students take responsibility for their own learning. Senior students need to constantly revise their work and practise the skills appropriate to each subject studied. Students are strongly advised to follow a regular revision program.

In this regard the college's senior coordinators are available to provide advice to students and will assist with developing skills required for the development of suitable study methods. Staff mentors are also available to assist students devise and monitor appropriate home study goals and strategies.

Bishop Druitt College students enjoy the support of the substantial Learning Resources Centre.  LRC staff provide support for students in the junior years and can also arrange tutorial sessions for senior students. For further information please contact Mrs Claire Murphy, Head of the Learning Resources Centre.

All My Own Work

All students must complete the HSC: All My Own Work program before they commence their Year 11 studies. The program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their Year 12 studies. The program’s content is divided into five modules: scholarship principles and practices, acknowledging sources, plagiarism, copyright and working with others.

Plagiarism in Assessment Tasks

All sources of information must be appropriately and accurately acknowledged in a reference list or bibliography included at the end of the assignment. If students are unsure of the correct method of acknowledging sources they should check with the class teacher for their faculty’s preferred method(s) of referencing. Guides relating to writing bibliographies and reference can be found on the Bishop Druitt College Library website.

Plagiarism – the use of another person’s ideas and written material (including information from books, encyclopedias, magazines, CD-ROMs, internet sources and other electronic storage devices) as one’s own original work – is entirely unacceptable in school assessment tasks. Plagiarism will be construed in the same way as collusion or cheating in examinations and will result in a zero mark for that task. A guide to avoid plagiarism can be found on the Bishop Druitt College Library website.

Stage 6 Outdoor Education Program

The school runs an intensive four day outdoor education camp which includes elements of outdoor education together with community building and leadership experiences. This is run in Week 1 of Term 4.

Distance Education

Distance education can offer Stage 6 students the opportunity to include in their pattern of study a subject that is not offered by the school, but is highly desired or needed for post-school study or work. Successful study by distance education requires a high degree of motivation, self-discipline and time management skills on the part of the student. Distance education is a challenging mode of study that only translates into a strong ATAR contribution for a small percentage of students. The ability to be able to work independently and seek assistance when required is essential.

Distance education is particularly suited to highly motivated students either studying a family language or studying a subject required for a tertiary course that does not require a strong ATAR. Distance education service providers offer a wide range of Board Developed (ATAR) courses and a small number of Content Endorsed (non-ATAR) courses. Distance education courses involve an extra cost per annum, which is currently $820.00 per annum for Year 11 and 12 students.
ENGLISH STUDIES

Board Developed Course

Constraints/Prerequisites: Nil.

Course Description
The new English Studies syllabus has been developed using the established NSW Education Standards Authority (NESA) syllabus development process. The syllabus includes Australian curriculum content and reflects the new directions of the Stronger HSC Standards reforms which include:

- supporting the achievement of high minimum standards for all students
- ensuring the flexibility and versatility of the Higher School Certificate (HSC) to cater for the full range of students
- encouraging every student to achieve at their highest possible level
- a focus on the acquisition of deep knowledge, understanding and skills for students.

Explicit literacy content is included to develop students’ skills in effective written and oral communication.

Students will have opportunities to experience texts that give insight into a wide range of social, gender and cultural perspectives, including texts by and about Aboriginal and Torres Strait Islander Peoples.

Topics Covered
Year 11
- Achieving through English.
- Elective Module C: On the Road
- Elective Module D: Digital Worlds
- Elective Module G: Local Heroes

Year 12
- Common Mandatory Module: Texts and Human Experiences
- Elective Module A: We are Australians
- Elective Module E: Playing the Game
- Elective Module K: The Big Screen

Particular Course Requirements
A mandatory module will focus on Achieving through English which caters for English in education work and the community. Other modules including English in citizenship, community and cultural identity, English and the experience of travel, English in sport and family life. There is an optional Year 12 Examination for English Studies.

Course Costs
Year 11 - $15 (incursion local writer)
Year 12 - $30 (visit from local business, Aboriginal speakers, sports people and health services)

(Note: Costs and subject levy listed are based on current year and subject to change.)

Career Relevance/Pathways/Transferable Skills
The focus for English Studies is on the development of literacy skills through flexible coursework. At this stage NESA advises that the Standard English course is the foundation for university study.

Faculty Contact
Head of Faculty, Ms Julie Bain
ENGLISH STANDARD

Board Developed Course 2 units for Year 11 and Year 12

Constraints/Prerequisites: Nil.

Course Description
Through the study of English in Stage 6 students continue to develop their capacity to understand and use the English language for a variety of purposes and in various textual forms. Students engage with and explore a variety of texts that include widely acknowledged quality literature of past and contemporary societies. Through their responding and composing of both critical and creative texts, students develop an understanding of themselves and of diverse human experiences and cultures. The study of English in Stage 6 provides students with opportunities to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning.

Topics Covered
Year 11
Common Module – Reading to Write: Transition to Senior English
Module A: Contemporary Possibilities
Module B: Close Study of Literature

Year 12
Common Module – Texts and Human Experiences
Module A: Language, Culture and Identity
Module B: Close Study of Literature
Module C: The Craft of Writing

Particular Course Requirements
Students experience a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. They’ll also be exposed to a range of texts of literary texts written about intercultural experiences and the peoples and cultures of Asia. Students will also experience Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.

Course Costs
Year 11 - $15 (incursion local writer)
Year 12 - $30 (visit from local business, Aboriginal speakers, sports people and health services)
(Note: Costs and subject levy listed are based on current year and subject to change.)

Career Relevance/Pathways/Transferable Skills
Students learn skills in literacy, spoken and written English and the Standard English course is the foundation for university study.

Faculty Contact
Head of Faculty, Ms Julie Bain
ENGLISH ADVANCED

Board Developed Course 2 units for Year 11 and Year 12

Constraints/Prerequisites: Nil. Students enrolled in this course may also elect to enrol in English Extension.

Course Description
Through the study of English in Stage 6 students continue to develop their capacity to understand and use the English language for a variety of purposes and in various textual forms. Students engage with and explore a variety of texts that include widely acknowledged quality literature of past and contemporary societies. Through their responding and composing of both critical and creative texts, students develop an understanding of themselves and of diverse human experiences and cultures. The study of English in Stage 6 provides students with opportunities to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning.

Topics Covered
Year 11
Common Module – Reading to Write: Transition to Senior English
Critical Study of Literature.
Narratives that Shape our World

Year 12
Common Module – Texts and Human Experiences
Module A: Textual Conversations
Module B: Critical Study of Literature
Module C: The Craft of Writing

Particular Course Requirements
Students experience a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. They'll also be exposed to a range of texts of literary texts written about intercultural experiences and the peoples and cultures of Asia. Students will also experience Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.

Students extend and deepen their ability to use language in subtle, nuanced, inventive and complex ways to express experiences, ideas and emotions. They 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. They extend their experiences in researching.

Course Costs
Year 11 - $15 (incursion performance)
Year 12 - $30 (writing workshop)
(Note: Costs and subject levy listed are based on current year and subject to change.)

Career Relevance/Pathways/Transferable Skills
The study of the English Advanced course allows pathways into tertiary education. Graduates of the English Advanced course can move into professions such as law, education and communication.

Faculty Contact
Head of Faculty, Ms Julie Bain
ENGLISH EXTENSION 1

Board Developed Course 1 unit for each of Year 11 and Year 12

Constraints/Prerequisites:
(a) English Advanced
(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12
(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2
Exclusions: English Standard; English Studies; English EAL/D.

Course Description
In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.
In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise. In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.

Topics Covered
Year 11
In the English Extension Year 11 course, 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. They consider how and why cultural values are maintained and changed.

Literary Worlds
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.

Course Costs
Year 11 - $15 (incursion performance)
Year 12 - $47 (writing workshop, student day)
(Note: Costs and subject levy listed are based on current year and subject to change.)

Career Relevance/Pathways/Transferable Skills
The critical thinking skills, imaginative writing and textual analysis engaged within the course are all skills directly transferable to a wide range of real-world contexts and allow for a seamless transition into a large number of educational opportunities. Graduates of the Extension English 1 course have eventually moved into professions such as law, education, advertising and all fields to do with the media and the public service.
Students learn skills of both written and spoken English at a very high level. This enhances all of the students overall communication skills, which are vital in to today’s employment environment.
A wide knowledge of texts and historical periods enhances the aesthetic experience of viewing films or reading texts throughout later life, which inevitable broadens the student’s cultural capital.

Faculty Contact
Head of Faculty, Ms Julie Bain
Course Description
In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

Students in Extension 2 are required to attend the Word Express seminar: A combination of lectures and small group workshops will provide students with the opportunity to test their ideas and ask questions of experienced teachers, markers and librarians.

Particular Course Requirements
For the Year 12 English Extension 2 course students are required to:
• be undertaking study of the Year 12 English Extension 1 course
• complete a Major Work and Reflection Statement
• document coursework in a Major Work Journal.

Course Costs
Year 12 - English Study Day $200

(Note: Costs and subject levy listed are based on current year and subject to change.)

Faculty Contact
Head of Faculty, Ms Julie Bain
MATHEMATICS OVERVIEW

Pathways of Learning

The NSW Mathematics 7-10 syllabus forms part of the continuum of mathematics learning from Kindergarten to Year 12. To ensure coherence and continuity, the new NSW Mathematics 7-10 syllabus was developed at the same time as the Mathematics K-6 syllabus. New Stage 6 syllabuses have been developed for the Australian curriculum and are to be implemented in 2019.

The following diagram represents the available pathways of learning in mathematics from Stage 5 to Stage 6. In this diagram, stages refer to the level of knowledge of mathematics learning rather than to stages of schooling. In this way it is acknowledged that a student who is in Year 7, for example, may still be working towards Stage 3 outcomes, just as a student in Year 8 may be working towards Stage 5 outcomes.

The Mathematics Life Skills outcomes and content are designed to provide a relevant and meaningful program of study for a small percentage of students with special education needs, for whom Mathematics Year 7-10 syllabus outcomes and content are not appropriate. These outcomes are differentiated to students within the Pathway B class on the occasion that a student follows this pathway.

In order to cater for the full range of learners, three specific endpoints and pathways, 5.1, 5.2 and 5.3 have been identified for Stage 5. The diagram above shows the connection between the three levels and the mathematics study pathways available in Stage 6. A colour coded spectrum from yellow to green is used to graphically show which Stage 6 courses are available from the respective Stage 5 course. Typically students in the yellow to orange range in Stage 5 will move into courses in Stage 6 in the same coloured range. Similarly, students in the blue to green range in Stage 5 will move into courses in Stage 6 in the same coloured range.
MATHEMATICS STANDARD 1

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: The Year 11 Mathematics Standard course has been constructed on the assumption that students have studied and achieved the outcomes of the Mathematics Years 7 – 10 syllabus (2015) up to, and including, the content and outcomes for at least Stage 5.1.

Course Description
The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent Year 12 subjects.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Topics Covered
Year 11 Mathematics Standard course:
• Algebra
• Measurement
• Financial Mathematics
• Statistical Analysis.

Year 12 Mathematics Standard 1 course:
• Algebra
• Measurement
• Financial Mathematics
• Statistical Analysis
• Networks.

Particular Course Requirements
Year 11 Standard 1
Mathematics Standard 1 is a new course in NSW Stage 6, with its first year being 2018. It requires the full completion of Mathematics Standard 1 in year 11.

Course Costs
$35

(Note: Costs and subject levy listed are based on current year and are subject to change)

Career Relevance/Pathways/Transferable Skills
This course provides a strong foundation for students to understand the mathematics that is required for them to use on a daily basis.

Complementary Subjects
• Retail Studies (VET).

Faculty Contact
Head of Faculty, Mr Ben Dal Pozzo
**MATHEMATICS STANDARD 2**

**Board Developed Course**

2 units for each of Year 11 and Year 12

**Constraints/Prerequisites:** The Year 11 Mathematics Standard course has been constructed on the assumption that students have studied and achieved the outcomes of the Mathematics Years 7 – 10 syllabus (2015) up to, and including, the content and outcomes for at least Stage 5.1. For Students who intend to study the Year 12 Mathematics Standard 2 course it is recommended that they study some of the Stage 5.2 course, with particular focus on Patterns and Algebra and Trigonometry. Full mastery of all Stage 5.2 content is advisable.

**Course Description**

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

### Topics Covered

<table>
<thead>
<tr>
<th>Year 11 Mathematics Standard course:</th>
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<tbody>
<tr>
<td>• Algebra</td>
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<td>• Measurement</td>
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<td>• Financial Mathematics</td>
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<td>• Statistical Analysis.</td>
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<table>
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<tr>
<th>Year 12 Mathematics Standard 2 course:</th>
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<tr>
<td>• Algebra</td>
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<td>• Measurement</td>
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<td>• Financial Mathematics</td>
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<td>• Statistical Analysis</td>
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<tr>
<td>• Networks.</td>
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</table>

Note: Whilst the topics covered in both standard 1 and 2 look the same, the subtopics within those banner topics can vary significantly in terms of scope and rigor.

