



## **SUBJECT INFORMATION BOOKLET – STAGE 6**

### **Preliminary Higher School Certificate and Higher School Certificate**

**2024 / 2025**



**WAVERLEY  
COLLEGE**

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## Introduction

Students entering Stage 6 of their school education are, for the first time in their education, presented with a range of choices in terms of the selection of subjects available to them. The significance of the selection of subjects for study in Stage 6 - Years 11 and 12 - is of great importance as they directly lead to the awarding of the Higher School Certificate.

There are two main patterns of study available to students: HSC plus ATAR and HSC plus Vocational.

For students who undertake the HSC plus ATAR pattern of study, in order to seek university admission, it is important that they select subjects in which they have a proven aptitude, interest, ability and effort level. All Tertiary Institutions have variations in terms of minimum entry requirements, and assumed knowledge for entry into particular courses. While these are important guides to help assist the process of subject selection, it is essential that the primary guiding principle for subject selection should be the capacity to succeed in a particular subject. For that reason, the Principal has the final prerogative in terms of subject selection, on behalf of the school.

Students who undertake an HSC plus Vocational pattern of study still attain a Higher School Certificate and are awarded a range of vocational qualifications which can be used as a pathway to a variety of post school options. In 2023 the College will continue its commitment to offering a range of educational experiences available to students.

With an extensive range of subject choices available, all students and their parents should carefully consider the information contained in this booklet to help inform their decision. Students are encouraged to seek the advice from Heads of Department and examine the information from their reports to assist them in the process of subject selection. Advice may also be sought from class teachers, the Senior Studies Coordinator or the Director of Curriculum to assist with identifying the most appropriate options for students.

A senior student will be one who earnestly approaches his studies, both at the College and at home. It is significant to note that achievement in senior school is often commensurate to participation in all aspects of life at the College. In this way a committed student has, from the outset, sown the seeds of success through their commitment and involvement. Hence, all senior students at Waverley College should develop organisational skills, good management skills and a desire to achieve according to their own ability.

Finally, I would like to remind all students that it is essential that they be honest with themselves in making decisions about their subject choices for Years 11 and 12. I would like to emphasise once again that the best result and the most satisfaction will be found by selecting subjects in which there is the greatest aptitude, interest and ability.

**Ms L Porter**  
**Director of Curriculum**



## Information about the HSC

### General Information

This is your introduction to the HSC and the many options now available.

### An Overview

- The Higher School Certificate recognises thirteen years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses are intended to be linked to further education and training.
- Extension courses enable students to undertake more in-depth study in areas of special interest. Vocational Education and Training (VET) courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.
- The HSC will fairly assess each student's knowledge and skills.
- For each course you will receive easy-to-understand reports that contain a range of information. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course. This will assist you to set goals and track your progress.



## Requirements for the Award of the Higher School Certificate

If you wish to be awarded the HSC:

- You must have satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate. This includes the completion of the theory, practical, oral and/ or project works and work placements required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the Higher School Certificate examinations.
- You must study a **minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course**. Both the Preliminary course and the HSC 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.

At most 6 units of courses in Science can contribute to Higher School Certificate eligibility.

The NESA publication, [\*Studying for the New South Wales Higher School Certificate: An Information Booklet for Year 10 Students\*](#), contains all the HSC rules and requirements you will need to know.

- If you are following the HSC plus ATAR pattern of study, you must study a minimum of 12 Board Developed units in the Preliminary year and a minimum of 10 Board Developed units in the HSC year.
- If you are following the HSC plus Vocational pattern of study, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.





## Pathways

For students entering Stage 6 there is far more flexibility to a senior student in planning and following a course of studies that will lead to the gaining of the Higher School Certificate. NESA uses the term “Pathways” to categorise these arrangements.

This booklet has been prepared to indicate which of the many different pathways to the Higher School Certificate will be available at Waverley College for 2024/2025 subject to the Principal’s approval.

## The Implications of Pathways

- Senior studies prepares students for the purposes of a number of Commonwealth and State Government initiatives designed to promote more skilled and better- trained citizens for the Australia of the 21st Century.
- It is not possible to commence Higher School Certificate Studies until the Preliminary Year in a course has been satisfactorily concluded as determined by the College Principal.

Students undertaking a “Pathways” pattern of study may:

- Take up to five years to put together a series of results which they eventually present for the purpose of gaining the Higher School Certificate (and ATAR);
- Enrol in courses at a school, or in courses conducted in Technical and Further Education (TAFE) Colleges or even gain credit for other experience in employment and training;
- Repeat subjects where possible in which they have performed poorly to gain a satisfactory standard of performance whilst (over a five-year period) maintaining those results with which they are satisfied;

The intention of this is to open up as many opportunities as possible for post compulsory education to be 'useful' and for studies which are relevant to either employment or further study to be recognised and not repeated.

## Options (Pathways) available at Waverley College

The following information has been determined as being the basis of the framework within which Waverley College will offer Senior School Studies to the 2024 Year 11 cohort as it proceeds to gain the HSC:

- Attendance in Year 11 will be **full-time** with a subject load, in most cases, of twelve (12) units, or more, taken in preliminary courses is compulsory.
- Progress to Year 12, including permission to take a minimum full time Year 12 load (in most cases 10 or 11 Units), will be dependent upon satisfactory performance at the Year Eleven level in at least 12 Units. Satisfactory performance will be certified by the College Principal and attested by the awarding of a Year 11 Record of Achievement from NESA.



- Places will be available to Year 12 students at the rate of one (1) only attempt at each subject.
- Applications for the opportunity to repeat subjects will be subject to considerations including availability and application to study based on the College assessment of conduct and effort in the preceding years of enrolment.
- Opportunities to gain the Higher School Certificate will be guaranteed and accommodated with a framework that maximises each student's chance to gain an appropriate Australian Tertiary Admission Rank for those following the HSC plus ATAR pattern of study.





## Requirements for the Award of the HSC at Waverley College

If you wish to be awarded the HSC, as a student at Waverley College, ***You must select a minimum of 12 units in the Preliminary course***, (some students may end up studying only 12 units if their pattern of study includes 2 Unit Studies of Religion and no Extension Courses), and a minimum of 10 units in the HSC course to be studied at school. Both the Preliminary course and the HSC 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.
- At least 1 Unit in either Studies of Religion (BDC) or Religious Studies (or equivalent) (BEC).
- At most 6 units of courses in Science can contribute to Higher School Certificate eligibility.
- You must complete the theory, practical, oral and/or project works and work placements required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the required Higher School Certificate examinations.
- You may study a maximum of six 2 Unit subjects and two 1 Unit subjects.
- A pattern of study of 12 units in Year 11 cannot include an extension course as one of the units.

### Additional Information:

- If you are following the HSC plus ATAR pattern of study, you must study a minimum of 10 Board Developed units in the HSC Course.
- If you are following the HSC plus Vocational pattern of study, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.



## Waverley College Policy

Student subject choices will remain in accordance with the subject lines established by the College, as this is important for the organisation of the College and the management of the College Timetable. These lines may vary from year to year depending upon the composition and demands of a particular cohort group.

