



**EXCELLENCE**

**WISDOM**

**SERVICE**

**2023 GUIDE  
YEAR 11 & YEAR 12**







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## Letter from the Principal

*Dear HSC Class of 2024,*

*As you move into your final stage of your education at Oran Park Anglican College you will face exciting yet demanding challenges and we are here to assist you to achieve your very best. The degree to which you succeed in meeting those challenges will, in some ways, shape what the future holds for you.*

*This Guide to the Year 11 and Year 12 HSC Courses has been compiled to assist Year 10 students and their parents make informed decisions about the final years of Senior School. It provides an introduction to the HSC and the many options available to our students. It is very important that the academic program you select is well suited to your abilities and interests, and equally important that you enter into the program with energy, commitment, intention and direction. Research indicates that students who choose the right subject at the right level for their abilities will achieve their best outcomes.*

*Please ensure you seek out advice from our experienced teaching staff as they will all be able to provide you with guidance and wisdom to assist with your decision making process. Most importantly, take time and carefully consider your future career opportunities and life after Year 12.*

*More information about the details of individual courses can be found by consulting the NSW Education Standards Authority website:*

*<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>*

*I trust that you find this guide, as well as upcoming opportunities to discuss Stage 6 course selection with our teaching staff, helpful. As a Christian College, we also hope that you will seek God's word and lean on his promises as we know He has a plan for our lives and our best interests at heart. We expect that every student will give their best effort, seek our assistance when necessary and strive to reach their full potential at this most important stage of school life. Please be assured of our prayers and best wishes for you as you proceed.*

*Mrs Naomi Wilkins  
Principal*



## Pathways to the Higher School Certificate

The Higher School Certificate is the culmination of studies in Stage 6. Stage 6 study can lead to two different pathways.

### ATAR and University

Students planning to go to University will need to qualify for Australian Tertiary Admissions Rank (ATAR) on completion of their Higher School Certificate. ATAR was formerly known as a UAI. The ATAR ranks students against all other students based on their results and the relative difficulty of the subjects studied. It is calculated on the student's best ten units including 2 units of English.

In choosing subjects it is advisable to consult the UAC guide. It will advise the subjects recommended for study for particular university courses.

<https://www.uac.edu.au/future-applicants/year-10-students>



## TAFE Traineeships and Apprenticeships

Many students studying the HSC may not be interested in study at university. They will continue their tertiary studies at TAFE or other institutions. If you are certain that this is the pathway you wish to follow, subjects can be chosen to support this intention.

Students must complete 2 Units of English to obtain a HSC. To gain an apprenticeship or traineeship employers will be looking for students who have applied themselves throughout the HSC course and achieved satisfactory results.

**Not requiring an ATAR means that students are free to choose category A or B subjects.** This may be a combination of HSC courses offered at the College and TVET courses offered at TAFE Colleges.

*Please note that students completing TVET courses at TAFE will be required to pay for these courses above the College fees.*



## The Structure of the HSC Course

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

- (a) Have satisfactorily completed Stage 5;
- (b) Have attended a government school, an accredited non-government school, a school outside New South Wales recognised by the NESA or a college of TAFE;
- (c) Have satisfactorily completed courses that comprise the pattern of study required by the NESA for the award of the Higher School Certificate;
- (d) Sit for and make a serious attempt at the requisite Higher School Certificate external examinations



To gain a HSC, students must have completed a minimum of 12 units of Preliminary courses and 10 units of HSC courses. All courses in the HSC have a unit value. Most courses are 2 units.

Students must satisfactorily complete the Year 11 (Preliminary) Course before they are eligible to commence the corresponding HSC course (usually studied during Year 12). English is the only compulsory subject for the HSC.

Both patterns must include:

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



## Courses, Units and Subjects

To complete the Year 11 (Preliminary) Course at Oran Park Anglican College, students must study a minimum of 12 Units.

This will include:

- 2 Units of English
- 2 Units of Mathematics
- 8 other units

The College will offer subjects on six lines each equivalent to 2 units so most subjects will be 2 units. Most 2 Unit subjects are studied for nine periods per cycle.

The exceptions are:

- English Extension (can be studied in conjunction with English Advanced)
- Mathematics Extension 1 (can only be studied in conjunction with Mathematics Advanced)

These are 1 Unit subjects which are studied for 4 periods per cycle. These subjects may be timetabled out of normal College hours or during sport.

The College is not offering any languages in Stage 6. If a student desires to study a language, they can do so through the NSW School of Languages. This will need to be discussed with Mr Renshaw, Director of Academic Operations.

### Category B Subjects

Students wishing to obtain an ATAR should choose a **maximum of one category B subject** that are offered through Sydney Distance Education High School, TAFE, TVET, etc.

### Board Developed Courses (BDC) and Board Endorsed Courses (BEC)

BOARD DEVELOPED COURSE	BOARD ENDORSED COURSE
<ul style="list-style-type: none"><li>• HSC Exam</li><li>• Counts towards HSC</li><li>• May count towards ATAR*</li><li>• Includes some VET**</li><li>• Includes Life Skills Courses</li></ul>	<ul style="list-style-type: none"><li>• No HSC exam – school-based assessment used</li><li>• Counts towards HSC</li><li>• Cannot contribute to ATAR</li><li>• Includes some VET Courses</li></ul>

\* Australian Tertiary Admission Rank

\*\* Vocational Education and Training

## Exclusions

In general, students may not count more than one 240-hour Board Developed Course in the one subject in their pattern of study for the Higher School Certificate e.g. English (Advanced) and English (Standard), Music 1 and Music 2.

A number of subjects include a requirement for the development of project work for either internal or external assessment. **Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.**

### Mathematics

Students may not study Mathematics Standard with the 240-hour Mathematics Advanced course.

### Science

To satisfy pattern of study requirements for the award of the Higher School Certificate a student may count a maximum of six Year 11 units and seven Year 12 units from the following courses:

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

**In the Year 11 (Preliminary) study pattern, Science Extension cannot be studied in Year 11. It can, however, be studied in combination with Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.**

### VET

Students may not undertake the same unit of competency in more than one VET course. Students can only be accredited once with the indicative hours allocated to any unit of competency.