**Particular Course Requirements**

**Year 11 Standard 2**

Mathematics Standard 2 is a new course in NSW Stage 6, with its first year being 2018. It requires the full completion of Mathematics Standard 2 in year 12.

**Course Costs**

$35

(Note: Costs and subject levy listed are based on current year and are subject to change)

**Career Relevance/Pathways/Transferable Skills**

Mathematics Standard 2 covers many mathematics concepts that are required to complete training in most trades, nursing, primary school teaching and many other areas of university and TAFE. Mathematics Standard 2 is insufficient preparation for university courses in most science and engineering faculties. However, it is a recommended study for many others. Always check the university admissions requirements and recommendations.

**Faculty Contact**

Head of Faculty, [Mr Ben Dal Pozzo](mailto:mdalpozzo@nswschools.nsw.edu.au)
MATHEMATICS ADVANCED

Board Developed Course

Constraints/Prerequisites: The Year 11 Mathematics Advanced course has been constructed on the assumption that students have studied and achieved the outcomes of the Mathematics Years 7 – 10 syllabus (2015) up to, and including, the content and outcomes for at least Stage 5.2. For Students who intend to study the Year 12 Mathematics Advanced course it is recommended that they study most of the Stage 5.3 course, with particular focus on Algebraic Techniques, Coordinate Geometry, Trigonometry and Deductive Geometry. Full mastery of all Stage 5.2 content is strongly advised. It is recommended that BDC students only select this course from the 10MATA classes, although it is possible to study this course with exceptional results in the 10MATB pathway.

Exclusions: Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

Course Description
The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is 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.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Topics Covered
Year 11 Mathematics course:
• Functions.
• Trigonometric Functions.
• Calculus.
• Exponential and Logarithmic Functions
• Statistical Analysis.

Year 12 Mathematics course:
• Functions
• Trigonometric Functions.
• Calculus.
• Exponential and Logarithmic Functions
• Financial Mathematics.
• Statistical Analysis.

Particular Course Requirements
Year 11 Mathematics Advanced Year 11
Mathematics Advanced is a new course in NSW Stage 6, with its first year being 2019. It requires the full completion of Mathematics Advanced in Year 11.

Course Costs
$35
(Note: Costs and subject levy listed are based on current year and are subject to change)

Career Relevance/Pathways/Transferable Skills
Mathematics Advanced is a prerequisite or recommended study for most science and engineering bachelor degrees at university. Other courses at university vary regarding prerequisite or recommended study so please always check university admissions requirements and recommendations.

Complementary Subjects
• Physics.
• Chemistry.
• Engineering Studies.
• Economics.

Faculty Contact
Head of Faculty, Mr Ben Dal Pozzo
MATHEMATICS EXTENSION 1

Board Developed Course

Constraints/Prerequisites: The Year 11 Mathematics Extension 1 course has been constructed on the assumption that students have studied and achieved the outcomes of the Mathematics Years 7 – 10 syllabus (2015) up to, and including, the content and outcomes for all of Stage 5.3, including the optional substrands: Polynomials, Logarithms, Functions and Other Graphs, Circle Geometry.

Exclusions: Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

Course Description
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.

The study of Mathematics Extension 1 in Stage 6 enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely. This course precisely provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively. Mathematics Extension 1 provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality and provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level.

Topics Covered
Year 11 Mathematics Extension 1 course:
• **Functions**
  o Further Work with Functions
  o Polynomials
  • **Trigonometric Functions**
  o Inverse Trigonometric Functions
  o Further Trigonometric Identities
  • **Calculus**
  o Rates of Change
  • **Combinatorics**
  o Working with Combinatorics

Year 12 Mathematics Extension 1 Course:
• **Proof**
  o Proof by Mathematical Induction
  • **Vectors**
  o Introduction to Vectors
  • **Trigonometric Functions**
  o Trigonometric Equations
  • **Calculus**
  o Further Calculus Skills
  o Applications of Calculus
  • **Statistical Analysis**
  o The Binomial Distribution

Particular Course Requirements
Year 11 Extension 1 and Mathematics Advanced is a new course in NSW Stage 6, with its first year being 2019. It requires the full completion of Mathematics Extension 1 and Mathematics Advanced in year 11.

Course Costs
$35
(Note: Costs and subject levy listed are based on current year and are subject to change)

Career Relevance/Pathways/Transferable Skills
Mathematics Extension 1 is a prerequisite or recommended study for many science and engineering bachelor degrees at university. The Mathematics Extension 1 content is often assumed knowledge for these university courses. Other courses at university vary regarding prerequisite or recommended study so please always check university admissions requirements and recommendations.

Complementary Subjects
- Physics.
- Engineering Studies.
- Chemistry.
- Economics.

Faculty Contact
Head of Faculty, [Mr Ben Dal Pozzo](mailto:Mr_Ben_Dal_Pozzo@school.edu.au)
MATHEMATICS EXTENSION 2

Board Developed Course 1 unit for Year 12 only

Constraints/Prerequisites: Successful completion of the Mathematics Advanced Mathematics Extension 1 Year 11 courses.

Exclusions: Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

Course Description
The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum. All students studying the Mathematics Extension 2 course will sit for an Year 12 examination.

The study of Mathematics Extension 2 in Stage 6 enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. This course provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration.

The Mathematics Extension 2 Year 12 course provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts. This course provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level and provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

Topics Covered
Year 12 course:
• Proof
  • The Nature of Proof.
  • Further Proof by Mathematical Induction.
• Vectors
  • Further work with Vectors.
• Complex Numbers
  • Introduction to Complex Numbers.
  • Using Complex Numbers
• Calculus
  • Further Calculus Skills
• Mechanics
  • Application of Calculus to Mechanics.

Particular Course Requirements
Year 11 Extension 1
Mathematics Extension 2 is a new course in NSW Stage 6, with its first year being 2019. It requires the full completion of Mathematics Extension 1 in year 11.

Course Costs
$35
(Note: Costs and subject levy listed are based on current year and are subject to change)

Career Relevance/Pathways/Transferable Skills
Mathematics Extension 1 is a prerequisite or recommended study for many science and engineering bachelor degrees at university. The Mathematics Extension 1 content is often assumed knowledge for these university courses. Other courses at university vary regarding prerequisite or recommended study so please always check university admissions requirements and recommendations.

Complementary Subjects
• Physics.
• Engineering Studies.
• Chemistry.
• Economics.

Faculty Contact
Head of Faculty, Mr Ben Dal Pozzo
SCIENCE OVERVIEW

Science in Stage 6 at Bishop Druitt College will offer students a choice of five separate science subjects all at 2 unit level:

- Biology
- Chemistry
- Earth & Environmental Science
- Physics
- Investigating Science

Students may study one, two or three of the above subjects. Each has a more detailed description to follow.

Year 11 Year 12

Maximum of any six units of:

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<tr>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>Biology 2 unit</td>
<td>Biology 2 unit</td>
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<tr>
<td>Chemistry 2 unit</td>
<td>Chemistry 2 unit</td>
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<tr>
<td>Earth and Environmental Science 2 unit</td>
<td>Earth and Environmental Science 2 unit</td>
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<tr>
<td>Investigating Science 2 unit</td>
<td>Investigating Science 2 unit</td>
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<td>Physic 2 unit</td>
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<td>Science Life Skills 2 unit</td>
<td>Science Life Skills 2 unit</td>
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<td>Science Extension 1 unit</td>
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BIOLOGY

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Year 10 Science.

Exclusions: maximum of 6 Science units in Year 11, maximum of 7 Science units in Year 12.

Course Description
Biology is the study of living organisms, life processes and interactions between organisms and their environment.

The Year 11 course incorporates the study of: the mechanisms and systems that living things use to obtain, transport and draw on for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent.

The Year 12 course builds upon the Year 11 course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which characteristics are transmitted from generation to generation. It also covers health issues and the search for ways to treat and manage diseases. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

It is expected that students studying biology will apply investigative and problem-solving skills; effectively communicate biological information and understanding; as well as appreciate the contribution that a study of biology makes to their understanding of the world.

It should be noted that this is a general biology course, not one that concentrates on human biology and human body systems. The course builds on Stage 4 and 5 Science, and students choosing it should be confident of their interest and ability in science.

Topics Covered

Year 11 course:
- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

Year 12 course:
- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

Particular Course Requirements
15 hours must be allocated to depth studies within the 120 indicative course hours.

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

Course Costs
Year 11 AUSBIOTA Workshop = $35.

Career Relevance/Pathways/Transferable Skills
Any science tertiary course: marine science, sports science, health sciences, environmental science courses.

Complementary Subjects
- Chemistry.
- Earth & Environmental Studies.
- PDHPE.

Faculty Contact
Head of Faculty, Mr Paul McCormack
CHEMISTRY

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Year 10 Science.

Exclusions: maximum of 6 Science units in Year 11, maximum of 7 Science units in Year 12.

Course Description
Chemistry is the study of the physical and chemical properties of substances, with a focus on interactions between substances. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

The Year 11 course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances. It does this by focusing on increasing students’ understanding of the Earth’s resources; the development of increasingly sophisticated methods to extract and use metals; the importance of water on Earth; and high energy carbon compounds.

The Year 12 course builds on the concepts developed in the Year 11 course, expanding on areas such as the search for new sources of traditional materials; the design and production of new materials; the type and effect of chemicals that have been released as a result of human technological activity; and the way in which environmental problems could be reversed or minimised. The options cover a variety of interest topics and draw on the increased information and understandings provided by improved technology to examine areas of current research.

Students work individually and with others in practical, field and interactive media experiences related to chemistry. They undertake experiments and evaluate competing theories. They also assess the impact of scientific decisions on society, based on an understanding of chemistry. The course builds on the foundations laid in Stage 5 Science and recognises the fact that students bring a wide range of abilities, circumstances and expectations to the course. However, it will be expected that students have achieved at a substantial level or better in Stage 5 Science.

Topics Covered
Year 11 course:
• Properties and Structure of Matter
• Introduction to Quantitative Chemistry
• Reactive Chemistry
• Drivers of Reactions

Year 12 course:
• Equilibrium and Acid Reactions
• Acid/base Reactions
• Organic Chemistry
• Applying Chemical Ideas.

Particular Course Requirements
15 hours must be allocated to depth studies within the 120 indicative course hours.

Scientific investigations include both practical investigations and secondary-sourced investigations.

Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills
Any science tertiary course, marine science, medicine, nursing and any other health science courses.

Complementary Subjects
• Physics.
• Earth & Environmental Studies.

Faculty Contact
Head of Faculty, Mr Paul McCormack
EARTH & ENVIRONMENTAL SCIENCE

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Year 10 Science.
Exclusions: maximum of 6 Science units in Year 11, maximum of 7 Science units in Year 12.

Course Description
Earth & Environmental Science is the study of the planet earth and its processes in both aquatic and terrestrial environments. It seeks to explore changes that have occurred during earth’s history, including changes in the lithosphere, atmosphere, hydrosphere, cryosphere and biosphere, and the evolution of organisms since the origin of life on earth. The study of planet earth and its environments recognises that while humans are part of nature they continue to have greater influence on the environment than any other species.

The Year 11 course develops a knowledge of the physical and chemical features of the environment; the available resources and human impact on Australian environments; and the interplay between the internal and external forces that constantly shape the earth. It increases students’ understanding of these concepts by focusing on the unique nature of the Australian continent, its geology and environments. In particular, the local environment and the effect of human impact on it are studied.

The Year 12 course builds upon the Year 11 course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time; current pressures and the effects on the Australian environment; and the indicators of environmental ill-health. The options cover a variety of interest areas and draw on increased information and understanding provided by improved technology to examine areas of current research.

Earth & Environmental Science is not isolated from the other science disciplines and the multi-disciplinary nature of many aspects of the subject is recognised. The course is suitable for students of a wide range of abilities.

Topics Covered
Year 11 course:
• Earth’s Resources
• Plate Tectonics
• Energy Transformations
• Human Impacts.

Year 12 course:
• Earth’s Processes
• Hazards
• Climate Science
• Resource Management.

Particular Course Requirements
15 hours must be allocated to depth studies within the 120 indicative course hours.

Scientific investigations include both practical investigations and secondary-sourced investigations.

Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills
Any science tertiary course: environmental science and marine science.

Complementary Subjects
• Geography.
• Biology.
• Chemistry.

Faculty Contact
Head of Faculty, Mr Paul McCormack

Exclusions: maximum of 6 Science units in Year 11, maximum of 7 Science units in Year 12.
PHYSICS

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Year 10 Science.