When considering subject selection, students and parents should be mindful of the following requirements within the College:

- All students must choose a minimum of 12 Units of study at school in Year 11.
- A minimum of 12 units cannot include an extension course.
- It is compulsory for each student in Year 11 to choose at least 1 Unit in Studies of Religion or Religious Studies (or equivalent).
- If numbers are insufficient to run a particular course, originally offered by the College, then that subject may be withdrawn from the curriculum. In cases such as this, students will be required to select another course.

Students are only permitted to change courses after consultation with the relevant Head of Department and the Senior Studies Coordinator. Such changes will only be considered after the student has displayed that he has adequately made an attempt in the course, this will be **by the end of Week 5 of Term 1**.

- Movement from one course to another will be dependent on vacancies in courses.
- No reduction in the student load is permitted before the end of Term 3 for Year 11.
- Where the Head of Department considers that a student's subject selection is inappropriate according to the Subject Requirements published in Term 1 Year 10, the student will not be eligible for the course and must select an alternate subject/ pattern of study. In such cases re-selection of courses will be made in consultation with students and parents.

In certain cases, (e.g. when classes are oversubscribed) the relevant Head of Department will determine entrance into a particular course on the basis of criteria that may include student performance, aptitude, attitude and application in Year 10.



## Assessment and Reporting

The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject. The syllabi, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

The standards that are expected are linked to syllabus outcomes identified by NSW Education Standards Authority (NESA). Both the assessment tasks conducted at the College and the Higher School Certificate Examination will match your performance to a set of standards. In the old Higher School Certificate marks reflected the relative position of candidates to one another (*norm referencing*), however, the current Higher School Certificate focuses on what a student knows and can do (*standards referencing*) and provides a mark accordingly.

Information regarding assessment in the Preliminary Course the Higher School Certificate Course will be published in the College's Assessment Policy booklets early in the new year. Within these booklets there will also be an outline of outcomes assessed, task descriptions, task weightings and procedures and the requirements of students.

Also each student will receive an Assessment Schedule that should be used as a guide for preparation for assessment tasks. This schedule outlines the timing of each task. **Due to the dynamic nature of schools this schedule will be a guide only, and may be subject to change.**

School-based assessment tasks will contribute to 50% of your HSC mark. Your school Assessment Mark will be based on your performance in assessment tasks you have undertaken during the course. For those students studying the HSC plus ATAR pattern of study, your Moderated Assessment Marks will contribute to 50% of the ATAR.

The other 50% will come from the HSC examination for each course.

Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. 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.



## The Australian Tertiary Admission Rank

The Australian Tertiary Admission Rank (ATAR) is a separate item to the Higher School Certificate. In short it is a rank, based on student achievement in the Higher School Certificate, which provides entrance to Universities and other Tertiary Institutions. For this reason, students may opt for the calculation of the ATAR based on their Higher School Certificate results, or conversely may choose not to have it included.

To be eligible for an ATAR students must complete:

- At least ten (10) units from Board Developed Courses, with at least two (2) units of English included in these ten units.
- At least three (3) courses of two unit value or greater, and at least four (4) subjects.

The ATAR will be calculated:

- Based on an aggregate of marks in ten units of Board Developed Courses, comprising the best two (2) units of English.

Students and parents should be mindful that there are a number of ATAR “predictor” programs currently available externally to the College. These programs are not able to account for the changing requirements of Tertiary Admission from a year-to-year basis, nor are they approved by UAC. For this reason, the accuracy or credibility of either the College or UAC cannot guarantee the data received from such programs.

The University Admissions Centre website is very useful in explaining the ATAR in more detail: [UAC](#)



## Progression to Year Eleven

Distribution of this booklet marks the start of a very important series of decisions. What is different in the senior years of schooling can be itemised under a number of points:

- Choice of subjects becomes a most important consideration and involves the assessment of an individual's aspirations by both student and College.
- The emphasis in the direction and commitment to learning shifts from the class to the individual. This makes new and different demands for skills in time management, the establishment of priorities and self-motivation.
- For a young person two years is a very long time. Support, understanding and an appreciation of the advantages of a consistent and steady approach with adequate allowance being made for the other aspects of personal maturation that occur at this time is essential.
- Coming to Year 11 at Waverley College is a definite choice. The school is very clear that its identity is Catholic. Its expectations and objectives are to achieve the very best possible outcome for the individual student personally, academically, spiritually, socially and physically - it means "buying the whole package". The philosophy of the College stresses a 'holistic' and not a cafeteria approach to Senior Studies.
- The time to finalise this decision is in Year 10 with the opportunity for some review early in Year 11.
- As prospective Year 11 students prepare to launch themselves into, what is an exciting, challenging and very rewarding part of their lives, it is worthwhile setting some personal goals such as:

<b>Performing</b>	<i>To the very best of one's ability</i>
<b>Valuing</b>	<i>Those with whom one comes in contact</i>
<b>Striving</b>	<i>To achieve ambitions that benefit oneself and others</i>
<b>Accepting</b>	<i>Responsibility for oneself and others.</i>
<b>Assisting</b>	<i>Others less fortunate than oneself.</i>
<b>Committing</b>	<i>Oneself to make one's "world" better for all</i>

Waverley College undertakes to allow the Year 11 entrant to do two things. Firstly, the College will assist, direct, promote, encourage and prompt a person to develop individual talents and strengths as far as possible. Secondly, the College will help, advise, correct, show and enable a person to do whatever is necessary to overcome those areas in which one is deficient, lacks confidence or doubts one's potential.

Above all everyone at Waverley College looks forward to the privilege of being part of your senior education with you in 2024 and beyond.



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## Stages in Enrolment and Selection

The College anticipates that boys who complete Year 10 at Waverley College are eligible for enrolment in Year 11.

The completion of Year 10 involves three aspects at Waverley College:

1. The eligibility for the completion of Stage 5;
2. A satisfactory record of Grades recorded on College Reports;
3. A satisfactory record of behaviour, application and involvement in broader College life.

Success in senior studies depends significantly upon the student having a mature self-motivated attitude to both class time and individual study time. The College judges this in respect of continuing students through the Report Grades for work habits and application and through their positive cooperation and contribution to the College. Parents are notified throughout Year 10 if there is any doubt in the mind of the College about a student's eligibility to proceed to Year 11.

### Selection of Subjects

The selection of subjects occurs through a number of steps.

These are:

- Information about senior studies
- Information Evenings
- Preliminary Course Application
- Consideration by College (including student advisement)
- Confirmations by College of course profile





## Processing of Preliminary Subject Indications

The College reserves the right of placement of students in courses in cases where:

- **Demand** does not justify the running of a course. In some cases, composite classes may be created.
- There is **excess demand** for a course for which the College has no capacity to provide extra classes.
- The **degree of difficulty** of the course is deemed beyond the demonstrated ability of the candidate that is evidenced by Year 10 results.

Consequently, all application forms received by the College are considered '**preliminary indicators**', until such time as all the information regarding individual students and total course demand is available.

Having collected all the relevant data, Heads of Department, the Senior Studies Coordinator and the Director of Curriculum review proposed course candidature. In cases where all subject requirements have been met and the College can accommodate student demand, enrolment will be confirmed in the course. However, where some doubts exist, the Senior Studies Coordinator, Heads of Department or Heads of House will request interviews with students to discuss specific needs.