Equivalence between units of competency will normally be stated within the relevant training packages.

VET exclusions are listed on the website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

### Content Endorsed Courses

Photography works developed for assessment in Photography, Video and Video and Digital Imaging are not to be used either in full or in part for Imaging assessment in any other subject.

## How to choose subjects

**RIGHT SUBJECT.....RIGHT LEVEL.....BEST RESULT!!!!**

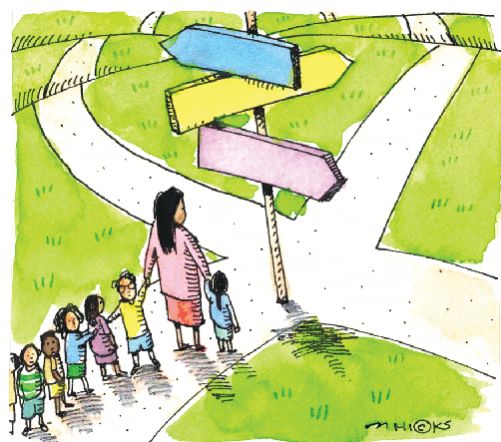
### Do's and Don'ts

#### Do.....

- Take time to think about your choice
- Find out about the subjects offered
- Choose subjects that interest you
- Choose subjects you are good at
- Choose subjects that you really want to learn
- Choose subjects that are useful for study after school

#### Do not choose a subject....

- Just because your friends are doing it
- Because your favourite teacher might teach it
- Because you think it is an easy option
- Because it is 'just for boys' or 'just for girls'
- Because it has a great excursion
- Because you think it will get you a high ATAR



Quite often not going through this process carefully can result in students choosing subjects that are not suitable. This is like buying an outfit that doesn't fit properly. After a short time, you can't return the outfit to the shop – you end up dissatisfied. This will be detrimental to your enjoyment and ultimately your overall satisfaction.

## HSC Major Works

The following subjects have a HSC major work component which could require additional time commitments. Please note that a maximum of 2 major works are recommended albeit this is subject to each individual student's abilities and organisational skills.

- English Extension 2
- Industrial Technology Timber
- Design and Technology
- Music 1
- Music 2
- Society and Culture
- Visual Arts

# Selection Process

## Consult

- Take time to consult the relevant subject faculties and teachers about the subjects offered
- Consult the Careers Advisor, Mrs Chow before making your selection if you need information about University/TAFE courses

## At home

- Discuss your interests and subject choices with your parents
- Consult the UAC guide

## Submitting your preferences

Students will receive a personal subject selection email. Go to the weblink provided for EDVAL and enter your unique code to login.

You will then be shown a list of the subject preferences as a series of drop downs. You should make a selection from each category listed, in the specific order of your preferences. Once you have done so, please scroll down and click the submit button at the base of the form.

**Submit your choices by 9am Friday 10 June 2022**

Yr 11 Preliminary

Main Units	Subject	Units	Reserve Units	Subject	Units
English	No selection	0	Reserve 1	No selection	0
Mathematics	No selection	0	Reserve 2	No selection	0
Priority 3	No selection	0	Reserve 3	No selection	0
Priority 4	No selection	0	Reserve 4	No selection	0
Priority 5	No selection	0			
Priority 6	No selection	0			
Extension choices (optional)	No selection	0			
Extension choices (optional)	No selection	0			
		Total 0			Total 0

Cancel Print Submit



## Submission Success

Your submission will be checked upon submitting and, if it is valid, you will be shown a submission success page.

1. Please print this page and ask your parent to sign your form.
2. **Bring your signed form to Student Services by 9am Friday 10 June 2022.** Email submissions will not be accepted.

If your form was rejected by the system, you will see an error message appear. You will need to correct this error, and then re-submit it.

Below is an example of the page shown to students on successful submission of their preferences and this page is also emailed to the student if they are using a valid email address.

### Yr 11 Preliminary



Student name: Peter Pan (Test student Yr11) (DUMMY!11)

Notes: Your choices are registered.

Submitted date: Wed 11 May 2022 11:09:46

#### Main units

Main Units	Subject	Units
11ENGA	English Advanced	2
11MATA	Mathematics Advanced	2
11MOD	Modern History	2
11BIO	Biology	2
11PHY	Physics	2
11ISC	Investigating Science	2
11EX1	English Extension 1	1
11MX1	Mathematics Extension 1	1

Total units: 14

#### Reserve units

Reserve Units	Subject	Units
11BUS	Business Studies	2
11CAFS	Community and Family Studies	2
11D&T	Design and Technology	2
11ART	Visual Arts	2

Total units: 8

Please get the form signed, and return to school by Friday 10/6/22.

Signature: \_\_\_\_\_

Parent / Carer

## Final Steps

After all student preferences are received, the College will begin the process of timetabling for the next year. Students will be notified in Term 4 of their confirmed classes for the following year.

## Courses on Offer

### Compulsory Subjects

#### English

- English Standard
- English Advanced
- English Extension

#### Mathematics

- Mathematics Standard
- Mathematics Advanced
- Mathematics Extension 1

In addition, the College expects to be able to offer any of the following courses in Year 11 (2023) depending on how many students choose them.