Exclusions: maximum of 6 Science units in Year 11, maximum of 7 Science units in Year 12.

Course Description

Physics investigates natural phenomena; identifies patterns; and applies, in a wide range of interesting contexts, models, principles and laws to explain their behaviour and inter-relationships.

The study of physics relies on the understanding and application of a small number of basic laws and principles that govern the microscopic and macroscopic worlds. The study of physics provides students with an understanding of systems that is the basis of the development of technological applications. The interplay between concepts and technological and societal impacts is embodied in the history and philosophy of science and forms a continuum relating our past to our future.

The Year 11 course develops a knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students’ understanding of current communication technologies; the use of electricity in the home; interaction involving vehicles (such as car crashes); and the mechanisms that maintain the physical conditions of planet earth.

The Year 12 course builds on the concepts of the Year 11 course by expanding on areas such as relativity, the motor effect and solid state physics; and by focusing on space flight, motors and generators, and the scientific advances involved in the development of semiconductors and electronics. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

This course is designed for those students who have achieved at a substantial level or better in Stage 5 Science.

Particular Course Requirements

15 hours must be allocated to depth studies within the 120 indicative course hours.

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

Course Costs

Biennial excursion to Dreamworld to study motion - approx $120.00 (will next run in 2019 for combined Year 11 and Year 12 Physics students).

Career Relevance/Pathways/Transferable Skills

Any science tertiary course, engineering and aviation.

Complementary Subjects

• Chemistry.
• Engineering Studies.
• Mathematics.

Faculty Contact

Head of Faculty, Mr Paul McCormack
INVESTIGATING SCIENCE

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Year 10 Science.

Exclusions: maximum of 6 Science units.

Course Description
Investigating Science is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. The course promotes active inquiry and explores key concepts, models and phenomena.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students’ understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

Topics Covered
Year 11 course:
- Cause and Effect – Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws.

Year 12 course:
- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society.

Particular Course Requirements
15 hours must be allocated to depth studies within the 120 indicative course hours.

Scientific investigations include both practical investigations and secondary-sourced investigations.

Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills
Some science tertiary courses, primary teaching.

Faculty Contact
Head of Faculty, Mr Paul McCormack
SCIENCE EXTENSION

Board Developed Course 1 unit for Year 12

Constraints/Prerequisites: Students who have shown an achievement in, and aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

Course Description
Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio.

The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

Topics Covered
Year 12 course:
• The Foundations of Scientific Thinking.
• The Scientific Research Proposal.
• The Data, Evidence and Decisions.
• The Scientific Research Report.

Particular Course Requirements
Final Year 12 examination will be completed on-line, therefore development of typing skills would be an advantage.

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills
Highly regarded by universities.

Complementary Subjects
• Investigating Science
• Biology
• Chemistry
• Earth and Environmental Science
• Physics.

Faculty Contact
Head of Faculty, Mr Paul McCormack
ANCIENT HISTORY

Board Developed Course 2 units for each of Year 11 and Year 12

Course Description
A study of the past is invaluable, for to be unaware of history is to be ignorant of those forces that have shaped our social and physical worlds. It gives students opportunities to develop their own perspectives on the origins and influence of ideas, values and behaviours that are still relevant in the modern world. Ancient History allows students to study and analyse past societies with a detachment conferred by the perspectives of at least two millennia. It draws on a variety of disciplines and sources, both written and archaeological, such as literary works, coins, inscriptions, art, architecture, artefacts and human remains, enabling students to piece together an informed and coherent view of the past. It allows them to develop and apply research skills and methodologies and equips students to question critically and interpret written and archaeological sources.

Particular Course Requirements
Year 11: An interest in ancient history is an obvious advantage. Students will get much practice in critical analysis during the course and are given the opportunity to research areas of their own particular interest. A commitment to wider reading and the ability to compose detailed and analytical responses are also of benefit when studying history. Students generally enjoy the broad range of ancient civilisations and the fascinating stories that are told as we explore the exciting world that is ancient archaeology.

Year 12: many of the concepts from the Year 11 course are further explored but this course delves quite deeply into ancient Roman and Greek civilisations. The Year 12 course covers the mandatory core section; Pompeii and Herculaneum; the Julio – Claudian emperors (Tiberius, Caligula, Claudius and Nero); the personality Agrippina the Younger (Nero’s mother); and the fascinating Greek society of Sparta. Students learn to explain historical factors and assess their significance in contributing to change and continuity in the ancient world.

Topics Covered
Year 11: the Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments. Topics studied include:- The Nature of Modern History plus case studies and eras that helped shape the modern world. Students will also complete an Historical Investigation on a topic of their choice.

Year 12: the Year 12 course refines and builds on many of the research and analysis skills acquired during the Year 11 course. Skills in essay writing are also further developed and are enhanced by wide reading of both modern and ancient sources. Critical analysis of archaeological evidence also becomes more paramount at this level of study. Students are generally fascinated when they explore the depths of Roman and Greek societies and enjoy the more narrative/personalities focus that the Year 12 course adopts.

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills
In today’s world which is saturated with information and misinformation it is imperative that one is able to be critical. Ancient History, in particular, fosters these skills. It was Cicero who expressed the idea that to not know one’s history is to forever remain a child. A good knowledge of history heightens the aesthetic value of literature, film and travel. Simply put, it can make one a more successful adult. This course teaches students many skills in research, analysis and critical thinking. Critical thinking is an important component of most professions. It is a part of formal education and is increasingly significant if students progress through to tertiary education. Students of Ancient History would find themselves particularly well prepared for almost any career but especially in the fields of the arts, law, and travel.

Some possibilities: museum curator, travel/tour guide, journalist, librarian, politician, criminologist, anthropologist, photographer, film/stage/television director or producer, flight attendant, archaeologist.

Complementary Subjects
- English Advanced, Standard, Extension 1 & Extension 2.
- Drama.
- Society and Culture.
- Studies of Religion.
- Visual Arts.

Faculty Contact
Head of Faculty, Ms Barb Kiemski
BUSINESS STUDIES

Board Developed Course
2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil - students do not need to have studied Commerce in Stage 5.

Course Description
Business activity is a feature of everyone’s life and to be successful you cannot avoid it. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for their quality of life.

Business Studies offers learning in areas from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides rigour and depth. It lays an excellent foundation for students either for tertiary study or for future employment.

Topics Covered

Year 11

Nature of Business: the focus of this topic is the role and nature of business in a changing business environment. Students will examine contemporary business issues to:

• Discuss the expansion of global business.
• Explain how changes in external influences have contributed to the growth of industries in Australia.
• Identify problems that arise for stakeholders when companies go into liquidation.

Business Management: the focus of this topic is the nature and responsibilities of management in the business environment. Students will examine contemporary business issues to:

• Discuss strategies that could reconcile the conflicting interests of stakeholders.
• Compare and contrast approaches to management.
• Explain the benefits of quality management practices.

Business Planning: the focus of this topic is the processes of establishing and planning a small to medium enterprise (SME). Students will examine contemporary business issues to:

• Discuss the influence of government on SMEs.
• Assess the effect of changes in the business environment on SMEs.
• Prepare a plan for a small business.

Year 12

Operations: the focus of this topic is the strategies for effective operations management in large businesses. Students will examine contemporary business issues to:

• Discuss the balance between cost and quality in operations strategy.
• Evaluate the impact of globalisation on operations strategy.
• Identify the breadth of government policies that affect operations management.
• Explain why corporate social responsibility is a key concern in operations management.

Marketing: the focus of this topic is the main elements involved in the development and implementation of successful marketing strategies. Students will examine contemporary business issues to:

• Explain why goods and/or services are central to both marketing and operations.
• Examine why ethical behaviour and government regulation are important in marketing.
• Assess why a mix of promotional strategies is important in the marketing of goods and services.
BUSINESS STUDIES (CONT.....)

Finance: the focus of this topic is the role of interpreting financial information in the planning and management of a business. Students will examine contemporary business issues to:
• Explain potential conflicts between short-term and long-term financial objectives.
• Analyse the influence of government and the global market on financial management.
• Identify the limitations of financial reporting.
• Compare the risks involved in domestic and global financial transactions.

Human Resources: the focus of this topic is the contribution of human resource management to business performance. Students will examine contemporary business issues to:
• Discuss the influence of government on the process of determining employment contracts.
• Explain how businesses exhibit corporate social responsibility in the management of human resources.
• Analyse the causes of two workplace disputes and the strategies used to resolve them.
• Examine the advantages of a diverse, culturally competent workforce for a global business.

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills
Getting a job is about employability and the skills and knowledge acquired in Business Studies are transferrable to any future occupation in any sector. These include important skills concerning leadership, communication and support.

Some future career possibilities include advertising, accounting, banking, compliance, consulting, finance, human resources, investment, marketing, management, public relations, small business owner, sports administration, stockbroker, taxation, trade and treasury to name a few.

Complementary Subjects
• Legal Studies.
• Economics.
• English.
• Textiles and Design.
• Design and Technology.
• Information Processing and Technology.

Faculty Contact
Head of Faculty, Mr Craig Lang.
COMMUNITY AND FAMILY STUDIES

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil.

Course Description

Community and Family Studies explores life issues that are important to all young people. The course investigates the unique contributions of individuals, groups, families and communities in the development of effective social structures. It provides opportunities for students to explore and form positive attitudes about themselves and others.

Research is an integral component of this subject. Students are required to develop and utilise research skills in planning, collecting, recording, interpreting, analysing and presenting as they employ various research methodologies to complete an independent research project (IRP).

Topics Covered

Year 11 course modules (100%):
• Resource Management
• Individuals and Groups
• Families and Communities.

Year 12 course modules (75%): 1
• Research Methodology
• Groups in Context
• Parenting and Caring.

Year 12 course option 1 (25%) - select one of the following:
• Family and Social Interactions
• Social Impact of Technology
• Individuals and Work.
• Disasters
• Space Science

Particular Course Requirements

Year 11 - Nil.
Year 12 – satisfactory completion of the Year 11 course.

Course Costs

Year 11 subject levy = $25
Year 12 subject levy = $25

Career Relevance/Pathways/Transferable Skills

The knowledge, understanding, skills and values developed through Community and Family Studies provide a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this course will also support students engaged in caring, supervision and child support roles and in formal work opportunities such as childcare and education.

Complementary Subjects

• Personal Development, Health & Physical Education (PDHPE).
• Child Studies.
• Food Technology.

• Textiles and Design.
• English.
• Science.

Faculty Contact

Head of Faculty, Mr Ben Andrews

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CONSTRUCTION

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil.

Course Description
This course provides a pathway to the primary trades in the construction industry with the exception of plumbing. This Certificate II in Construction is designed to introduce learners to the recognised trade callings in the construction industry and provides meaningful credit in a construction industry Australian Apprenticeship. It is a practical subject where students will learn to use a range of carpentry tools and to plan, organise and carry out construction work. Students undertaking the Construction course will attain a Certificate II in Construction Pathways and a Safe Work Construction Induction Card (White Card).

Topics Covered
• Resource Management.
• Work safely in the construction industry.
• Apply OH&S requirements.
• Use construction tools and equipment.
• Work effectively and sustainably in the construction industry.
• Plan and organise work.
• Carry out measurements and calculations.
• Read and interpret plans.
• Erect and dismantle formwork for footings and slabs.
• Handle carpentry materials.
• Apply basic levelling procedures.

Particular Course Requirements
All students undertaking nationally recognised training must obtain a Unique Student Identifier (USI). A USI is a reference number made up of numbers and letters. Creating a USI is free. It creates a secure online record of your national recognised training that you can access anywhere at any time. For more information or to create a USI go to http://www.usi.gov.au

Course Costs
Year 11 subject levy = $200 (includes tool kit $140, shirt $30 & consumables $30).
Year 12 subject levy = $50

Note: Costs and subject levy listed are based on current year and subject to change.

Career Relevance/Pathways/Transferable Skills
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.

Complementary Subjects
• Design and Technology.

Faculty Contact
Head of Faculty, Mr Daniel Bartlett
DESIGN AND TECHNOLOGY

Board Developed Course

2 units for each of Year 11 and Year 12

Exclusions: Nil.

Course Description

Design and Technology is an extension of the junior course of the same name. However, the course centers on design without a prescribed context, so students may work with a variety of non-specified technologies such as metals, plastics and fabrics. For their Year 12, students must create a major design project that can utilise and incorporate a vast array of materials. Students establish a need and then try to solve it and realise a solution. A key part of the project is evaluation through the design process. The major design project counts for 60% of their final Year 12 examination mark.

Topics Covered

Year 11

Design theory:
- Factors Affecting Design
- Technology in Industrial and Commercial Settings
- Environmental and Social Issues
- Collaborative Design
- Workplace Health and Safety
- Management in the Design and Construction of Major Projects.