In situations in which students are instructed to change their selected pattern of study, interviews with Heads of Department, Heads of House, the Senior Studies Coordinator and the Director of Curriculum will be conducted to review the most appropriate options. These interviews will take place during Terms 3 and 4.

Applications to change courses will only be considered within the parameters established within the timetable.



## Considerations in Course Selection for Senior School Studies

The course of study that you select in Year 11 has considerable bearing on the career opportunities that will be available to you. Therefore, it is important that you foresee the consequences of your choice, and that you do not hesitate to ask guidance from parents, teachers and the Senior Studies' Coordinator.

The timetable and number of classes are established based upon the information provided in this process. Course selection needs to be carefully considered, as late applications to change may not be able to be accommodated.

In making your choice of a course of study, you should consider the following:

- **Your own capabilities and talents.** There is little point in choosing a course or a subject unless you have a chance of handling it with some degree of success. The standard of your performance in Year 10 provides a reasonable guide in this regard.
- To this end, the individual's performance in Year 10 will be taken into account and will serve as the basis for teachers' recommendations regarding the suitability of a student's choice of subjects.
- **The inherent value of a given subject.** A broad education is a great asset to any person. It is important that we do not focus exclusively on the more career-oriented subjects but that we also note the value of studies such as music and history.
- **Your future aims and career interests.** This is particularly important if you have in mind the study of a particular course at a University or other Tertiary Institutions, as entry to many courses identifies areas of assumed knowledge gained in Higher School Certificate courses.

### Factors that should be ignored include:

- Attempting / not attempting a subject because you like / dislike a particular teacher,
- The course patterns of your friends,
- It looks easy,
- It scales up,
- I'll drop it after Year 11,
- Couldn't think of anything else



## What type of Courses can I select?

There are different types of courses that you can select in Years 11 and 12.

### Board Developed Courses

The NSW Education Standards Authority (NESA) develops these courses. 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 (except for Vocational Education and Training Courses)

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

### Board and Content Endorsed Courses

Board and Content Endorsed Courses (B/CECs) have syllabi endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.

There is no external examination for any Board and Content Endorsed Courses, but all Board and Content Endorsed Courses **count towards the Higher School Certificate** and appear on your Record of Achievement. Board and Content Endorsed Courses do not count in the calculation of the ATAR.

### Vocational Education and Training (VET) Courses – Board Developed

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a **MANDATORY** workplace component and a minimum number of hours students spend in the workplace. Students receive special documentation showing the competencies gained.

### Further information about VET courses appears in the Subject Outlines.

TVET enables students to study a TAFE course whilst at school. These courses have clear links to post-school destinations, including industry and further study at TAFE. Students gain an Industry qualification. Most courses are taught at local TAFE Colleges. Courses contribute to the HSC. Most of these courses have a compulsory workplace component. Students attend TAFE one afternoon every week for approximately five hours. This usually results in the student missing three periods per week of class time at school. It is therefore the student's responsibility to catch up on any class work missed whilst attending TAFE. **Please note that all TVET courses are in addition to the units studied at school and involve an extra cost.**

See the Senior Studies Coordinator for a copy of the TVET booklet, application form and details of cost associated with TVET Courses.



## Preliminary and HSC Courses Offered at Waverley College – 2024 / 2025

Subject	Preliminary & HSC Courses	Preliminary Extension Courses	HSC Extension Courses
Ancient History	Ancient History		History Extension 1
Biology	Biology		
Business Studies	Business Studies		
Chemistry	Chemistry		
Construction	Construction		
Design and Technology	Design and Technology		
Drama	Drama		
Economics	Economics		
Engineering Studies	Engineering Studies		
English	English Standard English Advanced English Studies (Category B)	Preliminary English Extension 1	English Extension 1 English Extension 2
Entertainment	Entertainment		
Food Technology	Food Technology		
Geography	Geography		
Hospitality	Hospitality		
Industrial Technology	Industrial Technology (Timber) Industrial Technology (Multimedia)		
Enterprise Computing	Enterprise Computing		
Investigating Science	Investigating Science		
Legal Studies	Legal Studies		
Marine Studies	Marine Studies (CEC)		
Mathematics	Standard Mathematics Course II Standard Mathematics Course I Advanced Mathematics	Mathematics Extension I	Mathematics Extension I Mathematics Extension II
Modern History	Modern History		History Extension
Music	Music Course 1 Music Course 2		Music Extension
PD/Health/PE	PD/Health/PE		
Photography 2 Unit	Photography, Video and Digital Imaging (CEC)		
Physics	Physics		
Society and Culture	Society and Culture		



Subject	Preliminary & HSC Courses	Preliminary Extension Courses	HSC Extension Courses
Software Engineering	Software Engineering		
Spanish	Spanish Beginners		
Studies of Religion	Studies of Religion I Studies of Religion II		
Sport, Lifestyle and Recreation	Sport, Lifestyle and Recreation (CEC)		
Religious Studies	Religious Studies		
Visual Arts	Visual Arts		
Visual Design	Visual Design		



## HSC Course Notes

A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, History, English Extension II, Design and Technology and Industrial Technology. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. It is recommended that students limit subjects that include Major Projects/ Works to one course.

### Notes:

1. There is only **one History Extension Course**. It can be studied with either the Ancient History Course or the Modern History Course.
2. You may **not include any more than 6 units of the following** Science courses: Biology, Chemistry, Physics and Investigating Science in meeting the 12 Preliminary or 10 HSC units.
3. The course **Investigating Science may be taken as a Year 11 course** with any of the other Science courses listed above.
4. You **must study Music Course 2** if you wish to study HSC Extension Music.
5. You must study English Advanced if you wish to study English Extension.
6. You must study Mathematics Advanced if you wish to study Mathematics Extension.
7. Where the number of students applying for a course falls below the minimum, the course may be made available through correspondence, e.g. Open High School, Saturday School, Distance Education. etc. Due to the removal of government funding for these courses a **fee must be paid upon application and per annum** to any of these course providers.

**Additional information about courses and the HSC is available on the NSW Education Standards Authority(NESA) website:** [Home | NSW Education Standards](#)





## Vocational Education and Training (VET)

### VET Curriculum Frameworks

NESA has developed curriculum frameworks for seven industries. Within each framework there are a number of courses. It is expected that at least one designated 240 hour course in each framework will contribute towards the ATAR. You must undertake a **mandatory** work placement to complete these courses successfully.

The frameworks offered at Waverley are:

- Construction
- Entertainment
- Hospitality
- Information and Digital Technology

Further information can be found on the Vocational Education Sydney Catholic Schools website; <https://scs-vet.org/>

The courses below marked \* will include an optional written examination in the Higher School Certificate in addition to the other requirements of the course.

VET Curriculum Frameworks	COURSE
Construction	Construction Pathways (240 hours)*
Entertainment	Entertainment Industry (300 hours)*
Hospitality	Hospitality (Kitchen Operations) (240 hours)*

### Content Endorsed Courses

The College will offer the following Content Endorsed Course in 2024/2025. These courses do not contribute to the ATAR.

COURSE	UNIT
Marine Studies	2 Unit
Visual Design	2 Unit
Sports, Lifestyle and Recreation	2 Unit
Religious Studies	Does not contribute to the HSC

#### Note:

Exclusions applying to these Content Endorsed Courses are listed in the Course Description section.