### Category A Courses

- Ancient History
- Biology
- Business Studies
- Chemistry
- Community and Family Studies
- Design and Technology
- Food Technology
- Industrial Technology (Timber Products)
- Information Processes and Technology
- Investigating Science
- Legal Studies
- Modern History
- Music 1
- Music 2
- PDHPE
- Physics
- Society and Culture
- Studies of Religion 1
- Visual Arts

# English Standard

<b>COURSE: ENGLISH (STANDARD)</b>		<b>COURSE NO: 11130</b>
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> English (Advanced); English (ESL); English (Extension)
<b>COURSE DESCRIPTION</b>		
<p>In the Year 11 English (Standard) course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and digital, as well as Australian texts.</p> <p>In the Year 12 English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; drama or poetry; nonfiction or film or media texts.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>Year 11 Course</b> <ul style="list-style-type: none"><li>Common module – Reading to Write: Transition to Senior English</li><li>Module A: Contemporary Possibilities</li><li>Module B: Close Study of Literature</li></ul>	<b>Year 12 Course</b> <ul style="list-style-type: none"><li>Common module – Texts and Human Experiences</li><li>Module A: Language, Identity and Culture</li><li>Module B: Close Study of Literature</li><li>Module C: The Craft of Writing</li><li>Optional: This module may be studied concurrently with the common module and/or Modules A and B</li></ul>	
<b>PARTICULAR COURSE REQUIREMENTS</b>		
<p><b>In the Year 11 English (Standard) Course students are required to:</b></p> <ul style="list-style-type: none"><li>Study Australian and other texts</li><li>Explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film; media texts</li><li>Undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts</li><li>Integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate</li><li>Engage in the integrated study of language and text.</li></ul> <p><b>Year 12 English (Standard) Course requires the close study of:</b></p> <ul style="list-style-type: none"><li>At least three types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; nonfiction or film or media texts</li><li>A range of additional related texts and textual forms.</li></ul>		

# English Advanced

<b>COURSE: ENGLISH (ADVANCED)</b>		<b>COURSE NO: 11140</b>
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> English (Standard); Fundamentals of English; English (ESL)	
<b>COURSE DESCRIPTION</b>		
<p>In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values. The Year 11 course requires students to support their study of texts with their own wide reading.</p> <p>In the Year 12 English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least three types of prescribed texts drawn from: Shakespearean drama; prose fiction; drama or poetry; nonfiction or media; film and a range of additional related texts and textual forms.</p>		
<b>MAIN TOPICS COVERED</b>		
<b>Year 11 Course</b> <ul style="list-style-type: none"><li>Common Module: Reading to Write: Transition to Senior English</li><li>Module A: Narratives that Shape our World</li><li>Module B: Critical Study of Literature</li></ul>	<b>Year 12 Course</b> <ul style="list-style-type: none"><li>Common Module: Texts and Human Experiences</li><li>Module A: Textual Conversations</li><li>Module B: Critical Study of Literature</li><li>Module C: The Craft of Writing</li></ul>	
<b>PARTICULAR COURSE REQUIREMENTS</b>		
<p><b>In the Year 11 English (Advanced) Course students are required to:</b></p> <ul style="list-style-type: none"><li>Study Australian and other texts</li><li>Explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multi-media texts</li><li>Undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts</li><li>Integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate</li><li>Engage in the integrated study of language and text.</li></ul> <p><b>Year 12 English (Advanced) Course requires the close study of:</b></p> <ul style="list-style-type: none"><li>At least four types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or poetry; nonfiction or media or film texts</li><li>A wide range of additional related texts and textual forms.</li></ul>		



# English Extension

**COURSE: YEAR 11 ENGLISH EXTENSION**

**COURSE NO: 11150**

**COURSE: YEAR 12 ENGLISH EXTENSION 1**

**1 unit of study for each of Year 11 and Year 12**

**Prerequisites:** (a)English (Advanced)  
(b)Year 11 English Extension is a prerequisite for English Extension Course 1  
(c)English Extension Course 1 is a pre and co-requisite for English Extension 2

**Exclusions:** English (Standard); English Studies; English (ESL)

## COURSE DESCRIPTION

In the Year 11 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 Year 12 English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

## MAIN TOPICS COVERED

### Year 11 Extension Course

The course has one common section:  
Module: Texts, Culture and Value.  
Students will also undertake a related research project on a text of their choice.

### Year 12 English Extension Course 1

The course has two sections. Students must complete the common module and one study from the five electives offered:

- Module: Literary Worlds (common module)
- Elective (select ONE)

## PARTICULAR COURSE REQUIREMENTS

In the Year 11 English (Extension) Course students are required to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

Year 12 English Extension Course 1 requires the study of at least three prescribed texts and supplementary material (as outlined in the prescribed text list).

# Mathematics Standard

COURSE: MATHEMATICS STANDARD		COURSE NO: 11236
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard	
PREREQUISITES		
For students who intend to study the Mathematics Standard course, it is recommended that they study at least some of the Stage 5.2 content of Mathematics Years 7-10 Syllabus, particularly the Patterns and Algebra topics and Trigonometry.		
COURSE DESCRIPTION		
<p>Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.</p> <p>The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.</p>		
MAIN TOPICS COVERED		
<b>Year 11 Course</b> <ul style="list-style-type: none"><li>Financial Mathematics</li><li>Statistical Analysis</li><li>Measurement</li><li>Probability</li><li>Algebraic Modelling</li></ul>	<b>Year 12 Course Standard 2</b> <ul style="list-style-type: none"><li>Algebra</li><li>Measurements</li><li>Financial Maths</li><li>Statistical Analysis</li><li>Networks</li></ul>	

# Mathematics Advanced

<b>COURSE: MATHEMATICS ADVANCED</b>		<b>COURSE NO: 11255</b>
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Mathematics Standard
<b>PREREQUISITES</b>		
For students who intend to study the Mathematics Advanced course, it is recommended that they study the topics of Real Numbers, Algebraic Techniques and Coordinate Geometry as well as at least some of the Trigonometry and Deductive Geometry from Stage 5.3 of Mathematics Years 7-10 Syllabus.		
<b>COURSE DESCRIPTION</b>		
The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course.		
<b>MAIN TOPICS COVERED</b>		
<b>Year 11 Course</b> <ul style="list-style-type: none"><li>▪ Working with Functions</li><li>▪ Trigonometric Functions</li><li>▪ Differentiation</li><li>▪ Exponential and Logarithmic Functions</li><li>▪ Probability and Discrete Probability Distributions</li></ul>	<b>Year 12 Course</b> <ul style="list-style-type: none"><li>▪ Graphing Techniques</li><li>▪ Trigonometric Functions and Graphs</li><li>▪ Differential Calculus</li><li>▪ Integral Calculus</li><li>▪ Modelling Financial Situations</li><li>▪ Descriptive Statistics and Bivariate Data Analysis</li><li>▪ Random Variables</li></ul>	