Practical skills:
- The ability to identify and solve a problem
- The use of tools, materials & techniques in the development of the major design project
- Identify needs and apply them to a commercial setting.

Year 12

Design theory:

Involves the study of innovation and emerging technologies, including a case study of an innovation and the study of designing and producing including a major design project.

Particular Course Requirements

Year 11

In the Year 11 course, students must participate in hands-on practical activities and undertake a minimum of two design projects. Each project will place emphasis on the development of different skills and knowledge in designing and producing. A collaborative approach to design is emphasised.

Year 12

In the Year 12 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.

Course Costs

Year 11 subject levy = $53.
Year 12 subject levy = $32 plus major project materials at student cost.

Note: Costs and subject levy listed are based on current year and subject to change.)
Complementary Subjects
• Industrial design
• Product design
• Landscape design
• Engineering
• Architecture
• Textiles and design
• Cabinetry
• Building/construction

Design and Technology allows for the use of a vast array of materials and techniques aimed at solving a problem.

The Barney Miller Surf Classic was designed and created by Year 12 D&T student Joel Bath.

Faculty Contact
Head of Faculty, Mr Daniel Bartlett

Previous student Lincoln Morris designed and created this fish feeder that featured in ABC’s New Inventors program.
DRAMA

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil - students don't need to have studied Elective Drama in Stage 5.

Course Description
In Drama students investigate, shape and symbolically represent ideas, feelings, attitudes, beliefs and their consequences. Students learn experientially, within and in response to situations where they take on roles. The processes of making, performing and critically studying drama and theatre are valued, whether or not they lead to theatrical performance.

Topics Covered
Year 11 course:
- Improvisation, Playbuilding, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Style.

Year 12 course:
- Australian Drama and Theatre
- Studies in Drama and Theatre
- Group Performance
- Individual Project.

Course Details
Year 11
Semester 1
- Theatre History – a lightning fast intensive from Greek theatre to melodrama.
- Realism – Chekhov, Ibsen, Stanislavski played out in a group scene.
- Individual Project - design, performance, script writing.
- Class Production – script-based showcase.

Semester 2
Theatre of Cruelty & Playbuilding.

Year 12 Menu
First course:
Core Component: Australian Drama and Theatre.
Topic 1: Contemporary Australian Theatre Practice.

Second course:
Studies in Drama and Theatre.

Third course: invention test
Core Component: Group Performance.
Ingredients: 8 topics from BOS, groups of 3-6 students, ideas, creativity and theatrical techniques.

Fourth course: invention test
Individual Project.
Ingredients: range of options, ideas, creativity and theatrical techniques.
SUCCESSFUL Year 12 CAKE

Ingredients
Determined students
Consistent effort
Rehearsal & revision
Practice performances
Draft essays
Focus
Perfected individual project
Greatly prepared group performance
Exemplary essays

Course Costs
Year 11 subject levy = $60 (includes Eisteddfod & other items). Possible additional costs relate to one off excursions or visiting performances.

Year 12 subject levy = $60 (includes Eisteddfod & other items) Plus On Stage excursion approx $500 and Practical Project option approx $200.

Note: Costs and subject levy listed are based on current year and subject to change.

Career Relevance/Pathways
• University
• Theatre industry – acting for television and theatre, stage management, design for costume, promotion and set, front of house.
• Advertising and publicity
• Event management

Transferable Skills
Students learn to collaborate in a creative process of sharing, developing and expressing emotions and ideas. They develop self-confidence, motivation and self-esteem through the devising, workshopping, rehearsing and performing of individual and group works. These skills are transferrable to achievement in school subjects involving group work and individual presentations. They also function as life skills for today’s world in most fields of employment requiring team work and/or the ability to present or sell oneself.

As a subject Drama encompasses all the critical C’s of 21st Education - Critical Thinking and Problem Solving.
• Communication.
• Collaboration.
• Creativity and Innovation.
• Connections.
• Culture.

Complementary Subjects
The Drama course is well suited to creative students who often also enjoy subjects which are similarly creative and which share skills:
• Visual Arts.
• Music.
• Design and Technology.
• English.

The Drama course is also well suited to students who are undertaking academic subjects as it is practical, allows team work and functions as a break from more theoretical work.

Faculty Contact
Head of Faculty, Mrs Ethel Cooper

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ECONOMICS

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil - students do not need to have studied Commerce in Stage 5.

Course Description
Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The focus of economics is helping students to make informed choices that assist them to improve their quality of life.

The discipline of economics has a theoretical basis and economists often debate the relative merits of different theories when assessing economic issues and proposing solutions to economic problems, including economic modelling. Discussion of economic issues dominates the media and politics. By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision-making.

Topics Covered
Year 11
The Year 11 course is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Much of this behaviour is influenced by the operation of markets. Two key markets, the labour market and the financial market, are examined in detail.

The topics covered in the Year 11 course are:
Introduction to Economics: the need for choice by individuals, businesses and governments.
Consumers and Business: how consumers and businesses make decisions about the choices they face.
Markets: the way in which market prices are determined.
Labour Markets: the contemporary institutions and outcomes of the labour market.
Financial Markets: the different types of financial markets and the influence of the Reserve Bank of Australia on interest rates are of central concern.
Government in the Economy: the management of the economy, and problems and issues arising from the free operation of markets.

Year 12
The Year 12 course focuses on the management of an economy and is therefore essentially macroeconomic in nature. It examines the external framework in which the Australian economy operates. The course investigates the impact of the global economy on the Australian economy and the link between economic issues and the management of an economy, with specific reference to the Australian economy.

The topics covered in the Year 12 course are:
The Global Economy: the operation of the global economy and the impact of globalisation on individual economies.
Australia's place in the Global Economy: an examination of Australia's place in the global economy and the effect of changes in the global economy on Australia.
Economic Issues: the nature, causes and consequences of the economic issues and problems that can confront contemporary economies.
Economic Policies and Management: the aims and operation of economic policies in the Australian economy.

Course Costs
Nil.
Transferable Skills
A student who has completed the Year 11 and Year 12 courses should have knowledge and skills enabling them to:

• Comprehend the background and implications of contemporary economic issues.
• Discuss appropriate policies to solve economic problems and issues.
• Understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy.
• Identify fluctuations in the global and Australian economies and their likely effects on business.
• Understand reasons for changes in employment patterns.
• Identify, using economic thinking, appropriate strategies to protect the natural environment.

Complementary Subjects
• Legal Studies.
• Business Studies.
• Tourism.
• Environmental Studies.
• History.
• Geography.

Faculty Contact
Head of Faculty, Mr Craig Lang.
ENGINEERING STUDIES

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Completion of the Year 11 course is a prerequisite for study of the Year 12 course.

Course Description
The Year 11 course develops students' understanding and appreciation of engineering and its impact on society. The topics studied cover the many aspects of engineering including mechanics, materials, electricity/electronics, engineering drawing, the scope of the profession, and historical and social influences. Students studying the Year 11 course can expect assessment tasks of the following nature:

• Household products research task (engineering report format)
• Braking systems engineering report
• Biomedical engineering innovation analysis (engineering report format)
• Yearly examination.

The Year 12 course builds on the Year 11 course, with a particular focus on the production of engineering reports. Students studying the Year 12 course can expect assessment tasks of the following nature:

• Civil structures, engineering report & project
• Half-yearly examination
• Telecommunications engineering report
• Aeronautical engineering report
• Trial Year 12 examination.

Topics Covered
Year 11 course:

• Engineering Fundamentals
• Engineered Products
• Braking Systems
• Biomedical Engineering.

Year 12 course:

• Civil Structures
• Personal and Public Transport
• Aeronautical Engineering
• Telecommunication Engineering.

Particular Course Requirements
Nil.

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills
Civil, structural and other engineering disciplines.

Complementary Subjects
• Software Design and Development.
• Physics.
• Mathematics Advanced.

• Information Processes and Technology.
• Chemistry.

Faculty Contact
Head of Faculty, Mr Daniel Bartlett

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FOOD TECHNOLOGY

Board Developed Course

Constraints/Prerequisites: Completion of the Year 11 course is a prerequisite of the Year 12 course.

Course Description
The provision and consumption of food are significant activities of humans. Food issues have a constant relevance to life. Students develop an understanding about food systems and develop skills that enable them to make informed decisions and carry out responsible actions. Students will also foster an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

Students will experiment with and prepare food, as well as design and evaluate a range of food situations.

Topics Covered
Year 11 course:
Food Availability and Selection
• Influences on Food Availability
• Factors Affecting Food Selection.
Food Quality
• Safe Storage of Food
• Safe Preparation and Presentation of Food
• Sensory Characteristics of Food
• Functional Properties of Food.
Nutrition
• Food Nutrients
• Diets for Optimum Nutrition.

Year 12 course:
The Australian Food Industry
• Sectors & Aspects of the Australian Food Industry
• Policy and Legislation.
Food Manufacture
• Production and Processing of Food
• Preservation
• Packaging, Storage and Distribution.
Food Product Development
• Factors which Impact on Food Product Development
• Reasons for and Types of Food Product Development
• Steps in Food Product Development
• Marketing Plans.
Contemporary Food Issues in Nutrition
• Diet and Health in Australia
• Influences on Nutritional Status.

Particular Course Requirements
It is a requirement that students undertake practical activities.

Course Costs
Year 11 subject levy = $107.
Year 12 subject levy = $129.

Note: Costs and subject levy listed are based on current year and subject to change.)

Career Relevance/Pathways/Transferable Skills
Dietitian, dietary aide, environmental health officer, food technologist, nurse, nutritionist, sports scientist, weight loss counsellor, quality assurance officer, caterer.

Complementary Subjects
• Hospitality.
• Personal Development, Health and Physical Education.

Faculty Contact
Head of Faculty, Mr Daniel Bartlett
FRENCH CONTINUERS

Board Developed Course 2 Units for each of Year 11 and Year 12

Constraints/Prerequisites: Stage 5 French 200 hour course.

Course Description
The French Continuers course builds on the already significant level of skill students have acquired during their study of French in Stage 5. The course is organised around themes and associated topics, through which students will enrich their linguistic and cultural knowledge and be able to interact with and produce a variety of different texts types. Students will develop their listening, speaking, reading, writing and viewing skills, with the goal of being able to communicate comfortably and confidently with French speakers by the end of the Year 12 course.

Topics Covered
• The Individual (personal identity, past experiences, relationships, sports and leisure activities).
• French-Speaking Communities (travel, daily routine, culture, entertainment).
• The Changing World (technology, environment, prominent people and events).

Particular Course Requirements
There are no major works or assignments for this course. Rather, students will be expected to revise and memorise vocabulary and grammatical structures on an ongoing basis in addition to regular homework assigned by the class teacher. Students must demonstrate sustained diligence in the completion of homework and revision.

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills
Learning a second language helps students develop skills that will be essential to them in any further study pathway and/or in the workplace:
• Higher order cognitive, learning and social skills
• Literacy skills
• Analytical and problem-solving skills
• Flexible thinking skills
• Greater empathy and tolerance towards others.

Combining the study of at least one language with study in almost any other field broadens a student’s academic and career opportunities. This will be of benefit in such diverse areas as scientific research, medicine, government, media, law, design, engineering, ICT, banking and finance, advertising, trade, tourism and hospitality.

Many universities offer bonus points to students who have achieved a band 5 or 6 result for the study of a language in the Higher School Certificate.

Many employers offer higher rates of pay to employees who are proficient in one or more foreign languages.

Complementary Subjects
• Mathematics.
• Science.
• Music.

• History.
• Drama.
• Other foreign languages.

Faculty Contact
Head of Faculty, Mrs April Harris

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GEOGRAPHY

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil.

Course Description

Geography is a Year 12 subject which assists students to develop the ability to recognise and understand environmental change and sustainability through the interactions which take place in our world. Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world. These perceptions influence the way people interact with their surroundings: affecting our use of resources, environmental management and our attitudes towards sustainability. Geography is a life-long interest, stimulating a natural curiosity about how and why the world’s people and their environments are so varied. This diversity of perspectives is one of the key attributes of the subject.

Topics Covered

Year 11
This 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 enquiry to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

Year 12
This course enables students to understand and appreciate geographical perspectives about the contemporary world. The application of enquiry through fieldwork and a variety of case studies combines with an assessment of a geographers’ contribution to understanding our environment, and demonstrates the relevance of geographical study.

Particular Course Requirements

Year 11
Students are introduced to many concepts specifically relevant to the study of our world. These concepts are studied through a number of case studies specifically related to biophysical interactions and global challenges. Students would need to bring with them a passion for sustainability and the environment as well as a commitment to research and critical thinking. In Year 11, students complete the Senior Geography Project (SGP) on an area of their choice and must undertake 10 hours of fieldwork as part of their research.