## What are Units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 Unit or 2 Units. Most courses are 2 Unit.

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.

(120 hours per year) = 100 marks

The following is a guideline to help you understand the pattern of courses.

## 2 Unit Course

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

## Extension Course

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

## 1 Unit Course

1 Unit equals approximately 60 hours per year.

**Studies of Religion 1 or Religious Studies (or equivalent)** must be undertaken as a 1 Unit Course.



## Heads of Department

Please do not hesitate to contact any of the teaching staff listed below if you require additional information regarding any aspect of Higher School Certificate study.

### Principal

Mr G Leddie

### Deputy Principal - Teaching and Learning

Ms E Watson

### Director of Curriculum

Ms L Porter

### Assistant Director of Curriculum

Mr C Soden

## Heads of Department

Drama	Ms A Jinga
English	Dr M Couani
History	Mr B Smith
Human Society and its Environment	Mr A Wallington
Languages (LOTE)	Ms P Quintana
Mathematics	Ms P Guirguis
Music	Mr C Balkizas
Personal Development, Health and Physical Education	Mr P Darvill
Religion	Ms M Cooper
Science	Ms G Brown
Senior Studies and Careers Coordinator	Ms K Knowles
Technology and Applied Studies	Mr J Spargo
Visual Arts	Ms J Turnbull
Vocational Education and Training	Ms K Knowles

Information is also available from the NSW Education Standards Authority (NESA) website:  
<http://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>



## Ancient History

### Overview

Two units for each of the Year 11 and HSC Year Board Developed Course.

Ancient History has a unique role in the school curriculum because it 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.

### Content

#### Preliminary Course

Part I: The Nature of Ancient History (20%)

Preservation, Conservation and Reconstruction of sites

Part II: Features of Ancient Societies (30%)

Case Study 1: Tutankhamun's Tomb

Case Study 2: Troy

Case Study 3: Masada

Part III: Features of Ancient Societies (30%)

Women or Slavery in Egypt/Greece/Rome

Part IV: The Historical Investigation (20%)

Case study that has not been covered in Parts II or III, or individual topic negotiated with the class teacher.

#### HSC Course

Part I: Core Topic:

Cities of Vesuvius – Pompeii and Herculaneum (25%)

Part II: Ancient Societies (25%)

Part III: Personalities in their Times (25%)

Part IV: Historical Periods (25%)

Students who study this course will need to have good essay writing skills. Additionally, students will need to have the ability to analyse sources at a high level.

### Assessment / Homework Information

Students will undertake a range of assessments such as Examinations, Research, Source analysis, and Extended Responses.

There will be three (3) Assessment Tasks in the Year 11 Course, including an end of Course examination.

There will be four (4) Assessment Tasks in the Year 12 Course, including the HSC Trial Examination.



## Biology

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

### Content

#### Preliminary Course

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

#### HSC Course

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

### Special Requirements

During the course there may be some excursions that will require an additional cost.

Results in the Stage 5 course in Science and English will be used to determine a student's eligibility to enrol in Biology in Stage 6.

### Assessment / Homework Information

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20-40%



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## Business Studies

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. It fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society. Students develop research and independent learning skills in addition to analytical and problem- solving competencies through their studies.

### Content

#### Preliminary Course

- Nature of Business
- Business Management
- Business Planning

#### HSC Course

- Operations
- Finance
- Marketing
- Human Resources

### Special Requirements

In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business. Students will need to develop an understanding of writing business reports using the language of the course. In Year 12 students are required to purchase a Section IV case study textbook.

The cost is approximately \$30.00.

### Assessment / Homework Information

Assessment consists of:

- Tests and internal exams, research and analysis of case studies, stimulus based skills.
- Homework consists of revision and extension activities, including learning business terminology.





## Chemistry

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

### Content

#### Preliminary Course

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

#### HSC Course

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

### Special Requirements

During the course there may be some excursions that will require an additional cost.

Results in the Stage 5 course in Science and Mathematics will be used to determine a student's eligibility to enrol in Chemistry in Stage 6.

### Assessment / Homework Information

The Year 11 formal school-based assessment program will reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20-40%



## Construction Industry Curriculum Framework

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

Further information can be found on the Vocational Education Sydney Catholic Schools website; <https://scs-vet.org/>

### Content

This course is for students who are interested in the construction industry. The course is based on units of competency developed by the construction industry to describe the competencies, skills and knowledge required by workers in this industry. The course incorporates eight core units plus a range of elective units.

The core units of competency represent the basic skills, knowledge and attitudes required by all workers within the construction industry. Students will need to develop and exhibit these competencies throughout the entire course. These core units of competency focus on developing and refining the skills required to work effectively within the industry. The core units of competency specifically address industry awareness, communicating with others, planning for work, quality principles, working safely and introductory tools and techniques. The electives available in the course complement these competencies by providing a range of practical and technical skills.

### Special Requirements

**Work placement:** Students must complete a minimum of 70 hours work placement in a construction industry workplace organised by the college. The College will arrange a WHS General Construction Induction course for students to receive their White Card so that they can participate in work placement.

2023 Course Fees \$210.

The 2024 fees are yet to be finalised.

### Assessment / Homework Information

#### Competency Assessment

This is a competency-based course. This requires students to develop the competencies, skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry to be assessed as competent.

There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a student logbook. Competency based assessment determines the vocational qualification that a student will receive.



### **External Assessment - HSC Examination**

The Higher School Certificate examination for Construction (240 hours) will involve a written examination made up of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

At the conclusion of the 240 hour course students will be eligible to achieve a statement of attainment towards a Certificate II in Construction Pathways CPC 20220 or a Certificate II in Construction Pathways CPC 20220.



## Design and Technology

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

Students study design processes, design theory and factors in relation to design projects. In the Preliminary course, student's study designing and producing, this includes the completion of at least two design projects.

In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.

### Content

#### Preliminary Course

Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques. Examples of products include; Architectural design - the redevelopment of a given space, designing flat pack furniture or fulfilling a need of their own choosing.

#### HSC Course

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

In the Preliminary course, students must participate in hands-on practical activities. In the HSC course the comprehensive study of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a major design project and the presentation of a case study.

### Special Requirements

#### Course fees:

2023 Preliminary Course \$255.

The 2024 fees are yet to be finalised. Materials for the HSC Major Design projects are at the student's own expense.

### Assessment / Homework Information

A variety of assessment tasks across all of the content of the course are used, including Design Projects, assignments and examinations.

30 - 45 minutes should be spent daily completing set homework, including design folios, assignments and revision. This is essential to be able to manage the needs of the course.



## **Drama**

### **Overview**

Two units for each of the Preliminary and HSC Year Board Developed Course.

Drama will develop the talents and capacities of students - physical, emotional, intellectual, social, spiritual, creative and expressive - as well as developing self-confidence and self-esteem. It will provide opportunities for students to develop a range of skills and the opportunity to concentrate on areas of personal interest. It is designed for students who have completed the Stage 5 Drama course and for those who are studying Drama for the first time. The skills and knowledge acquired through this course may be further developed in a variety of professions including, but not confined to, theatre, media, communications and community cultural development. Drama provides continuity with many tertiary and industry courses.

### **Content**

#### **Preliminary Course**

Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

#### **HSC Course**

Content involves the practical exploration of Australian Drama and Theatre as well as Studies in Drama and Theatre. Themes, issues, styles, acting techniques, performance styles and spaces are also explored.