# Mathematics Extension 1

COURSE: MATHEMATICS EXTENSION 1		COURSE NO: 11250
1 unit in each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Mathematics Standard	
PREREQUISITES		
For students who intend to study the Mathematics Extension 1 course, they must also be studying the Mathematics Advanced course and it is recommended that they study the Stage 5.3 optional topics Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry of Mathematics Years 7–10 Syllabus.		
COURSE DESCRIPTION		
<p>The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world.</p> <p>It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences.</p>		
MAIN TOPICS COVERED		
<b>Year 11 Course</b> <ul style="list-style-type: none"><li>▪ Further Work with Functions</li><li>▪ Polynomials</li><li>▪ Inverse Trigonometric Functions</li><li>▪ Calculus and Rates of Change</li><li>▪ Working with Combinatorics</li></ul>	<b>Year 12 Course</b> <ul style="list-style-type: none"><li>▪ Proof by Mathematical Induction</li><li>▪ Introduction to Vectors</li><li>▪ Trigonometric Equations</li><li>▪ Further Calculus Skills</li><li>▪ Applications of Calculus</li><li>▪ The Binomial Distribution</li></ul>	



# Ancient History

<b>COURSE: Ancient History</b>		<b>COURSE NO: 15020</b>	
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> nil	
<b>COURSE DESCRIPTION</b>			
<p>The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world.</p> <p>The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays.</p>			
<b>MAIN TOPICS COVERED</b>			
<p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• <b>Investigating Ancient History</b> Students develop an understanding of the nature of Ancient History through an investigation of relevant issues such as the treatment and display of human remains. Students will also complete two case studies such as Tutankhamen's Tomb and The Shang Dynasty. (approximately 50% of course time).</li> <li>• <b>Features of Ancient Societies</b> Through the interpretation of historical sources, students investigate key features of ancient societies to develop an understanding of the nature of the ancient past. Students could learn about the role of women in Greece and Rome and death and funerary customs in Egypt. (approximately 30% of course time).</li> <li>• <b>Historical Investigation</b> The historical investigation is designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. (approximately 20% of course time).</li> </ul>		<p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• <b>Pompeii and Herculaneum:</b> Students investigate the range and nature of archaeological and written sources for the study of the cities of Pompeii and Herculaneum and explore issues relating to reconstruction and conservation of the past. (approximately 25% of course time).</li> <li>• <b>Ancient Societies:</b> Students investigate key features of ancient societies such as Sparta, Athens or New Kingdom Egypt through a range of archaeological and written sources and relevant historiographical issues. (approximately 25% of course time).</li> <li>• <b>Personalities in their Time:</b> Students develop an understanding of personalities in the context of this time through a range of archaeological and written sources and relevant historiographical issues. Personalities studied could include Julius Caesar, Alexander the Great or Akhenaten. (approximately 25% of course time).</li> <li>• <b>Historical Periods:</b> Through an investigation of the archaeological and written sources of historical periods students learn about the nature of power and authority, significant developments that shaped this period, as well as relevant historiographical issues. Historical periods studied could include The Julio Claudians, The fall of the Roman Republic or New Kingdom Egypt (approximately 25% of course time).</li> </ul>	
<b>PARTICULAR COURSE REQUIREMENTS</b>			
No special requirements.			

# Biology

COURSE: BIOLOGY		COURSE NO: 11030	
2 units for each Year 11 and Year 12 Board Developed Course		Exclusions: nil	
COURSE DESCRIPTION			
<p>The study of Biology in Years 11 and 12 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills, processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.</p>			
MAIN TOPICS COVERED			
<b>Year 11 Course</b>		<b>Year 12 Course</b>	
<b>Modules</b> <ul style="list-style-type: none"><li>• Cells as the Basis for Life</li><li>• Organisation of Living Things</li><li>• Biological Diversity</li><li>▪ Ecosystem Dynamics</li></ul>		<b>Modules</b> <ul style="list-style-type: none"><li>• Heredity</li><li>• Genetic Change</li><li>• Infectious Disease</li><li>• Non-Infectious Disease and Disorders</li></ul>	
<b>Depth Study</b> 15 hours in Modules 1-4		<b>Depth Study</b> • 15 hours in Modules 1-4	
PARTICULAR COURSE REQUIREMENTS			
<p>Students will be required to carry out a <b>Depth Study</b> over a period of 15 hours within the 120 indicative course hours for both Years 11 and 12. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.</p> <p>Depth studies provide opportunities for students to pursue their interests in biology, acquire a depth of understanding, and take responsibility for their own learning. Depth studies promote differentiation and engagement, and support all forms of assessment, including assessment for, as and of learning. Depth studies allow for the demonstration of a range of Working Scientifically skills.</p>			

# Business Studies

COURSE: BUSINESS STUDIES		COURSE NO: 11040
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: nil	
COURSE DESCRIPTION		
<p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>		
MAIN TOPICS COVERED		
<b>Year 11 Course</b> <ul style="list-style-type: none"><li>• <b>Nature of business</b> This topic explores the role and nature of business in society and its importance to the economy (approximately 20% of course time).</li><li>• <b>Business management</b> This topic investigates effective management styles, the nature and responsibilities of management and managing employees and finances when running a business (approximately 40% of course time).</li><li>• <b>Business planning</b> This topic allows students to develop a business plan for a hypothetical business. In this topic students explore how to establish and plan a small to medium enterprise (approximately 40% of course time).</li></ul>	<b>Year 12 Course</b> <ul style="list-style-type: none"><li>• <b>Operations</b> In this topic students study the production of goods and services and explore strategies for effective operations management (approximately 25% of course time).</li><li>• <b>Marketing</b> This topic explores the development and implementation of successful marketing strategies in order to improve business profits (approximately 25% of course time).</li><li>• <b>Finance</b> This topic allows students to investigate financial information in the planning and management of business and introduces students to basic accounting skills to ensure the success of a business (approximately 25% of course time).</li><li>• <b>Human resources</b> This topic equips students with strategies on how to manage human resources in order to improve business performance. Students are also taught how to resolve disputes in the workplace (approximately 25% of course time).</li></ul>	
PARTICULAR COURSE REQUIREMENTS		
No special requirements.		