Year 12
The Year 12 course refines and builds on many of the research and analysis skills acquired during the Year 11 course. Critical analysis of geographical data also becomes more paramount at this level of study. Students generally are fascinated when they explore the depths of ecosystems and urban areas of today’s society. Geographical inquiry is fundamental to all topics in the Year 12 course. Students should be proficient in understanding and applying a range of geographical tools and skills so that they can become critical and creative thinkers about contemporary geographical questions and issues. Students are again required to complete 10 hours of fieldwork as a part of the course.

Course Costs

Fieldwork excursions throughout both courses.

Career Relevance/Pathways/Transferable Skills

In today’s world, where sustainability is imperative to all management situations in so many area of life, geography provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, advanced thinking skills necessary for further education, work and everyday life. Geography teaches students a wide-range of useful skills for the marketplace. Employers value the wide-ranging computer, research, and analytical skills that geography students bring to work as employees. Students of geography would find themself particularly well prepared for many careers but especially those involving the environment.


Complementary Subjects

- Biology
- Earth and Environmental Studies
- Senior Science
- Economics
- Information Processes and Technology

Faculty Contact

Head of Faculty, Mr Craig Lang
HISTORY EXTENSION

Board Developed Course 1 unit for Year 12 only

Constraints/Prerequisites: Students must also study either Ancient History OR Modern History.

Course Description
History Extension involves students evaluating the ideas and processes used by historians to produce history and to apply what they have learned to enquire into areas of historical interest with increasing independence. The entire course revolves around the question ‘What is history?’ and students involve themselves with interpreting differing perspectives and points of view. This encourages critical and informed opinion. Also central to this course is historiography – which is a study of the writing and construction of history.

Statistical studies of the results of students who have added Extension History to their 2 unit History course has shown that results on average are higher than students who have not added the extension course.

Topics Covered
Part 1: What is History?
Students explore the nature of history through historiographical readings and debates. The history of historical writing is also covered in an attempt to develop an informed opinion on what history actually is: who writes/produces it and why and what forces influence the construction of these histories.
These questions are furthered explored through a case study where students investigate changing interpretations of the evidence relating to a chosen topic.

Part 2: History Project
Students learn historical skills and apply these skills by designing and conducting their own historical investigation. This project involves the composition of a 2,500 word essay as well as a logbook to record the progress of the project. Topics can be drawn from any time period/ theme/topic, as long as it does not overlap significantly with the 2 unit Modern or Ancient History course.

Particular Course Requirements
What is History?: students study a broad range of historians and historiographical issues. Higher order thinking and critical analysis skills are emphasised in this course and a well developed ability to compose essays of this nature is central to success in it.

The History Project: the advantage of this task is that students can choose something they are passionate about and this often sets them up for positive outcomes. Students work closely with their teacher in the development and composition of their project. Teachers guide and advise students to make meaningful judgments and constructive progress with their work. There are regular meetings scheduled for this process. The project is submitted mid Term 2 and thus does not clash with the Trial Year 12 Examinations or other major works in Term 3. The project is marked internally using NESA set criteria.

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills
In today's world, which is saturated with information and misinformation, it is imperative that one is able to be critical and History Extension, in particular, fosters these skills. It was Cicero who expressed the idea that to not know one’s history is to forever remain a child. A good knowledge of history heightens the aesthetic value of literature, film and travel. Simply put it can make one a more successful adult.

This course teaches students many skills in research, analysis and critical thinking. Critical thinking is an important component of most professions. It is a part of formal education and is increasingly significant if students progress to tertiary education.

Students of history would find themselves particularly well prepared for almost any career but especially in the fields of the arts, law, and travel. Some possibilities: museum curator, travel/tour guide, journalist, librarian, politician, criminologist, anthropologist, photographer, film/stage/television director or producer, flight attendant.

Complementary Subjects
- English Extension 1 & 2.
- Society and Culture.
- Studies of Religion.

Faculty Contact
Head of Faculty, Ms Barb Kiemski
HOSPITALITY

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil.

Course Description
Hospitality is a competency-based subject that concentrates on exploring relevant issues and procedures in the hospitality industry. It is a practical subject where students learn precision cutting, recipe techniques and presentation. Students in the Year 11 course undertake the Prepare and Serve Espresso Coffee course and are then required to participate in a weekly café run for staff and visitors to the school. Students undertaking the Hospitality course attain a Certificate II Kitchen Operations qualification.

Topics Covered
- Hygiene
- Food Poisoning
- Security
- Socially Diverse Sectors
- Industry Knowledge
- Working with Customers and Colleagues.
- Environmental Sustainability
- Food and Beverage
- Kitchen Operations
- Food Presentation
- Work Health and Safety
- Various Methods of Cookery

Particular Course Requirements
Year 11 and Year 12 students will need to have the following items:
- Hospitality uniform
- Recipe book

Unique Student Identifier (USI)
All students undertaking national recognised training must obtain a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) in schools. A USI is a reference number made up of numbers and letters. Creating a USI is free. It creates a secure online record of your nationally recognised training that you can access anytime and anywhere, and it’s yours for life. For more information or to create your USI go to http://www.usi.gov.au.

Course Costs
Hospitality uniform = approx $80 at student cost.
Year 11 subject levy = $205 (includes recipe book, barista course and ingredients).
Year 12 subject levy = $140.

Note: Costs and subject levy listed are based on current year and subject to change.

Career Relevance/Pathways/Transferable Skills
Hospitality students will attain a Certificate II in Kitchen Operations qualification which is an internationally recognised certificate from TAFE. Employability in the hospitality industry is very good with this certificate. If thinking of travelling, having a gap year or helping to support yourself at university, this certificate demonstrates competence at industry level.

Complementary Subjects
- Food Technology.

Faculty Contact
Head of Faculty, Mr Daniel Bartlett.
INDUSTRIAL TECHNOLOGY

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: None, but it will advantage students if they have studied Design & Technology in Years 9 & 10.

Course Description

Industrial Technology is an industrial design course using timber products and furniture technologies.

It offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.

Topics Covered

Students who study Industrial Technology will learn about:

1) The timber furniture industry:
   • Structural considerations
   • Technical considerations
   • Environmental and sociological considerations
   • Career and training opportunities
   • Workplace health and safety
   • Historical developments.

2) Theoretical components:
   • Tools
   • Techniques
   • Materials.

3) Major project – worth 60% of the total course marks:
   • Design, management and communication through a design folio.
   • Production - applying knowledge and skills through the construction of a major project which reflects:
     • Quality
     • Evidence of a range of skills
     • Degree of difficulty
     • Links between planning and production
     • Use of appropriate materials, components, processes and technologies
     • Evidence of practical problem solving
     • WHS and safe work practices.

Particular Course Requirements

In the Year 11 year students complete one major project and supporting documents to accompany it with approximately two terms of construction time in the workshop. Students will also complete an industry case study.

In the Year 12 year students complete another major project and supporting document with approximately two and a half terms of construction time in the workshop. These are marked in August at the college via external NESA markers. Other assessment tasks for this course include the Trial Year 12 Examination.

Course Costs

Year 11 and Year 12 subject levy = $40.

Note: Costs and subject levy listed are based on current year and subject to change.)

Students are expected to source and purchase the timber for both major projects. Depending on project this could range from $50 - $500+.

Career Relevance/Pathways/Transferable Skills

Students interested in design, carpentry and cabinetmaking would all benefit from studying Industrial Technology. Because Industrial Technology contributes to the ATAR students not wishing to pursue a career in furniture making often enjoy completing a course with a practical element to balance their other subjects.

Complementary Subjects

• Art.
• Mathematics.

• Business Studies.
• Design and Technology.

Faculty Contact

Head of Faculty, Mr Daniel Bartlett

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WORK STUDIES

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil.

Course Description

Work Studies is designed to provide flexible and effective learning related to work and skills to assist students in the workplace. The syllabus is contemporary and reflects the current work environment. It includes a core module, elective modules and work placement that could provide opportunities for community involvement. As this is a CEC there is no HSC examination. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement.

Work Studies counts towards the Higher School Certificate and appears on the student's Record of School Achievement. However, Content Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR). It may be studied as 1 or 2 units and as Preliminary and/or HSC courses. Work Studies CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.

The course is flexible in it's presentation and access by students. Work Studies students may be completing course requirements off line. That is, before or after school or with online lessons and working independently as well as some face to face time with the course teacher. In addition to this flexibility, students will be required as part of the course to find an employer and be in the work place for one day per week.

Topics Covered

Core
My Working Life

Elective
In the Workplace                      Personal Finance
Preparing Job Applications            Workplace Issues
Workplace Communication              Self-Employment
Teamwork and Enterprise Skills       Experiencing Work
Managing Work and Life Commitments   Team Enterprise Project

Particular Course Requirements
Nil

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills

Work Studies will allow students to explore work in all its forms. Work, both paid and unpaid, plays a central role in our lives. This subject is designed to assist the successful transition of students from school to the workforce and further education and training. It will teach students to be flexible and responsive to change along their career pathway. Integral to Work Studies is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

It is applicable to all future work options and the course is designed in a mentoring type structure to ensure it is flexible enough to meet students needs as they arise.

Complementary Subjects
• Business Studies
• History
• Community and Family Studies
• Society and Culture

Faculty Contact
Head of Faculty, Mr Craig Lang
ITALIAN BEGINNERS

Board Developed Course  
2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Students must not have studied more than 100 hours of Italian if they wish to take up Italian Beginners. In most cases this means that they must not have studied the language beyond Stage 4 level. Students must not have any background in Italian language and must not speak or have spoken Italian outside the classroom on a regular basis, this includes any student who has lived for more than 3 months in Italy previously.

Course Description
The Italian Beginners course is designed for students with no prior knowledge of the language and no background experience of the language. The course is organised around themes and associated topics, through which students will gain both linguistic and cultural understanding and be able to interact with and produce a variety of different texts types. Students will develop their listening, speaking, reading, writing and viewing skills, with the goal of being able to communicate comfortably on topics relating to everyday life with Italian speakers by the end of the Year 12 course.

Topics Covered
- Family Life, Home and Neighbourhood
- People, Places and Communities
- Education and Work
- Friends, Recreation and Pastimes
- Holidays, Travel and Tourism
- Future Plans.

All of these topics will be covered in relation to the students’ personal world and also the context of the Italian community

Particular Course Requirements
Students will be expected to revise and memorise vocabulary and grammatical structures on an ongoing basis in addition to regular homework assigned by the class teacher. Students must demonstrate sustained diligence in the completion of homework and revision.

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills
Learning a second language helps students develop skills that will be essential to them in any further study pathway and/or in the workplace:
- Higher order cognitive, learning and social skills
- Literacy skills
- Analytical and problem-solving skills
- Flexible thinking skills
- Greater empathy and tolerance towards others.

Combining the study of at least one language with study in almost any other field broadens a student’s academic and career opportunities. This will be of benefit in such diverse areas as scientific research, medicine, government, media, law, design, engineering, ICT, banking and finance, advertising, trade, and tourism and hospitality.

Many universities offer bonus points to students who have achieved a band 5 or 6 result for the study of a language in the Higher School Certificate.

Many employers offer higher rates of pay to employees who are proficient in one or more foreign languages.

Complementary Subjects
- Mathematics.
- Science.
- Music.
- Drama.
- History.
- English.
- Other foreign languages.

Faculty Contact
Head of Faculty, Mrs April Harris
JAPANESE CONTINUERS

Board Developed Course 2 Units for each of Year 11 and Year 12

Constraints/Prerequisites: Stage 5 Japanese 200 hour course. Students must not have any background in Japanese language aside from school-based learning outside of Japan. They must not speak Japanese outside of the class on a regular basis.

Course Description
The Japanese Continuers course builds on the already significant level of skill students have acquired during their study of Japanese in Stage 5. The course is organised around themes and associated topics, through which students will enrich their linguistic and cultural knowledge and be able to interact with and produce a variety of different text types. Students will develop their listening, speaking, reading, writing and viewing skills, with the goal of being able to communicate comfortably and confidently with Japanese speakers by the end of the Year 12 course.

Topics Covered
• The Individual (personal identity, past experiences, relationships, sports and leisure activities).
• Japanese-Speaking Communities (travel, daily routine, culture, entertainment).
• The Changing World (technology, environment, prominent people and events).

Particular Course Requirements
There are no major works or assignments for this course. Rather, students will be expected to revise and memorise vocabulary and grammatical structures on an ongoing basis in addition to regular homework assigned by the class teacher. Students must demonstrate sustained diligence in the completion of homework and revision.

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills
Learning a second language helps students develop skills that will be essential to them in any further study pathway and/or in the workplace:
• Higher order cognitive, learning and social skills
• Literacy skills
• Analytical and problem-solving skills
• Flexible thinking skills
• Greater empathy and tolerance towards others.