#### **Preliminary Course**

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

#### **HSC Course**

- Australian Drama and Theatre (core content)
- Studies in Drama and Theatre
- Group Performance (core content)
- Development of Individual Project

### **Special Requirements**

Students attend a minimum of two plays at various Theatre companies, the OnStage presentation of works of excellence from the previous HSC cohort and workshops on acting, devising and presenting performance. The yearly cost is usually \$500.

### **Assessment / Homework Information**

60% of the Course is assessed through Practical Work and 40% of the Course is assessed through Written Work.

Students learn how to develop their logbook in Year 11 and it is submitted with their group and individual projects in Year 12.



Daily work on the record and reflect component plus solid independent research skills and the development of appropriate drama essay writing techniques are all critical in students maximising their mark potential in this course.

Year 11 students will perform scripts and self- devised pieces in Terms 1 and 2 and segments of a scripted play in Term 3 as a part of their preparation for external assessment. Year 11 will also write an essay for the end of Preliminary Year Examinations.

**Students in the HSC course will complete:**

- An 8-12 minute group performance with 3-6 students. A 6-8 minute individual performance or hard copy project (design, critical analysis, video).
- A one and a half hour written examination comprising Australian Drama and Theatre and Studies in Drama and Theatre, as well as the College's internal assessment program for Drama.

Students will perform/present their group and individual performances/projects to audiences late in Term 2 and early in Term 3 of their HSC year for the IP and GP Trials.





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## Economics

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem- solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

### Content

#### Preliminary Course

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

#### HSC Course

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

### Special Requirements

An ability to write high order extended responses, and confidently perform calculations using economic data is highly important. Each year students are required to purchase an updated textbook to remain current with the economic environment. The cost of the textbook is approximately \$100.00.

### Assessment / Homework Information

Assessment consists of:

- Tests/exams, research, investigation and communication. Stimulus based skills.
- Homework is dominated by revision and thoroughly learning the terminology of the course.



## Engineering Studies

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

Both Preliminary and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession.

Students study engineering by investigating a range of applications and fields of engineering.

### Content

#### Preliminary Course

Students undertake the study of 4 compulsory modules:

- THREE application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:
  - Engineering Fundamentals
  - Engineered Products
  - Braking Systems
- ONE focus module relating to the field of Biomedical Engineering.

#### HSC Course

Students undertake the study of 4 compulsory modules:

- TWO application modules relating to the fields of:
  - Civil Structures
  - Personal and Public Transport
- TWO focus modules relating to the fields of:
  - Aeronautical Engineering
  - Telecommunications Engineering.

### Special Requirements

The students' results in the Stage 5 course in Mathematics, Science and STEM will be used to determine student's eligibility to enrol in Engineering Studies in Stage 6. Study of at least 2 Unit Mathematics is recommended. Physics complements the mechanics studied in Engineering Studies.

### Assessment / Homework Information

A variety of assessment tasks across all of the content of the course is used, including reports, assignments and examinations. One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.



## English Standard

### Overview

In the Year 11 English (Standard) course, students explore the ways events, experiences, ideas and processes are represented in and through texts.

In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

### Content

#### Main Topics Covered:

In the **Year 11 English (Standard) course** students are required to study a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts across three modules:

- Common module - Reading to Write: Transition to Senior English
- Module A: Contemporary Possibilities
- Module B: Close Study of Literature

In the **HSC English (Standard) course** students are required to study three types of texts drawn from prose fiction, poetry, drama and film/ media/ non-fiction.

#### The course has two sections:

- The HSC Common Content which consists of one common module to the HSC Standard and the HSC Advanced courses, Texts and Human Experiences.
- Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

### Special Requirements

- Students will receive books at cost price; the cost being charged to their school account. **Students will be placed in this course if their Year Ten end of year assessment mark ranks them below 80%. Students who have achieved a mark over 80% may select Standard English in discussion with the class teacher and Head of Department.**

### Assessment / Homework Information

Students will be assessed on a range of skills including speaking, prepared and unseen writing tasks, the collation of research materials, as well as examination tasks.



## English Advanced

### Overview

In the Year 11 English (Advanced) course, students explore the ways that events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.

In the HSC English (Advanced) course, students analyse and evaluate texts and the ways that they are valued in their contexts.

### Content

#### Main Topics Covered:

In the **Year 11 English (Advanced) course** students are required to study a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts across 3 modules:

- Common module - Reading to Write: Transition to Senior English
- Module A: Narratives that Shape our World
- Module B: Critical Study of Literature

In the **HSC English (Advanced) course** students are required to study four types of texts drawn from Shakespearean drama, prose fiction, poetry, drama or film/media/non-fiction.

#### The course has two sections:

- The HSC Common Content which consists of one common module to the HSC Standard and the HSC Advanced courses, Texts and Human Experiences
- Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes

### Special Requirements

Students will receive books at cost price; the cost being charged to their school account. **Students will be placed into Advanced classes if their Year Ten end of year assessment mark is above 80% and their class work in Year 10 has demonstrated persistence, application and achievement.**

### Assessment / Homework Information

Students will be assessed on a range of skills including speaking, prepared and unseen writing tasks, the collation of research materials, as well as examination tasks.



## English Extension 1 (1 unit)

### Overview

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 the HSC English (Extension) Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

### Content

#### Main Topics Covered: Year 11 Extension Course

The course has one mandatory module: Texts, Culture and Value and students also undertake a related research project. The course requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

#### HSC Extension Course 1

The course has one common module: Literary Worlds with one elective option. Students must study at least three texts selected from a prescribed list for the module study including at least two extended print texts. Students are also required to study at least two related texts.

#### HSC Extension Course 2

This course requires students to undertake extensive independent investigation involving a range of complex texts during the composition process of a Major Work. They must document this process in the Major Work Journal and Reflective Statement.

### Special Requirements

**Prerequisites:** English (Advanced) course.

### Note

1. Year 11 English Extension Course is prerequisite for HSC Extension Course 1
2. HSC Extension Course 1 is prerequisite for HSC Extension Course 2

### Exclusions:

English (Standard); English Studies

This highly demanding course is suitable for those students performing to the top end of the cohort as determined by the Head of English.

### Assessment / Homework Information

Students will receive books at cost price; the cost being charged to their school account. Students undertake extensive reading assignments in Year 11 and demonstrate an ability to respond to sophisticated texts in an insightful and mature manner. These responses are both written and spoken.

Assessment tasks include creative writing, essay work, seminar presentations and examination tasks.



## English Studies

### Overview

The Year 11 English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English.

The HSC English Studies course is distinctive in its focus on the development of students' language, literacy and literacy skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts, audiences and purposes.

### Content

#### Main Topics Covered

In the Year 11 English Studies course students are required to study a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, medial and digital texts across four modules:

- Achieving through English
- On the Road
- Digital Worlds
- In the Marketplace

In the HSC English Studies course students are required to study one substantial print text and one substantial multimodal text plus a range of texts drawn from prose fiction, poetry, drama and film/media/nonfiction.