# Chemistry

COURSE: CHEMISTRY		COURSE NO: 11050	
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil	
COURSE DESCRIPTION			
<p>The study of Chemistry in Year 11 and 12 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills and processes, the course aims to examine how chemical theories, models and practices are used and developed.</p>			
MAIN TOPICS COVERED			
<b>Year 11</b>		<b>Year 12</b>	
<b>Modules</b>		<b>Modules</b>	
<ul style="list-style-type: none"><li>• Properties and Structure of Matter</li><li>• Introduction to Quantitative Chemistry</li><li>• Reactive Chemistry</li><li>• Drivers of Reactions</li></ul>		<ul style="list-style-type: none"><li>• Equilibrium and Acid Reactions</li><li>• Acid/base Reactions</li><li>• Organic Chemistry</li><li>• Applying Chemical Ideas</li></ul>	
<b>Depth Study</b>		<b>Depth Study</b>	
<ul style="list-style-type: none"><li>• 15 hours in Modules 1-4</li></ul>		<ul style="list-style-type: none"><li>• 15 hours in Modules 1-4</li></ul>	
PARTICULAR COURSE REQUIREMENTS			
<p>Students will be required to carry out a <b>Depth Study</b> over a period of 15 hours within the 120 indicative course hours for both Years 11 and 12. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.</p> <p>Depth studies provide opportunities for students to pursue their interests in chemistry, acquire a depth of understanding, and take responsibility for their own learning. Depth studies promote differentiation and engagement, and support all forms of assessment, including assessment for, as and of learning. Depth studies allow for the demonstration of a range of Working Scientifically skills.</p>			

# Community and Family Studies

COURSE: COMMUNITY AND FAMILY STUDIES		COURSE NO: 11060
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Nil	
COURSE DESCRIPTION		
<p>Community and Family Studies (CAFS) is designed to develop an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course involves: Issues impacting individuals, groups, families and communities; Managing individuals and groups' needs, including resources to help satisfy wellbeing; Groups within the community and the impact that they can have on the betterment of groups, families and communities; Importance of school, family and social groups; community organisations and Government organisations. Within this course, students will learn research skills and how to critically apply this knowledge to contemporary case studies.</p>		
MAIN TOPICS COVERED		
<p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• <b>Resource Management</b> Basic concepts of the resource management process (approximately 20% of course time).</li> <li>• <b>Individuals and Groups</b> The individual's roles, relationships and tasks within groups (approximately 40% of course time).</li> <li>• <b>Families and Communities</b> Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul>	<p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• <b>Research Methodology</b> Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> <li>• <b>Groups in Context</b> The characteristics and needs of specific community groups (approximately 25% of course time).</li> <li>• <b>Parenting and Caring</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul> <p><b>HSC Option Modules</b> Select one of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> <li>• <b>Family and Societal Interactions</b> Government and community structures that support and protect family members throughout their lifespan.</li> <li>• <b>Social Impact of Technology</b> The impact of evolving technologies on individuals and lifestyle.</li> <li>• <b>Individuals and Work</b> Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul>	
PARTICULAR COURSE REQUIREMENTS		
<p>Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content.</p>		

# Design and Technology

COURSE: DESIGN AND TECHNOLOGY		COURSE NO: 15080	
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil	
COURSE DESCRIPTION			
<p>The <b>Year 11 course</b> involves the study of design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. It includes hands-on practical activities which develop knowledge and skills in designing and producing. The course is primarily taught through the development, realisation and documentation of design projects. The Major Design Project and supporting folio requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity.</p> <p>The <b>Year 12 course</b> applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.</p>			
MAIN TOPICS COVERED			
<b>Year 11 Course</b> Involves both theory and practical work in Designing and Producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.		<b>Year 12 Course</b> Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses 3 key areas: project proposal and project management, project development and realisation, and project evaluation.	



## PARTICULAR COURSE REQUIREMENTS

In the **Year 11 course**, students must participate in hands-on practical activities and undertake a minimum of 2 design projects. The projects will develop skills and knowledge to be further developed in the Year 12 course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

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 Preliminary 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.

# Food Technology

**COURSE: FOOD TECHNOLOGY**

**COURSE NO: 11180**

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

**Exclusions:** Nil

## COURSE DESCRIPTION

The **Year 11 course** will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The **Year 12 course** involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

## MAIN TOPICS COVERED

### Year 11 Course

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

### Year 12 Course

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

## PARTICULAR COURSE REQUIREMENTS

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities during the course.

## Industrial Technology (Timber Products)

<b>COURSE: INDUSTRIAL TECHNOLOGY TIMBER</b>		<b>COURSE NO: 11200</b>	
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses	
<b>COURSE DESCRIPTION</b>			
<p>Industrial Technology at Stage 6 will develop a student’s knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The focus area is Timber Products and Furniture Technologies.</p>			
<b>MAIN TOPICS COVERED</b>			
<p><b>Year 11 Course</b> The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <li>• <b>Industry Study</b> – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety</li> <li>• <b>Design</b> – elements and principles, types of design, quality, influences affecting design</li> <li>• <b>Management and Communication</b> – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies</li> <li>• <b>Production</b> – display a range of skills through the construction of a number of projects</li> <li>• <b>Industry Related Manufacturing Technology</b> – understanding of a range of materials, processes, tools and equipment, machinery and technologies</li> </ul>		<p><b>Year 12 Course</b> The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> <li>• Industry Study</li> <li>• Major Project                             <ul style="list-style-type: none"> <li>• Design, Management and Communication</li> <li>• Production</li> </ul> </li> <li>• Industry Related Manufacturing Technology</li> </ul>	
<b>PARTICULAR COURSE REQUIREMENTS</b>			
<p>In the Year 11 course, students must design, develop and construct a minimum of 2 projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry. In the Year 12 course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p>			