Combining the study of at least one language with study in almost any other field broadens a student’s academic and career opportunities. This will be of benefit in such diverse areas as scientific research, medicine, government, media, law, design, engineering, ICT, banking and finance, advertising, trade, and tourism, and hospitality.

Many universities offer bonus points to students who have achieved a band 5 or 6 result for the study of a language in the Higher School Certificate.

Many employers offer higher rates of pay to employees who are proficient in one or more foreign languages.

Complementary Subjects
• Mathematics.
• History.
• Science.
• Drama.
• Music.
• Other foreign languages.

Faculty Contact
Head of Faculty, Mrs April Harris
LEGAL STUDIES

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: None - students do not need to have studied Commerce in Stage 5.

Course Description

Our society is regulated by a complex set of rules and regulations that 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. Legal Studies 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.

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. Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures.

Topics Covered

The key themes and challenges to be incorporated across the Legal Studies course include:

- The role of discretion in the justice system
- Issues of compliance and non-compliance in regard to law
- The extent to which law reflects moral and ethical standards
- The role of law reform in the legal system
- The extent to which the law balances the rights of victims, offenders and society
- The effectiveness of legal and non-legal measures in achieving justice
- The changing understanding of the relationship between international law and domestic law.

Year 11

The Year 11 course is designed to provide opportunities for students to deepen their understanding of the principles of law. Students will develop the research, analytical and communication skills that underpin the process of investigation. Students will investigate contemporary issues with depth. Students will research information from a range of sources, including cases, legislation, the media and international instruments, and apply this to support a legal argument. The topics covered in the Year 11 course are:

The Legal System: students develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions.

The Individual and the Law: students investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports.

Law in Practice: students investigate contemporary issues that illustrate how the law operates in practice.

Year 12

Year 12 Legal Studies is focussed on developing students’ knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level. The topics covered in the Year 12 course are:

Crime: through case law students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.

Human Rights: through the use of contemporary examples students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice.

Family: students investigate the legal nature of family relationships, protection of children and the effectiveness of the law in achieving justice.

World Order: through the use of contemporary examples students investigate the effectiveness of legal and non-legal measures in promoting peace and resolving conflict between nation states.
LEGAL STUDIES (CONT.....)

Course Costs
Year 11 - Courthouse excursion $10
Year 12 - Courthouse excursion $10

Career Relevance/Pathways/Transferable Skills
In modern society having a career is about employability. We are all influenced by the law and the skills and knowledge acquired in Legal Studies are transferable to a wide range of future occupations in every sector. These include important skills concerning leadership, communication and support.

Some future possibilities include attorney, barrister, business consultant, magistrate, queen’s counsel, corrections officer, court reporter, forensic scientist, intelligence services, judge, paralegal services, legal secretary, law enforcement (state and federal), military justice, private investigator, security.

Complementary Subjects
• Economics.
• Business Studies.
• Society and Culture.
• History.

Faculty Contact
Head of Faculty, Mr Craig Lang
MODERN HISTORY

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil.

Course Description

The study of history is an inquiry into past human experience that helps make the present more intelligible. The study of history allows students to perceive the world in a variety of ways as they develop powers of deduction and reasoning and learn to make sense of an increasingly complex global society.

The study of modern history challenges students to consider the great social, technological, economic, political and moral transformations from the late eighteenth century to the present. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgements about them. Modern history is especially relevant to the lives of students, as the events and issues that form its content are, in many cases, still current.

Topics Covered

Year 11
The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments. The course comprises three sections; Investigating Modern History, Shaping of the Modern World and the Historical Investigation. Case studies include; Terrorism and the 9/11 Memorial, the Rise of Donald Trump, the Cuban Revolution and the Age of Imperialism. For the Historical Investigation students may choose their own Modern History topic.

Year 12
The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world. The course comprises four sections:

2. National Studies: USA 1919–1941

Particular Course Requirements

Year 11
An interest in history is an obvious advantage. Students will get much practice in critical analysis during the course and are given the opportunity to research areas of their own particular interest. Successful students will be committed to wider reading, be able to work independently on research, and have the ability to compose detailed and analytical responses.

Year 12
The Year 12 course refines and builds on many of the research and analysis skills acquired during the Year 11 course. As mentioned, independent research and wide reading become more important during this year while skills in essay writing are also further developed and are enhanced by wide reading of both primary and secondary sources.

Course Costs

Nil.
MODERN HISTORY (CONT.....)

Career Relevance/Pathways/Transferable Skills
In today’s world, which is saturated with information and misinformation, it is imperative that one is able to be critical and Modern History, in particular, fosters this skill. It was Cicero who expressed the idea that to not know one’s history is to forever remain a child. A good knowledge of history heightens the aesthetic value of literature, film and travel. Simply put it can make one a more successful adult. This course teaches students many skills in research, analysis and critical thinking. Critical thinking is an important component of most professions. It is a part of formal education and is increasingly significant if students progress through to tertiary education.

Students of Modern History would find themselves particularly well prepared for almost any career but especially in the fields of the arts, law, and travel.

Some possibilities: museum curator, travel/tour guide, journalist, librarian, politician, criminologist, anthropologist, photographer, film/ stage/television director or producer, flight attendant.

Complementary Subjects
- English Advanced, Standard, Extension 1 and 2.
- Society and Culture.
- Studies of Religion.
- Visual Arts.

Faculty Contact
Head of Faculty, Ms Barb Kiemski
MUSIC 1

Board Developed Course

2 units for each of Year 11 and Year 12

Exclusions: Music 2, Music Extension.

Course Description

Music 1 is a course designed for those students with a general interest in music who enjoy performing, composing, researching and listening.

In the Year 11 and Year 12 courses students will study the concepts of music through learning experiences in performance, composition, musicology and aural, within the context of a range of styles, periods and genres.

Topics Covered

There are 22 topics available for study in the Music 1 course. During the Year 11 and Year 12 years, students will study 6 of these topics in-depth and these will be negotiated with the class teacher.

These topics are:

An Instrument and its Repertoire
Australian Music
Baroque Music
Jazz Music
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 (Year 12 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.

Year 11: students will study three topics from the list above.
Year 12: students will study three topics from the list above not studied in the Year 11 year:

Particular Course Requirements

Students do not have to have studied music in Years 9 and 10 to take this course. However, students must be proficient on at least one musical instrument as every student who completes Music 1 as a Year 12 subject is required to do at least one performance for their HSC examination.

Instrumental private tuition is encouraged, especially in the HSC year.

Students must also have a device and access to music notation software. Sibelius is the preferred program but MuseScore or Flat is also acceptable, and these are free downloadable programs.

Course Costs

Year 11 and Year 12 subject levy = $75.
Excursion to Bravissimo in Port Macquarie = approx $60.
Instrumental music lessons (arranged privately).

(Note: Costs and subject levy are based on current year and subject to change.)

Career Relevance/Pathways/Transferable Skills

Professional musician / performer, music teacher – either private tuition or school, composer, conductor, sound engineer, management theatre, production, technology.

Complementary Subjects

- Mathematics.
- Drama.
- Visual Arts.
- English.
- Technology.

Faculty Contact

Head of Faculty, Mrs Rebecca Day
MUSIC 2

Board Developed Course

Exclusions:  Music 1.

Constraints/Prerequisites:  Year 9 and Year 10 Elective Music (strongly encouraged) and a minimum standard of Grade 5 AMEB or equivalent.

Course Description
Music 2 is an advanced level course for those with established music skills and a high level of interest in the history and styles of music. For students to excel in this course, it is strongly encouraged that they undertake regular private instrumental tuition.

In the Year 11 and Year 12 courses, students will study the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Topics Covered
Year 11:  the mandatory topic is Music 1600 to 1900.  Students also choose one additional topic from the following list:
• Australian Music
• Music of a Culture
• Medieval Music
• Renaissance Music
• Music 1900–1945
• Music 1945 – Music 25 years ago.

Year 12:  the mandatory topic is Music of the Last 25 Years with an Australian focus.  Students also choose one additional topic from the following list but it must be different to the topic studied in the Year 11 year:
• Music of a Culture (different from Year 11 course study).
• Medieval Music
• Renaissance Music
• Baroque Music
• Classical Music
• Music in the Nineteenth Century
• Music 1900–1945
• Music 1945 to Music 25 years ago.

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

Particular Course Requirements
Students studying Music 2 are expected to be technically proficient on an instrument and be at a Grade 5 AMEB (or equivalent) standard. Private instrumental tuition is also expected.

Students must have access to music notation software programs including Sibelius or MuseScore in order to complete the composition requirements of the course.

Course Costs
Annual subject levy = $75.
Excursion to Bravissimo in Port Macquarie = approx $60.
Instrumental music lessons (arranged privately).

(Note: Costs and subject levy listed are based on current year and subject to change.)

Career Relevance/Pathways/Transferable Skills
Professional musician, music education, music management, theatre, musical production, private tuition, sound technician, music technology.

Complementary Subjects
• English.
• History.
• Physics

• Drama.
• Mathematics.

Faculty Contact
Head of Faculty,  Mrs Rebecca Day
MUSIC EXTENSION

Board Developed Course
1 unit for Year 12 (60 Hours)
Exclusions: Music 1.
Constraints/Prerequisites: Music 2 (studied concurrently).

Course Description
Music Extension is a course for the most advanced musicians.

The Year 12 Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

Students will specialise in performance, composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

Topics Covered
In Music Extension there are no particular topics of study. The course is negotiated between the student and teacher in such a way that the student selects one area of specialisation from three possibilities - performance or composition or musicology. Once this choice has been made, the student then:
• Develops a program of solo and ensemble music
or
• Develops and completes two original compositions
or
• Completes an extended essay exploring a particular musicological topic of the student's choice.

Particular Course Requirements
Students selecting composition or musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.
Instrumental tuition is expected from students studying performance.
Composition students must have access to Sibelius notation software.

Course Costs
Annual subject levy = $75.
Excursion to Bravissimo in Port Macquarie = approx $60.
Instrumental music lessons (arranged privately).
(Note: Costs and subject levy listed are based on current year and subject to change.)

Career Relevance/Pathways/Transferable Skills
Professional musician, music education, music management, theatre, musical production, private tuition, sound technician, music technology.

Complementary Subjects
• Mathematics.
• Drama.
• Visual Arts.
• English.
• Technology.

Faculty Contact
Head of Faculty, Mrs Rebecca Day
Board Developed Course 2 units for Year 11 and Year 12

Constraints/Prerequisites: Completion of Years 7 - 10 PDHPE program.

Course Description
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.

In the Year 12 course students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance and 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.

Topics Covered
Year 11
Core Topics (60%)
• Meanings of Health and Physical Activity
• Better Health for Individuals
• The Body in Motion.

Optional components (40%)
Students to select two options each from:
• First Aid
• Composition and Performance
• Fitness Choices
• Outdoor Recreation.

Year 12
Core Topics (60%)
• Health Priorities in Australia
• Factors Affecting Performance.

Optional component (40%)
Students to select two options each from:
• The Health of Young People
• Sport and Physical Activity in Australian Society
• Sports medicine
• Improving performance
• Equity and health.

Particular Course Requirements
In addition to the core studies, students select two options in each of the Year 11 and Year 12 courses.

Course Costs
Year 11 $35
Year 12 $40

Career Relevance/Pathways/Transferable Skills
This course provides many of the prerequisites for courses in area such as medicine, health professionals, allied health, fitness industry, counselling, sports industry and defence forces. This course develops important skills in leadership, communication and support, along with a high level of skills applicable to daily life and the individual as a whole.

Complementary Subjects
• Biology.
• Chemistry.
• English.
• Mathematics.

Faculty Contact
Head of Faculty, Mr Ben Andrews
SOCIETY AND CULTURE

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: Nil.

Course Description
The central goal of Society and Culture is to help students develop the ability to analyse and deconstruct human societies and cultures. It does this through a conceptual approach to the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technology and globalisation – is also central to the course. Overall, it provides students with skills to critically analyse social theories and complementary and contrasting viewpoints about people, societies and cultures.

Society and Culture draws on a number of different university disciplines which are not taught in Years 7-10 such as psychology, sociology and cultural anthropology. It also follows the research methodologies of these disciplines and students will become skilled in applying methodologies such as interviews, questionnaires and focus groups.

The emphasis on individual study and group work within Society and Culture encourages students to manage their own learning. In allowing students to work in areas of direct relevance to their lives, Society and Culture contributes greatly to the promotion of lifelong learning, providing opportunities for students to acquire a range of skills to support such learning.

Topics Covered

Year 11
Students are introduced to the conceptual approach to this course, which continues through the Year 12 course as well. The focus for this year is about helping students to begin to deconstruct their own world as well as those of other cultures. Topics cover issues such as socialisation – nature vs nurture, nature of identity and how we develop it and adolescence and youth subcultures. In addition to this, there are units on research methodologies including the ethics involved, and a study on communication – how we communicate in today's world and how this works between different cultures. Our focus study in this course is Cambodia.