#### The course has four modules:

- The HSC Common Content which consists of one common module to the HSC Standard and the HSC Advanced courses, Texts and Human Experiences.
- Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

### Special Requirements

Students will receive books at cost price; the cost being charged to their school account. The English Studies course is recommended for students who are following a non-ATAR pattern of study and/or students who require intensive extra support with English as determined by the Head of Department.

### Assessment / Homework Information

Students will be assessed on a range of skills including speaking, prepared and unseen writing tasks, the collation of research materials, as well as examination tasks.



## Entertainment Industry Curriculum Framework

### Overview

Students who are assessed as competent for Units of Competency in the 240 hour course are eligible for the following award under the Australian Qualifications Framework: **Statement of Attainment towards CUA30420 - Certificate III in Live Production and Technical Services.**

Completion of an additional 60 hours Specialisation Study and achievement of all competencies for this qualification will be awarded under the Australian Qualifications Framework:

CUA30420 - Certificate III in Live Production and Technical Services

The above qualification is recognised as an entry-level qualification for employment in the Entertainment industry. The course would suit students who are interested in a career in the Entertainment Industry, working in possible jobs such as stagehand, technical assistant in lighting and sound. Students may also wish to complete this course for general interest and to assist in part-time work while undertaking further study.

Further information can be found on the Vocational Education Sydney Catholic Schools website; <https://scs-vet.org/>

At Waverley College students in Year 11 undertake an additional sixty (60) hours in order to complete a specialisation study to allow them to qualify for the AQF qualification.

This means the class is timetabled during the Preliminary Course (Terms 1-3) to have an additional four (4) periods per cycle (two-week period).

Qualifications:

AQF VET Qualification

**CUA30420 - Certificate III in Live Production and Technical Services** - 2 Unit HSC Entertainment

The Course at Waverley College includes:

- Organise personal work priorities
- Work effectively in the creative arts industry
- Plan a career in the creative arts industry
- Participate in collaborative creative projects

And a range of subjects offered across the key technical areas of Sound, Staging, Lighting and Vision.

Specialisation Study - 60 indicative hours:

Students will choose subjects to achieve a specialisation in one of the following technical areas - Sound, Vision, Staging or Lighting.



### **Special Requirements (Work Placement)**

NESA requires students to complete a minimum of 70 hours of work placement. Work placement is a mandatory component of the course and must be completed prior to the HSC exam. Workplace Servicer Providers will assist in sourcing external work placements.

Students are expected to attend: Thirty-five (35) hours of external work placement in the Entertainment Industry; excursions to trade fairs such as Entech and backstage theatre tours to theatres in Sydney. Active participation in the performance calendar of the Performing Arts Centre is also required; students participate in an internal work placement of 35 hours on the major school productions and musicals as crewmembers.

The 2023 Course fees were \$230. The 2024 fee has not yet been determined.

### **Assessment / Homework Information**

The Student's performance is recognised against a prescribed industry standard. Students are assessed using a variety of oral, written and practical assessment methods. They are given a number of opportunities to demonstrate competence across the range of competency standards covered by this course. Both formal and informal assessment events will occur throughout Years 11 and 12.

There is no mark awarded in competency-based assessment. Students are assessed as either competent or not yet competent.

Students will be progressively assessed as competent or not yet competent in individual units of work. When a student achieves a unit of competency it is signed off by the assessor.

In Year 11 the boys will get a Course mark based on the Preliminary examination (100%). In Year 12 the boy's internal assessment will be based on the Trial Examination (100%).

### **External Assessment – HSC Examination**

The course (26401- 240hr 26403 - 60 hour specialisation) may be counted towards the ATAR. Students should note that the HSC examination in this subject is optional. Students not wishing to achieve an ATAR do not need to sit the HSC examination.

The HSC examination for Entertainment will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from units of competency and HSC requirements shown in the syllabus.

The HSC examination is worth 100% of the external mark.





## Food Technology

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

Food Technology Stage 6 aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the well being of the individual and to the social and economic future of Australia.

### Content

#### Preliminary 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 and Diets for optimum nutrition.

#### HSC Course

**The Australian Food Industry:** Sectors of the AFI, Aspects of the AFI, Policy and legislation

**Food Manufacture:** Production and processing of food, Preservation, Packaging, storage and distribution, Impact of food manufacturing technologies

**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 Nutrition issues:** Diet and health in Australia, Influences on nutritional status

At least one report in each of the preliminary and HSC courses is a must by the result of individual work. It is a mandatory requirement that students undertake practical activities. In order to meet the course requirements, students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

### Special Requirements

It is recommended that students complete the Stage 5 Food Technology Course. 2023 Course fees were \$340. The 2024 fees are yet to be finalised.

### Assessment / Homework Information

A variety of assessment tasks across all of the content of the course are used, including reports, assignments and examinations.

30 - 45 minutes should be spent daily completing set homework, assignments and revision.



## Geography

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

### Preliminary Course

Investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Inquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

### HSC Course

Enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrate the relevance of geographical study.

### Content

#### Preliminary Course

- Biophysical Interactions (45% of course time)
- Global Challenges (45% of course time)
- Senior Geography Project (10% of course time)

#### HSC Course

- Ecosystems at Risk (33% of course time)
- Urban Places (33% of course time)
- People and Economic Activity (33% of course time)

During these courses there are mandatory fieldwork components; therefore, there will be a number of excursions that will require additional cost.

### Special Requirements

Students complete a Senior Geography Project (SGP) in the Preliminary course.

### Assessment / Homework Information

Students complete a range of assessments in the HSC course such as fieldwork, research and examinations.



## Hospitality Industry Curriculum Framework

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

Further information can be found on the Vocational Education Sydney Catholic Schools website; <https://scs-vet.org/>

### Content

This course is for students who wish to work in the hospitality industry, either as a long-term career or in part-time or temporary hospitality positions. The course is based on units of competency that have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

In the core of the course students concentrate on developing the skills to work effectively in a hospitality environment including hospitality industry awareness, communicating with customers and staff, working safely and hygienically and operating equipment.

Students attempt additional core units and concentrate on developing skills in dealing with the organisation and preparation of food and catering.

### Qualifications

Students will be eligible to receive a Certificate II in Cookery SIT20421. Students will also have the opportunity to complete a Responsible Service of Alcohol course.

### Special Requirements

2023 Course Fees: \$490. The 2024 fees are yet to be finalised. Students are required to wear a chef's uniform to be permitted in the kitchen. Students can purchase a uniform or borrow a uniform from department stock.

### Assessment / Homework Information

**Competency Assessment:** This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Competency based assessment determines the vocational qualification that a student will receive.

**Work Placement:** Students must complete a minimum of 70 hours work placement in a hospitality industry workplace organised by the college. The College will arrange Students to complete 35 hours in Year 11 and 35 hours in Year 12.

### External Assessment - HSC Examination

The Higher School Certificate examination for Hospitality (240 hours) will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from units of competency and HSC Requirements and Advice shown in the syllabus. The examination is independent of AQF qualifications.



## Industrial Technology (Multimedia)

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to Multimedia Technologies, and an introduction to industrial processes and practices within the Multimedia Industry.

### Content

Students will learn to apply practical experiences to the study of the technology, design, management and organisation of the multimedia industry. Students use a range of multimedia software including those from Adobe: Photoshop, Premiere, After Effects, Audition and Animate to create interactive multimedia products, such as Films, Animations and Websites.