# Information Processes and Technology

COURSE: INFORMATION PROCESSES & TECHNOLOGY		COURSE NO: 11210
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil	
COURSE DESCRIPTION		
<p>Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.</p>		
MAIN TOPICS COVERED		
<b>Year 11 Course</b> <ul style="list-style-type: none"><li>• Introduction to Information Skills and Systems (20%)</li><li>• Tools for Information Processes (50%)</li><li>• Developing Information Systems (30%)</li></ul>	<b>Year 12 Course</b> <ul style="list-style-type: none"><li>• Project Management (20%)</li><li>• Information Systems and Databases (20%)</li><li>• Communication Systems (20%)</li><li>• Option Strands (40%) - Students will select <b>TWO of the following options</b>: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.</li></ul>	
PARTICULAR COURSE REQUIREMENTS		
<p>There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.</p> <p>The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.</p>		

# Investigating Science

COURSE: INVESTIGATING SCIENCE		COURSE NO: 11215
2 units for each Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Nil	
COURSE DESCRIPTION		
<p>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 is a course that allows students to pursue their interests in all three sciences: Biology, Chemistry, Physics and Environmental Science.</p> <p>Investigating Science encourages the development of a range of capabilities and capacities that enhance a student’s ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students’ ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.</p>		
MAIN TOPICS COVERED		
<p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>Module 1: - Cause and Effect (Observing)</li> <li>Module 2: - Cause and Effect (Inferences and Generalisations)</li> <li>Module 3: - Scientific Models</li> <li>Module 4: - Theories and Laws</li> </ul> <p><b>Depth Study</b></p> <ul style="list-style-type: none"> <li>30 hours in Modules 1-4</li> </ul>	<p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>Module 5: - Scientific Investigations</li> <li>Module 6: - Technologies</li> <li>Module 7: - Fact or Fallacies?</li> <li>Module 8: - Science and Society</li> </ul> <p><b>Depth Study</b></p> <ul style="list-style-type: none"> <li>30 hours in Modules 5-8</li> </ul>	
PARTICULAR COURSE REQUIREMENTS		
<p>Students will be required to carry out a <b>Depth Study</b> over a period of 30 hours within the 120 indicative course hours for both Years 11 and 12. This is double the amount of time than in the other sciences due to the practical nature of Investigating Science. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.</p> <p>Depth studies provide opportunities for students to pursue their interests in Biology, Chemistry, Physics or Environmental Science. Depth studies allow students to acquire a depth of understanding and take responsibility for their own learning. Depth studies promote differentiation and engagement, and support all forms of assessment, including assessment for, as and of learning. Depth studies allow for the demonstration of a range of Working Scientifically skills.</p>		

# Legal Studies

<b>COURSE: LEGAL STUDIES</b>		<b>COURSE NO: 11220</b>	
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Nil	
<b>COURSE DESCRIPTION</b>			
<p>The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The Year 12 course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>			
<b>MAIN TOPICS COVERED</b>			
<b>Preliminary Course</b> <ul style="list-style-type: none"> <li>• Part I – The Legal System (40% of course time)</li> <li>• Part II – The Individual and the Law (30% of course time)</li> <li>• Part III – The Law in Practice (30% of course time)</li> </ul>		<b>HSC Course</b> <ul style="list-style-type: none"> <li>• Core Part I: Crime (30% of course time)</li> <li>• Core Part II: Human Rights (20% of course time)</li> <li>• Part III: Two options (50% of course time)</li> </ul> <p><b>Two options</b> are chosen from:</p> <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Global environment and protection</li> <li>• Family</li> <li>• Indigenous peoples</li> <li>• Shelter</li> <li>• Workplace</li> <li>• World order</li> </ul>	
<b>PARTICULAR COURSE REQUIREMENTS</b>			
No special requirements.			



# Modern History

COURSE: MODERN HISTORY		COURSE NO: 11270
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil	
COURSE DESCRIPTION		
<p>The Year 11 course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts in the Modern World.</p> <p>The Year 12 course provides the opportunity for students to investigate in depth a source-based study of Power and Authority in the Modern World 1919–1946, with a focus on the Nazi Regime in Germany. They also study key features and issues in the history of ONE country during the twentieth century, one study of peace and conflict as well as one case study of change in the Modern world.</p>		
MAIN TOPICS COVERED		
<p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• <b>Investigating Modern History</b> <ul style="list-style-type: none"> <li>• Nature of Modern History</li> <li>• Case study List A (From Europe, North America or Australia.)</li> <li>• Case Study List B (Asia, the Pacific, Africa, the Middle East or Central/South America) (approximately 60 indicative hours)</li> </ul> </li> <li>• <b>Historical Investigation task</b> <ul style="list-style-type: none"> <li>• The historical investigation is designed to further develop relevant investigative, research and presentation skills.</li> <li>• The investigation should extend a particular area of individual student. (approximately 20 indicative hours)</li> </ul> </li> <li>• <b>Shaping of the Modern World</b> <ul style="list-style-type: none"> <li>• Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity. (approximately 40 indicative hours)</li> </ul> </li> </ul>	<p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• <b>Core Study</b> Power and Authority in the Modern World 1919–1946 (approximately 25% of course time)</li> <li>• <b>National Studies</b> Students will study one of the following: Australia 1918–1949, China 1927–1949, India 1942–1984, Indonesia 1945–2005, Japan 1904–1937, Russia and the Soviet Union 1917–1941, USA 1919–1941 or Iran 1945–1989. (approximately 25% of course time)</li> <li>• <b>Peace and Conflict</b> Students will study one of the following: Conflict in Indochina 1954–1979, Conflict in the Pacific 1937–1951, Conflict in Europe 1935–1945, The Cold War 1945–1991, Conflict in the Gulf 1980–2011 or The Arab–Israeli Conflict 1948–1996. (approximately 25% of course time)</li> <li>• <b>Change in the Modern World</b> Students will study one of the following: Pro-democracy Movement in Burma 1945–2010, The Cultural Revolution to Tiananmen Square 1966–1989, Civil Rights in the USA 1945–1968, The Changing World Order 1945–2011, The Nuclear Age 1945–2011 or Apartheid in South Africa 1960–1994. (approximately 25% of course time)</li> </ul>	
PARTICULAR COURSE REQUIREMENTS		
No special requirements.		