Year 12
Building on the concepts and some of the content from the Year 11 course students will study four specific topic areas:
1. The Core Unit: relates to continuity and change in societies and our focus is again Cambodia. We look at the changes that have shaped Cambodia society and the elements that remain from the traditional life prior to the genocide by the Khmer Rouge.
2. Popular Culture: this involves deconstructing the role that this plays in our lives today. Focus studies may include rock 'n roll, blue jeans, Barbie or James Bond.
3. Social Conformity and Non-Conformity: this explores how different groups are viewed by themselves and externally. Focus study will be PETA.
4. Ideology and Belief Systems: this explores how we make meaning of the world through coherent worldviews. The focus will be either environmentalism or feminism.
5. Personal Interest Project: it is important to know that this subject has a major work, the PIP. This is a 5500 word research piece which allows students to conduct their own research into any topic of their choosing, as long as it relates to the concepts of this subject. Students will have ten months to complete this and it is worth 40% of the final Year 12 mark in the subject. For most students the PIP is the highlight of the course.

Particular Course Requirements

Year 11
An interest in the human world is an obvious advantage. Students will get much practice in critical analysis and deconstruction during the course and are given the opportunity to research areas of their own particular interest. Successful students will be committed to engaging with the content intellectually and verbally through class discussions, be able to work independently on research, and have the ability to compose detailed and analytical responses.

Year 12
The Year 12 course refines and builds on many of the research and analytical skills acquired during the Year 11 course. As mentioned, independent research becomes significantly more important during this year due to the PIP, while skills in essay writing are also further developed.
SOCIETY AND CULTURE (CONT.....)

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills
The study of society and culture prepares students for adult life by developing qualities associated with effective citizenship. In so doing, it forms a basis for moving towards a more just society through positive participation in community life and attaining social and cultural literacy. Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling them to develop understanding of:

- Themselves
- Their own society and culture
- The societies and cultures of others.

Students are provided with essential concepts, skills, competencies and knowledge to encourage a process of independent thinking that can be used to explain patterns of behaviour, solve problems, and actively contribute to local, national, regional and global levels of society.

Complementary Subjects
- English Advanced, Standard, Extension 1.
- Legal Studies.
- Studies of Religion.
- Visual Arts.
- Modern History.

Year 11 Cultural Trip to Cambodia
Obviously, with a focus on Cambodia for both the Year 11 and Year 12 course, attending this trip is a great opportunity for students to experience the culture first hand.

Faculty Contact
Head of Faculty, Ms Barb Kiemski
SOFTWARE DESIGN AND DEVELOPMENT

Board Developed Course

Constraints/Prerequisites: Nil.

2 units for each of Year 11 and Year 12

Course Description
The Year 11 course introduces students to the basic concepts of computer software design and development. Students are introduced to a programming language and work through tutorials before attempting to write their own programs. Students studying the Year 11 course can expect the following assessment tasks:

• Programming Task 1
• Programming Task 2
• Yearly Examination.

The Year 12 course builds on the Year 11 course and asks students to develop and document a software project (computer program similar to a major work). Students studying the Year 12 course can expect the following assessment tasks:

• Software Project Stage 1
• Software Project Stage 2
• Year 12 Trial Examination
• Software Project Stage 3.

Topics Covered
Year 11 course
Concepts and Issues in the Design and Development of Software:
• Social and ethical issues
• Hardware and software
• Software development approaches.
Introduction to Software Development:
• Planning
• Building
• Checking
• Modifying.
Developing Software Solutions (programming tutorials and assessment tasks).

Year 12 course
Development and Impact of Software Solutions:
• Social and ethical issues
• Application of software development approaches.
Software Development Cycle:
• Defining and understanding the problem
• Planning and design of software solutions
• Implementation of software solutions
• Testing and evaluation of software solutions
• Maintenance of software solutions.
The Interrelationship Between Software and Hardware.
Developing a Solution Package (major software project).

Particular Course Requirements
Practical experience (working on your computer program) should occupy a minimum of 20% of the Year 11 course and a minimum of 25% of the Year 12 course.

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills
Various IT support roles, analyst/programmer, games programmer, software developer, software engineer, test analyst/engineer.

Complementary Subjects
• Information Processes and Technology.
• Engineering Studies.

Faculty Contact
Head of Faculty, Mr Daniel Bartlett

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STUDIES OF RELIGION 1

Board Developed Course

1 unit for each of Year 11 and Year 12

Constraints/Prerequisites: Nil

Course Description

The search for meaning is central to the evolution of our humanity. The age old question of origins, purpose and destination so central to the human condition, is the centre piece of this course of study. This quest for meaning can be understood via study of the development of religious belief systems that examines the nature of religion and belief. Drawing from the fields of anthropology, sociology, psychology, philosophy and to a degree, theology, students will develop an understanding of the notion of this search for meaning and the pattern of responses, across cultures and down through time.

Students will grow in an understanding of the expressions of religious belief systems from prehistoric origins, tribal belief systems, ancient religions and world religions right through to the secularist responses of humanism in the modern age. Central to this study are the universal questions, namely: 'Where did we come from?', 'Why are we here?' and 'Where are we going?'

Such a study allows students to gauge the cultural variations, historical diversity and development of belief throughout time. Students will grow to appreciate those characteristics which are similar across our common humanity as well as gain an understanding of cultural difference because of variations in belief systems. Belief in Australia both pre- and post- 1945 is closely examined – an investigation into Aboriginal spirituality, Christianity, and our 'multifaith' Australian society is evaluated.

It is envisaged that students will acquire religious literacy and this will assist them in becoming more versed in the wider scope of the humanities as they proceed with tertiary studies. This course will also allow students to undertake research that critically examines behaviours and practices that are in direct response to belief.

The course will aid students in the understanding of the various values, attitudes and behaviours that are the direct product of belief systems. In a rapidly globalising world community, religious literacy is the central aim of this course of study. It is anticipated that students will become literate regarding tribal belief systems, ancient religions, world religions and modern expressions of non – theistic belief systems.

Topics Covered

Year 11
Students are introduced to the idea of the metaphysical world – a central theme of religious belief. The relationship between the supernatural world and natural world is examined. Values, attitudes and behaviours are further researched with focus on the particular cultural and environmental context of the community of adherents.

Year 12
The Year 12 course looks at religious tradition studies in relation to important individuals other than the founders, schools of thought, ethics, and significant ritual practices. Students examine these specific areas across the two religious traditions as a way of understanding the response of the believing adherents and the expression of these values, attitudes and behaviours.

Particular Course Requirements

Year 11
At Bishop Druitt College students complete the Year 11 Studies of Religion I course as an accelerated subject as part of their Year 10 study program.

Year 12
The Year 12 course builds on and develops the foundational units of the Year 11 course. Students take the basic course concepts of the nature of religion and beliefs and apply them to two examples of world religious traditions drawn from - Hinduism, Buddhism, Judaism, Christianity and Islam.
STUDIES OF RELIGION 1 (CONT.....)

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills
This course of study is highly beneficial for students who may undertake a variety of paths at the completion of their Year 12 studies. If students wish to undertake a gap year, an intercultural understanding of the religious belief system in that particular country in which they will reside would be most advantageous. Likewise, if post Year 12 students wish to travel, a religiously literate perspective of the cultures one is to visit makes for much more informed experiences.

Students who may desire to undertake tertiary studies with a profession in mind such as medicine, nursing, law, diplomatic services, tourism or service industries would benefit from an understanding of belief systems and the acquisition of religious literacy at the Year 12 level.

Students who elect to undertake humanities (psychology/sociology/anthropology) as part of their tertiary studies would greatly benefit from having completed Studies of Religion 1 as part of their HSC course.

Complementary Subjects
• English Advanced, Standard, Extension.
• Visual Arts.
• Ancient History.
• Modern History.
• Philosophy.
• Society and Culture.

Faculty Contact
Teacher-in-Charge, Mr James Brown
STUDIES OF RELIGION 2

Board Developed Course

2 units for each of Year 11 and Year 12

Exclusions: Studies of Religion 1.

Course Description

The search for meaning is central to the evolution of our humanity. The age old question of origins, purpose and destination so central to the human condition, is the centre piece of this course of study. This quest for meaning can be understood via study of the development of religious belief systems that examines the nature of religion and belief. Drawing from the fields of anthropology, sociology, psychology, philosophy and to a degree, theology, students will develop an understanding of the notion of this search for meaning and the pattern of responses, across cultures and down through time.

Students will grow in an understanding of the expressions of religious belief systems from prehistoric origins, tribal belief systems, ancient religions and world religions right through to the secularist responses of humanism in the modern age. Central to this study are the universal questions, namely: ‘Where did we come from?’, ‘Why are we here?’ and ‘Where are we going?’.

Such a study allows students to gauge the cultural variations, historical diversity and development of belief throughout time. Students will grow to appreciate those characteristics which are similar across our common humanity as well as gain an understanding of cultural difference because of variations in belief systems. Belief in Australia both pre- and post- 1945 is closely examined – an investigation into Aboriginal spirituality, Christianity, and our ‘multifaith’ Australian society is evaluated.

It is envisaged that students will acquire religious literacy and this will assist them in becoming more versed in the wider scope of the humanities as they proceed with tertiary studies. This course will also allow students to undertake research that critically examines behaviours and practices that are in direct response to belief.

The course will aid students in the understanding of the various values, attitudes and behaviours that are the direct product of belief systems. In a rapidly globalising world community, religious literacy is the central aim of this course of study. It is anticipated that students will become literate regarding tribal belief systems, ancient religions, world religions and modern expressions of non – theistic belief systems.

Topics Covered

Year 11

Students are introduced to the idea of the metaphysical world – a central theme of religious belief. The relationship between the supernatural world and natural world is examined. Values, attitudes and behaviours are further researched with focus on the particular cultural and environmental context of the community of adherents.

Year 12

The Year 12 course looks at religious tradition studies in relation to important individuals other than the founders, schools of thought, ethics, and significant ritual practices. Students examine these specific areas across the two religious traditions as a way of understanding the response of the believing adherents and the expression of these values, attitudes and behaviours.

Students also examine beliefs that are specific to secular humanism within the unit on religion and non-religion. Religion and peace is consistently a current issue and the geo-political ramifications due to religion, conflict and cultural identity.

Particular Course Requirements

Year 11

Students at Bishop Druitt College completed Year 11 Studies of Religion I as part of their Year 10 study program and students are given the opportunity to complete a project enabling them to move to the Year 12 Studies of Religion II course.

Year 12

The Year 12 course builds on and develops the foundational units of the Year 11 course. Students take the basic course concepts of the nature of religion and beliefs and apply them to three examples of world religious traditions drawn from Hinduism, Buddhism, Judaism, Christianity and Islam. Students also undertake two more depth studies.
STUDIES OF RELIGION 2 (CONT.....)

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills
This course of study is highly beneficial for students who may undertake a variety of paths at the completion of their Year 12 studies. If students wish to undertake a gap year, an intercultural understanding of the religious belief system in that particular country in which they will reside would be most advantageous. Likewise, if post Year 12 students wish to travel, a religiously literate perspective of the cultures one is to visit makes for much more informed experiences.

Students who may desire to undertake tertiary studies with a profession in mind such as medicine, nursing, law, diplomatic services, tourism or service industries would benefit from an understanding of belief systems and the acquisition of religious literacy at the Year 12 level.

Students who elect to undertake humanities (psychology/sociology/anthropology) as part of their tertiary studies would greatly benefit from having completed Studies of Religion 2 as part of their HSC course.

Complementary Subjects
• English Advanced, Standard, Extension.
• Visual Arts.
• Ancient History.
• Modern History.
• Philosophy.
• Society and Culture.

Faculty Contact
Teacher-in-Charge, Mr James Brown
TEXTILES AND DESIGN

Board Developed Course

2 units for each of Year 11 and Year 12

Constraints/Prerequisites: It will advantage students if they have studied Textiles & Design in Years 9 & 10 and have access to their own sewing machine.

Course Description
A study of textiles and design teaches students about:
1. The properties and performance of different fabrics
2. The basics of design and how to complete technical and artistic fashion drawings
3. Construction skills in areas of student choice
4. The cultural use of textiles
5. How to layout and produce a professional design folio
6. How to manage a project
7. The fashion industry in Australia including contemporary designers.

Topics Covered
In both the Year 11 and Year 12 courses, students complete study in these areas:
- Design
- The Australian Textile, Clothing, Footwear and Allied Industries
- Properties and Performance of Textiles.

In the Year 11 year students complete two major textile projects and supporting documents to accompany them.
In the Year 12 year students complete one major textile project and supporting document. These are sent to Sydney in August of the Year 12 year for marking.