There is no presumed knowledge or skills required, however throughout the course students will develop skills to be able to:

- plan all processes and stages required to complete projects
- obtain, create and modify images, sounds, text, animation and video
- apply ethical constraints relating to authoring and copyright
- outsource appropriate expertise as appropriate to complement personal practical skills
- select from a wide variety of industry techniques and strategies, apply them in the production and presentation of the major project

### Preliminary and HSC Course topics

- Industry Study: undertake a study of a multimedia organisation and produce a website to present the information
- Design and Management: design, construction and development of a preliminary project, and a management folio
- Workplace communication: acquiring a range of communication and presentation skills through a range of projects
- Industry-Specific Multimedia Content and Production: extending and refining knowledge and skills through practical experiences, and the production of the major multimedia project
- In the HSC year, students design and develop a major project consisting of a multimedia product and a management folio, such as a website, computer video game, animated short film or cinematic short film.

### Course Fees

2022 Preliminary Course: \$235. The 2024 fees are yet to be finalised. Materials for Major projects are students' own expense.

### Assessment / Homework Information

Assessment covers all content areas using a variety of both practical and theoretical assessment tasks. Students need to continually work on their management folio at home. 30 - 45 minutes should be spent daily completing set homework, assignments and revision.



## Industrial Technology (Timber)

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

### Content

#### Preliminary Course

The following sections are taught in relation to the relevant focus area:

- Industry Study - structural, technical, environmental and sociological, personnel, Work Health and Safety
- Design - designing and drawing
- Management and Communication - literacy, calculations, graphics, computer applications, project management
- Production
- Industry Related Manufacturing Technology

#### HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:

- Industry Study
- Design, Management and Communication
- Production
- Related Manufacturing Technology

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

### Special Requirements

It is strongly recommended that students complete the Stage 5 Industrial Technology course.

### Course Fees

2023 Preliminary Course: \$320. The 2024 fees are yet to be finalised. Materials for HSC Major project are at the student's own expense.

### Assessment / Homework Information

Assessment covers all content areas using a variety of both practical and theoretical assessment tasks. Students need to continually work on their management folio at home. 30 - 45 minutes should be spent daily completing set homework, assignments and revision.



## Enterprise Computing

### Overview

Enterprise Computing deals with the use of business-oriented information technology tools that play a vital role in the day-to-day operations of a company. This subject encompasses a variety of information technology tools and solutions that businesses utilise for effective resource management, efficient production operations, data management, and back-office support.

The course places an emphasis on communication skills, encouraging students to effectively articulate technical concepts to a range of stakeholders. Through project work, students will gain practical experience in applying their knowledge and skills to real-world scenarios, preparing them for the challenges of the modern business technology landscape.

Through this program, students will gain valuable insights into the importance of enterprise information systems and their role in driving business success. They will learn to evaluate and utilise technology solutions to address real-world business challenges, and develop practical skills that can be applied in a range of settings.

Students will develop skills and knowledge required to explore the exciting and ever-changing digital landscape of the future. Throughout the course, students will delve into the areas of information processing and transmission, as well as cutting-edge software and innovative hardware. Hands-on learning experiences in web design, computer networks, automated systems, and databases will be provided to ensure students have a comprehensive understanding of tomorrow's business tools.

The course also includes an emphasis on project management tools and strategies, problem-solving, information system design, collaborative teamwork, and computational thinking. By incorporating these skills, students will be better prepared to engage with the emerging employment market of the future.

### Content

#### Preliminary Course

##### Interactive media and the user experience

- Ubiquity of interactive media
- Capture, store and integrate data
- Create interactive media systems

##### Networking systems and social computing

- Introduction to human-centric computing
- Storage and workflow in enterprise networks
- Network architecture and infrastructure
- Creating a network

##### Principles of cybersecurity

- Understanding privacy and security



## **HSC Course**

### **Data science**

- Collecting, storing and analysing data
- Data quality
- Processing and presenting data

### **Data visualisation**

- Using data to tell a story
- Interpreting data visualisations
- Designing for user experience

### **Intelligent systems**

- Systems and their applications
- Data and intelligent systems
- Creating intelligent systems

### **Enterprise project**

- Identifying and defining
- Researching and planning
- Producing and implementing
- Testing and evaluating



## Investigating Science

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

The Investigating Science course caters for students requiring a broad cover across all disciplines of science, encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science.

### Content

#### Preliminary Course

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

#### HSC Course

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

### Special Requirements

During the course there may be some excursions that will require an additional cost.

Results in the Stage 5 course in Science will be used to determine a student's eligibility to enrol in Investigating Science in Stage 6.

### Assessment / Homework Information

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must focus on depth study or an aspect of depth study with a weighting of 30-40%





## Legal Studies

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

The Preliminary 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 the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies that consider how changes in societies influence law reform.

### Content

#### Preliminary Course

- The Legal System (40% of course time)
- The Individual and the State (20% of course time)
- The Law in Focus (40% of course time)

#### HSC Course

- Law and Society (25% of course time)
- Focus Study: Crime (25% of course time)
- Additional Focus Studies (50% of course time)

Two focus studies are chosen from: Consumers, Family, Global Environment, Indigenous People, Shelter, Technological Change, Workplace and World Order.

### Special Requirements

An ability to write high order extended responses, incorporating evidence-based research is highly important.

### Assessment / Homework Information

Core and focus studies are assessed through tests, investigation and research, oral and written communication. Homework is dominated by revision and thoroughly learning the terminology of the course.



## Marine Studies

### Overview

Two units for each of the Preliminary and HSC Year Content Endorsed Course. Marine Studies cannot be taken as a part of an ATAR pattern of study.

The Preliminary course provides students with a basic introduction to marine safety; the chemical and physical make-up of the marine environment; the enormous diversity of life found in the sea; the problems facing humans as they enter the water and the wide range of employment opportunities offered by marine and maritime industries. The optional modules provide the opportunity for students to gain First Aid and CPR accreditation and an Open Water SCUBA diving qualification. Students are also taught to avoid dangerous marine creatures and minimise the chance of injury.

The HSC course provides students with the opportunity to learn the basics of small boat operation and handling and to obtain a NSW General Boat Licence. It introduces students to the theoretical and practical aspects of catching fish; the anatomy and physiology of marine organisms and their adaptations and the fragile nature of marine organisms and their rapid spoilage after capture. Students also learn how to prepare and cook a range of seafood using a variety of cooking techniques.

### Content

#### Preliminary Course

- Marine Safety and First Aid
- The Marine Environment
- Life in the Sea
- Humans in Water
- Marine and Maritime employment

#### Option Topics

- First Aid and CPR Certificate
- Dangerous Marine Creatures
- Skin Diving and Diving Science

#### HSC Course Option Topics

- Boating and Seamanship
- Seafood Handling and Processing
- Anatomy and Physiology of Marine organisms
- Commercial and Recreational Fishing

### Special Requirements

Due to the practical nature of this course, there are multiple excursions which will incur an additional cost to students. These excursions often include activities in which students will receive recognised certificates or qualifications.

### Course Fees

- Preliminary Course: \$150
- HSC Course: \$200

Optional activities such as tours and a PADI Open Water Scuba Diving Course are not included in this levy. The optional Year 12 tour provides students with the opportunity to apply practical skills learnt during the course to explore an environment rich in the organisms they have studied.