# Music 1

<b>COURSE: MUSIC 1</b>		<b>COURSE NO: 11280</b>	
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Music 2	
<b>COURSE DESCRIPTION</b>			
<p>Music 1 caters for students who have diverse musical backgrounds and musical interests. Year 9 or 10 Music is not a prerequisite for this course. Students in Music 1 range from those with intermediate instrumental and/or vocal skills to those with highly developed performance skills in a variety of musical styles.</p> <p>In Music 1, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural skills within the context of a range of styles, periods and genres.</p>			
<b>COURSE REQUIREMENTS</b>			
<b>Concepts of Music</b> The content of the syllabus is set out according to the musical concepts of: <ul style="list-style-type: none"> <li>• Duration</li> <li>• Tone colour</li> <li>• Texture</li> <li>• Pitch</li> <li>• Structure</li> <li>• Dynamics and expressive techniques</li> </ul>		<b>Learning Experiences</b> The learning experiences through which students understand music are: <ul style="list-style-type: none"> <li>• Performance</li> <li>• Musicology</li> <li>• Composition</li> <li>• Aural</li> </ul>	
<b>Year 11 Course</b> Students will study the three topics listed below.		<b>Year 12 Course</b> Students will study the two topics listed below and one of their own choosing.	
<b>TOPICS</b>			
<ul style="list-style-type: none"> <li>• Jazz</li> <li>• Music for radio, film, television and multimedia</li> <li>• Music for small ensembles</li> </ul>		<ul style="list-style-type: none"> <li>• Music of the 20th and 21st centuries</li> <li>• Instrument and its repertoire</li> </ul>	

## Music 2

<b>COURSE: MUSIC 2</b>		<b>COURSE NO: 11290</b>	
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Music 1	
<b>COURSE DESCRIPTION</b>			
<p>Music 2 builds on the Years 9 and 10 elective study courses and adds advanced musicological, performing, and theoretical components. It caters for students who have prior knowledge of Music. It is expected students have highly developed music performance and literacy skills. Students in Music 2 have highly developed performance skills, instrumental and/ or vocal, in a variety of musical styles. Music 2 assumes prior knowledge of musical notation as taught in the elective course in Years 9 and 10 and adds advanced concepts. It recognises that students who have had no further involvement in Music beyond their introduction in the Mandatory course will need to revisit elementary musical skills and understanding.</p> <p>In Music 2, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p>			
<b>COURSE REQUIREMENTS</b>			
<b>Concepts of Music</b> The content of the syllabus is set out according to the musical concepts of: <ul style="list-style-type: none"> <li>• Duration</li> <li>• Tone colour</li> <li>• Texture</li> <li>• Pitch</li> <li>• Structure</li> <li>• Dynamics and expressive techniques</li> </ul>		<b>Learning Experiences</b> The learning experiences through which students understand music are: <ul style="list-style-type: none"> <li>• Performance</li> <li>• Musicology</li> <li>• Composition</li> <li>• Aural</li> <li>• Sight Singing</li> </ul>	
<b>Year 11 Course</b> Students will study the mandatory topic and <b>ONE</b> additional topic from the list below.		<b>Year 12 Course</b> Students will study the mandatory topic and <b>ONE</b> additional topic from the list below.	
<b>TOPICS AVAILABLE</b>			
<b>MANDATORY TOPIC:</b> <ul style="list-style-type: none"> <li>• Music 1600 – 1900</li> </ul> <b>ADDITIONAL TOPICS:</b> <ul style="list-style-type: none"> <li>• Australian Music</li> <li>• Music of a culture</li> <li>• Medieval music</li> <li>• Renaissance music</li> <li>• Music 1900 – 1945</li> <li>• Music 1945 – music 25 years ago</li> </ul>		<b>MANDATORY TOPIC:</b> <ul style="list-style-type: none"> <li>• Music of the last 25 years (Australian focus)</li> </ul> <b>ADDITIONAL TOPICS:</b> <ul style="list-style-type: none"> <li>• Music of a culture (different from Preliminary course study)</li> <li>• Medieval music</li> <li>• Renaissance music</li> <li>• Baroque music</li> <li>• Classical music</li> <li>• Music in the nineteenth century</li> <li>• Music 1900–1945</li> <li>• Music 1945 to music 25 years ago.</li> </ul>	

## PDHPE

<b>COURSE: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION</b>		<b>COURSE NO: 11300</b>	
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Nil	
<b>COURSE DESCRIPTION</b>			
<p>The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the Year 12 course, students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>			
<b>MAIN TOPICS COVERED</b>			
<b>Preliminary Course</b>  <b>Core Topics (60%)</b> <ul style="list-style-type: none"> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul> <b>Optional Component (40%)</b> Students select two of the following options: <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Composition and Performance</li> <li>• Fitness Choices</li> <li>• Outdoor Recreation</li> </ul>		<b>HSC Course</b>  <b>Core Topics (60%)</b> <ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul> <b>Optional Component (40%)</b> Students select two of the following options: <ul style="list-style-type: none"> <li>• The Health of Young People</li> <li>• Sport and Physical Activity in Australian Society</li> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Equity and Health</li> </ul>	
<b>PARTICULAR COURSE REQUIREMENTS</b>			
In addition to core studies, students select two options in each of the Year 11 and Year 12 courses. There is practical laboratory work to complement and assist students in their theoretical knowledge.			