Particular Course Requirements
Year 11
Students will complete two major textile projects and supporting documents.
Students will have three assessment tasks including the Year 11 Examination.

Year 12
Students will complete one major textile project and supporting document. They will have four assessable tasks to complete in the Year 12 year including the Trial Examination.

Course Costs
Students will need to pay for the cost of each project including fabrics and patterns. In the Year 11 year students may be involved in an excursion to Sydney to see the TexStyle exhibition = approx $500.

Year 11 subject levy = $120 (includes Whitehouse Institute Workshop)
Year 12 subject levy = $52

Note: Costs and subject levy listed are based on current year and subject to change.

Career Relevance/Pathways/Transferable Skills
Students interested in design, fashion, project management, interior design and styling would all benefit from studying Textiles and Design. Because Textiles and Design contributes to the ATAR students not wishing to pursue a career in design often enjoy completing a course with a practical element to balance their other subjects.

Complementary Subjects
- Art.
- English Advanced.
- Chemistry.
- Business Studies Studies.

Faculty Contact
Head of Faculty, Mr Daniel Bartlett
VISUAL ARTS

Board Developed Course

2 units for each of Year 11 and Year 12

Exclusions: Nil - students do not necessarily need to have studied Elective Visual Arts in Years 9 & 10.

Course Description
Visual Arts involves students in artmaking, art criticism and the study of art history. The study of visual arts at this level gives the opportunity for insights and overviews into the role and context of artists, artworks and audience. There is an emphasis on postmodernism and an ongoing debate on the nature of the visual arts. This involves the student in the interpretation of differing points of view and encourages critical and informed opinion.

Topics Covered
Artmaking: students will experiment with a variety of media, ideas and forms. In the Year 11 course units of work are predominantly teacher directed and are aimed at teaching students a range of skills and techniques. This leads to the development of the students’ own art practice, evidenced by a body of works for the Year 12 Examination.

Art Criticism and Art History: students study art works, art practice, art criticism and art history. They are involved in the research and analysis of art theories, issues and ideas from several frames of reference. These broad studies lead to a more informed and sophisticated point of view. Students are expected to respond in a variety of ways (written, verbal and digital multimedia) to the interrelationship between artist, artwork, audience and the wider world.

Particular Course Requirements
Year 11 - Artmaking
Students explore art practice using a wide range of materials and developing technical and expressive skills in the following forms:
Term 1: sculpture - ceramics, paper, found objects
Term 2: self-portraiture - drawing, painting, digital photography, film and interactive
Term 3: experimental printmaking - drypoint etching, embossing, mono-printing.

Year 11 – Art Criticism/Art History
In the Year 11 course students study a broad range of artists, artworks and issues in the three content areas of: art practice, frames, and the conceptual framework. Research, analysis, essay skills and the ability to infer meaning are emphasised.

Year 12 – Artmaking
Students develop a body of works over four Year 12 terms that is worth 50% of the final examination mark. The body of works consist of a series of related works in which students explore their own visual and aesthetic passions and interests to best demonstrate their skills, ideas and understandings of artmaking. The body of works provides students with the opportunity to apply their knowledge to their practice and intentions as artists. Students research artists and other visual material that specifically relates to their chosen areas of interest.

Senior art students enter into an intensive collaborative relationship with their art teacher who initially acts as a mentor during the development of their body of works. Students work closely with their art teacher to build and develop layers of meaning and sophistication in their artworks to communicate ideas to an audience. Teachers guide and advise students to make successful decisions and judgments about their works. The importance of establishing and maintaining a positive but challenging relationship with their senior art teacher is essential in order for the student to maximise the opportunities and challenges available in this subject. The Year 12 Visual Arts journey is complex, with equal dedication given to both process and product. There is a degree of dedication and commitment required in order to effectively complete the requirements for the course.

The BDC Visual Arts Faculty has a fantastic record of achievement with many Artexpress nominations and selected works. We have excellent facilities to cater for students' needs and interests across the many possibilities of expressive forms: painting; drawing; sculpture; photomedia; time-based forms – film and interactive; designed objects and environments; textiles and fibre; and ceramics.

The best thing about Visual Arts is that 50% of the final examination mark (the body of works) is completed at school before the Year 12 Examination period.
VISUAL ARTS  (CONT.....)

Year 12 – Art Criticism / Art History
The relationship between artists, their work, their patrons, galleries, audience and the wider world is explored in depth within five case study areas. Student skills in using the three content areas: the frames, the conceptual framework and the study of art practice will be developed and refined. Students will be challenged to form their own opinions on current issues and themes and on contemporary artists’ intentions and manipulation of media. Short answer and essay writing skills, visual literacy and analysis of cultural concerns are developed.

Course Costs
Year 11 and Year 12 subject levy = $195.
In addition to the annual subject levy there are costs associated with the Year 12 student’s choice of forms within the practical component of the course, as well as costs associated with compulsory attendance at art excursion to major galleries (capital cities) as well as regional and local art galleries.
(Note: Costs and subject levy listed are based on current year and subject to change.)

Career Relevance/Pathways/Transferable Skills
This course allows for a seamless transition into any arts profession which the student may pursue and will also provide important skills concerning leadership, communication and support - skills and expertise which can be transferred to any sector.

Some future possibilities: architecture, design, computer based fields, animation, graphic design, film, education, professional practitioner / artist, theatre and/or film design and production, and photographer.

Complementary Subjects
• Society and Culture.
• Ancient and Modern History.
• Studies of Religion.
• Textiles and Design.
• Design and Technology.
• Information Processes and Technology.

Faculty Contact
Head of Faculty,  Ms Teena Goodman
External Vet Courses (EVET)

In addition to the Hospitality VET course offered on campus at Bishop Druitt College students may also consider EVET courses (vocational educational training courses delivered at TAFE) as a part of their Year 12 studies. Upon successful completion of these VET/EVET courses students may receive a nationally recognised award under the Australian Qualifications Framework (AQF). Students may include one Board Developed VET or TVET course in the calculation of their ATAR, often a category B subject.

Board Endorsed Courses may be included in the Higher School Certificate but cannot contribute to the calculation of the ATAR. Following are some proposed EVET courses for 2019/2020. These courses are studied on one afternoon per week at CHEC and generally run from 1.30pm. These courses cost between $2,500 and $5,000 per year, depending on the subsidies that we receive.

Unique Student Identifier (USI)
All students undertaking national recognised training must obtain a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) in schools. A USI is a reference number made up of numbers and letters. Creating a USI is free. It creates a secure online record of your nationally recognised training that you can access anytime and anywhere, and it’s yours for life. For more information or to create your USI go to [http://www.usi.gov.au](http://www.usi.gov.au).

Please see the Careers Adviser in the careers lounge for more information.

Summary of TVET Courses Offered at North Coast TAFE & Other Providers

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Distance Education

Distance education can offer Stage 6 students the opportunity to include in their pattern of study a subject that is not offered by the school, but is highly desired or needed for post-school study or work. Successful study by distance education requires a high degree of motivation, self-discipline and time management skills on the part of the student. Distance education is a challenging mode of study that only translates into a strong ATAR contribution for a small percentage of students. The ability to be able to work independently and seek assistance when required is essential.

Distance education is particularly suited to highly motivated students either studying a family language or studying a subject required for a tertiary course that does not require a strong ATAR. Distance education service providers offer a wide range of Board Developed (ATAR) courses and a small number of Content Endorsed (non-ATAR) courses. Distance education courses involve an extra cost per annum, which is currently $820.00 per annum for Year 11 and 12 students.
Assessment and The Higher School Certificate

Most subjects in Stage 6 are divided into two courses: the Year 11 course which spans Terms 1, 2 and 3 in Years 11; and the Higher School Certificate course which includes Term 4 of Year 11 and Terms 1, 2 and 3 of Year 12. School-based assessment is a requirement of both courses.

Assessment for the Year 11 and Year 12 courses is based on student attainment of syllabus standards expressed as student outcomes. Student outcomes are assessed through a number of assessment tasks set throughout each course. Teachers will set a number of student tasks throughout each course. Some will be formative or diagnostic in nature – they will be designed to assist student learning by highlighting strengths and identifying areas that need special attention.

Other tasks will count toward the school's internal assessment program and will contribute to assessment of student achievement of the outcomes of the course. The difference in achievement of these outcomes, as demonstrated by the quality of each assessment task, will be the basis for determining the relative difference between students and their rank order.

The outcomes of each course will be assessed more than once during the course. An outcome can be the focus of more than one task. It is expected that students will know and understand the outcomes that are to be assessed in each task. To assist students in understanding how well they have achieved these outcomes teachers will provide feedback based on marking schemes which are linked to each outcome being assessed.

Reporting Student Achievement in the Higher School Certificate

To satisfactorily complete a Year 11 course students must have achieved some or all of the Year 11 course outcomes. This is determined according to how well each student completes the assessment tasks for that course. In order to complete the Year 11 year students must satisfactorily complete a minimum of 12 units of Year 11 courses. The satisfactory completion of the Year 11 course for each subject is a prerequisite for entry into the Year 12 course for that subject. 10 units must be completed in Year 12 studies.

Towards the end of Term 3 in Year 12 the college will send the NSW Education Standards Authority (NESA) a single assessment mark (out of a possible 100) for each 2 unit Year 12 course completed. For a 1 unit course this mark is out of 50 with the exception of mathematics. This mark will represent both the rank (based on student achievement of the outcomes of the Year 12 course) and the student's relative placement compared to others in the group.

School assessment marks are moderated by NESA to reflect the range of marks achieved by the school group on the external Higher School Certificate examination. This will ensure that the internal assessment marks and external examination marks will be aligned to the same standard. The moderated school assessment mark and the external examination mark are then averaged to produce the final Year 12 mark in each course.

- The Year 12 report provides students with detailed descriptions of the knowledge, skills and understanding attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe the student’s level of achievement, give a clear idea of the standards that are expected.
- School-based assessment tasks will contribute to 50% of each student's Year 12 mark. School assessment marks will be based on student performance in assessment tasks undertaken during the course.
- The other 50% of each student's Year 12 mark will come from the Year 12 examination.
- The Year 12 mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected.
- There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement. Performance bands indicate how well students have performed within a course in relation to the criteria established by NESA.
- On satisfactory completion of the Year 12 students will receive a portfolio containing:
  - The Year 12 testamur - the official certificate confirming student achievement of all requirements for the award.
  - The record of achievement - this document lists the courses studied and reports the marks and bands achieved.
  - Course reports - for every Year 12 Board Developed Course students will receive a course report showing their marks, the performance scale and the band descriptions for that course. A graph indicating the statewide distribution of marks in the course is also shown.
The Australian Tertiary Admissions Rank (ATAR)

The Rationale for the ATAR
The calculation of the ATAR is separate from the NESA reporting of Year 12 achievement. Year 12 marks are passed on from NESA to the Universities Admission Centre (UAC) which administers the offering of most university places. For almost all tertiary courses in NSW and the ACT there are more applicants than there are places available. To enable universities to choose among applicants there needs to be a ranking of applicants to allow selection to take place. The Australian Tertiary Admissions Rank (ATAR) is the main ranking method used by NSW and ACT universities to select current year Year 12 students.

The first element in this ranking process is to check whether applicants have satisfied any prerequisites specified for the course. For example, most Science courses at the University of Sydney require that students must have completed the 2U Mathematics course. Students who have not satisfied the prerequisite(s) will not be considered at all for the course, regardless of their ATAR.

The second element in the ranking of students applying for course entry on the basis of their Year 12 results is an overall measure of how well each student has performed in his or her Year 12. The ATAR provides a measure of overall academic achievement in the Year 12 and is used by universities to rank students applying on the basis of their Year 12 results.

Other criteria such as portfolios, interviews, auditions or questionnaires may also be taken into account for certain courses in conjunction with the ATAR. You can find more details about additional selection criteria in the UAC guides published each year.

Eligibility for the ATAR
To be eligible for an ATAR, a student must complete at least ten units of Board Developed courses including (as mentioned previously) at least two units of English. The Board Developed courses must include at least three courses of two units or greater and at least four subjects.

There are some important things to know about the ATAR. Your ATAR is:
- A rank not a mark
- Made up of scaled marks, not Year 12 marks
- Calculated by the universities and released by the Universities Admissions Centre (UAC)
- Used by universities to rank applicants for entrance to university in a fair and equitable way.

Category B Criteria
Students may use one Category B course in a ATAR pathway. English Studies and Mathematics Standard are Category B courses.

Courses Used in the Calculation of the ATAR
The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed courses comprising:
- The best two units of English.

and
- The best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included. Students with more than two units of Category B courses will have their best two units from Category B courses included in the ATAR calculations.

Marks to be included in the ATAR calculations can be accumulated over a five year period. If a course is repeated, only the last