# Physics

<b>COURSE: PHYSICS</b>		<b>COURSE NO: 11050</b>	
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Nil	
<b>COURSE DESCRIPTION</b>			
<p>The study of Physics in Year 11 and 12 enables students to study matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the universe, and participate in navigating and influencing the future.</p>			
<b>MAIN TOPICS COVERED</b>			
<b>Preliminary Course</b>  <b>Modules</b> <ul style="list-style-type: none"> <li>• Kinematics</li> <li>• Dynamics</li> <li>• Waves and Thermodynamics</li> <li>• Electricity and Magnetism</li> </ul> <b>Depth Study</b> <ul style="list-style-type: none"> <li>• 15 hours in Modules 1-4</li> </ul>		<b>HSC Course</b>  <b>Modules</b> <ul style="list-style-type: none"> <li>• Advanced Mechanics</li> <li>• Electromagnetism</li> <li>• The nature of light</li> <li>• From the Universe to the atom</li> </ul> <b>Depth Study</b> <ul style="list-style-type: none"> <li>• 15 hours in Modules 1-4</li> </ul>	
<b>PARTICULAR COURSE REQUIREMENTS</b>			
<p>Students will be required to carry out a <b>Depth Study</b> over a period of 15 hours within the 120 indicative course hours for both Years 11 and 12. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.</p> <p>Depth studies provide opportunities for students to pursue their interests in Physics, acquire a depth of understanding, and take responsibility for their own learning. Depth studies promote differentiation and engagement, and support all forms of assessment, including assessment for, as and of learning. Depth studies allow for the demonstration of a range of Working Scientifically skills.</p>			

# Society and Culture

<b>COURSE: SOCIETY AND CULTURE</b>		<b>COURSE NO: 15350</b>
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Nil
<b>COURSE DESCRIPTION</b>		
Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).		
<b>MAIN TOPICS COVERED</b>		
<b>Preliminary Course</b> <ul style="list-style-type: none"><li>• <b>The Social and Cultural World</b> – the interactions between persons and groups within societies. (approximately 30% of course time)</li><li>• <b>Personal and Social Identity</b> – socialisation and the development of personal and social identity in a variety of social and cultural settings. (approximately 40% of course time)</li><li>• <b>Intercultural Communication</b> – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them. (approximately 30% of course time)</li></ul>	<b>HSC Course</b> <b>Core</b> <ul style="list-style-type: none"><li>• <b>Social and Cultural Continuity and Change</b> – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study (approximately 30% of course time)</li><li>• <b>The Personal Interest Project (PIP)</b> – an individual research project (approximately 30% of course time)</li></ul> <b>Depth Studies</b> (approximately 40% of course time) Two to be chosen from: <ul style="list-style-type: none"><li>• <b>Popular Culture</b> – the interconnection between popular culture, society and the individual</li><li>• <b>Belief Systems and Ideologies</b> – the relationship of belief systems and ideologies to culture and identity</li><li>• <b>Social Inclusion and Exclusion</b> – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures</li><li>• <b>Social Conformity and Nonconformity</b> – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.</li></ul>	
<b>PARTICULAR COURSE REQUIREMENTS</b>		
Students complete a major work called a Personal Interest Project (PIP). This makes up part of their HSC Examination.		



# Studies of Religion 1

COURSE: STUDIES OF RELIGION I		COURSE NO: 11350
1 unit for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil	
COURSE DESCRIPTION		
Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.		
MAIN TOPICS COVERED		
<b>Preliminary Course</b>  <b>Nature of Religion and Beliefs</b> <ul style="list-style-type: none"><li>The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.</li></ul> <b>Two Religious Traditions Studies from:</b> Buddhism, Christianity, Hinduism, Islam, Judaism <ul style="list-style-type: none"><li>Origins</li><li>Principal beliefs</li><li>Sacred texts and writings</li><li>Core ethical teachings</li><li>Personal devotion/expression of faith/ observance.</li></ul>	<b>HSC Course</b>  <b>Religion and Belief Systems in Australia post- 1945</b> <ul style="list-style-type: none"><li>Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</li></ul> <b>Two Religious Tradition Depth Studies from:</b> Buddhism, Christianity, Hinduism, Islam, Judaism <ul style="list-style-type: none"><li>Significant people and ideas</li><li>A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics</li><li>Significant practices in the life of adherents.</li></ul>	
PARTICULAR COURSE REQUIREMENTS		
No special requirements.		

## Visual Arts

<b>COURSE: VISUAL ARTS</b>		<b>COURSE NO: 11380</b>	
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
<b>COURSE DESCRIPTION</b>			
<p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Year 11 course is broadly focused, while the Year 12 course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>			
<b>MAIN TOPICS COVERED</b>			
<p><b>Year 11 Course</b> learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• The nature of practice in artmaking, art criticism and art history through different investigations</li> <li>• The role and function of artists, artworks, the world and audiences in the artworld</li> <li>• The different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>• How students may develop meaning and focus and interest in their work</li> <li>• Building understandings over time through various investigations and working in different forms.</li> </ul>		<p><b>Year 12 Course</b> learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• How students may develop their practice in artmaking, art criticism, and art history</li> <li>• How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>• How students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations</li> <li>• How students may further develop meaning and focus in their work.</li> </ul>	
<b>PARTICULAR COURSE REQUIREMENTS</b>			
<p><b>Year 11 Course:</b></p> <ul style="list-style-type: none"> <li>• Artworks in at least two expressive forms and use of a process diary</li> <li>• A broad investigation of ideas in art making, art criticism and art history.</li> </ul>		<p><b>Year 12 Course:</b></p> <ul style="list-style-type: none"> <li>• Development of a body of work and use of a process diary</li> <li>• A minimum of five Case Studies (4–10 hours each)</li> <li>• Deeper and more complex investigations in art making, art criticism and art history.</li> </ul>	











## ORAN PARK ANGLICAN COLLEGE

60 Central Avenue, Oran Park  
T 4604 0000 E [admin@opac.nsw.edu.au](mailto:admin@opac.nsw.edu.au) W [opac.nsw.edu.au](http://opac.nsw.edu.au)

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