### Assessment / Homework Information

Assessment consists of: Tests/Exams (no more than 50% weighting), Research and Practical Activities.



## Mathematics Program of Study

Waverley College caters for every student by providing a full range of courses. Three HSC Mathematics courses are offered in the Preliminary Year. This allows the opportunity for all students to achieve at the appropriate level. The HSC courses are: Standard Mathematics, Mathematics and Mathematics Extension 1.

The College also offers five HSC Courses in Year 12: Extension 2, Extension 1, Mathematics Advanced, Mathematics Standard 2 and Standard Mathematics 1.

Mathematics Course Stage 5	Mathematics Course Stage 6	Rank
Common stage 5.3 Common stage 5.3	Mathematics Extension 1 Mathematics Advanced	Top 20% Top 75 % + Top 5% Stage 5.2
Common stage 5.3 and Stage 5.2	Standard Mathematics in Year 11 followed by Standard Mathematics 2 in Year 12	
Stage 5.1 Mathematics	Standard Mathematics in Year 11 and then Standard Mathematics 1 in Year 12 or no further study of Mathematics	Top 30%



## Mathematics Pathways of Learning

(Source: Education Standards Authority NSW (NESA) Stage 6 Syllabus)

The following diagram represents available pathways of learning in mathematics from Early Stage 1 to Stage 6. In this diagram, the Stages refer to the level of knowledge of mathematics learning rather than to the 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, for example, may be working towards Stage 5 outcomes.

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 shows the connection between these three levels. Stage 5.3 includes the knowledge and skills from Stage 5.2, and Stage 5.2 includes the knowledge and skills from Stage 5.1.





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## Mathematics Standard

Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses

### Overview

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 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.

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.

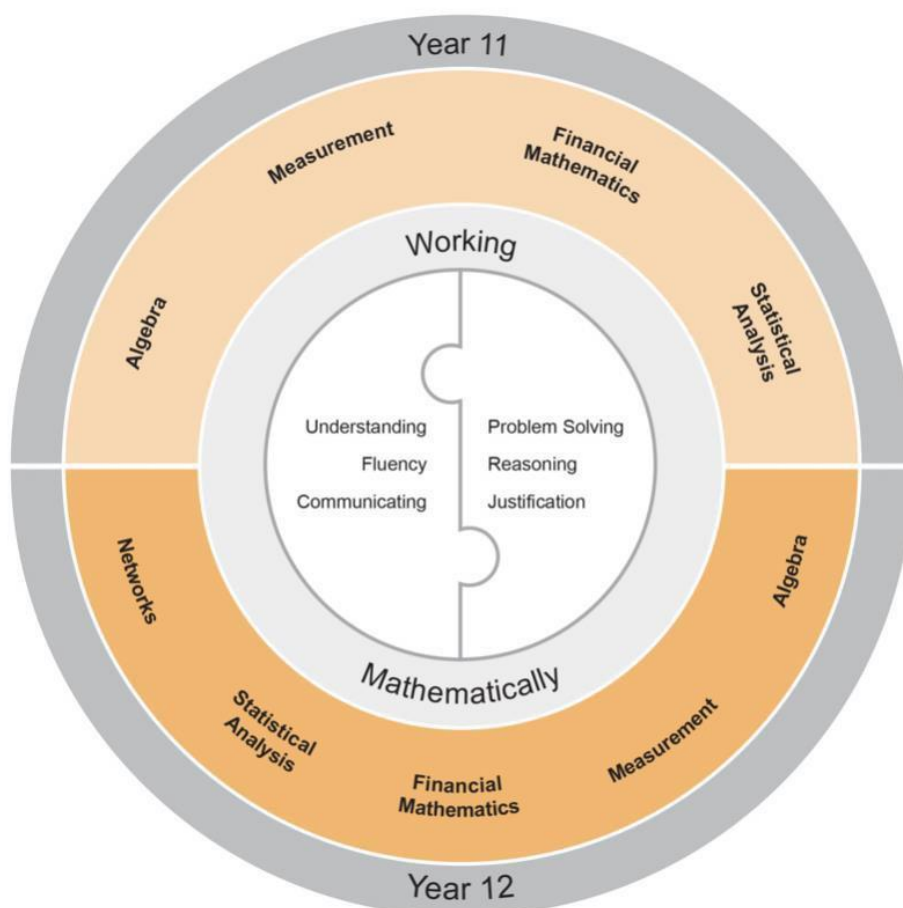
It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

## HSC Mathematics Standard 2

### Content

#### Organisation of Content

The following diagram provides an illustrative representation of elements of the course and their relationship.



### Special Requirements

Placement into Standard 2 will be determined by a combination of Assessment and performance throughout Year 11.

**Prerequisites:** The course is constructed on the assumption that students have achieved the stage 5.2 outcomes.

**Exclusions:** Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard 2.

Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics Standard 2.



## **Assessment / Homework Information**

External Assessment - 100%

Examination questions may require candidates to integrate knowledge, understanding and skills developed through studying the course.

The examination will be based on the Mathematics Standard 2 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Standard Year 11 course will be assumed knowledge for this examination and may be examined. The examination will consist of a written paper worth 100 marks. The time allowed is 2 hours and 30 minutes plus 10 minutes reading time.

A reference sheet will be provided.

NESA approved calculators, a pair of compasses and a protractor may be used. The paper will consist of two sections.

### **Section I**

There will be objective-response questions to the value of 15 marks.

### **Section II**

Questions may contain parts. There will be 35 to 40 items. At least two items will be worth 4 or 5 marks.

The Mathematics Standard 2 examination will include items that are common with the Mathematics Advanced HSC examination. Common items will be worth 20 to 25 marks and will be distributed throughout Sections I and II.

Internal Assessment - 100%

A variety of assessment tasks across all of the content of the course. Four Assessment Tasks are to be completed.

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%. One task must be an assignment or investigation-style with a weighting of 15– 30%.

## **Homework**

Homework will be assigned on a daily basis, 30 - 40 minutes should be spent completing the set homework and consolidating work.



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## HSC Mathematics Standard 1

### Overview

This course is a 2 Unit HSC plus Vocation course. This course offers students an optional HSC Examination. Students who are wanting an ATAR must sit the exam, however students who wish to study mathematics but not necessarily wanting an ATAR don't sit the HSC Examination.

This course focuses on mathematical skills and techniques, which have direct application to everyday activity.

### Content

#### HSC Course- Standard Mathematics 1

- Types of Relationships in Algebra
- Non-right-angled Triangles
- Rates
- Scale Drawings
- Investments
- Depreciation and Loans
- Further Statistical Analysis
- Network and Pathways

### Special Requirements

Placement into Standard 1 will be determined by a combination of Assessment and performance throughout Year 11.

### Prerequisites

The course is constructed on the assumption that students have achieved the stage 5.1 outcomes.

### Exclusions

Students may **not** study any other Stage 6 Mathematics course in conjunction with General Mathematics.

Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Standard Mathematics 1.

External Assessment - Optional HSC Examination

### Assessment

Internal Assessment - 100%

A variety of assessment tasks across all of the content of the course. Four Assessment Tasks are to be completed.

### Homework

Homework will be assigned on a daily basis, 20-30 minutes should be spent completing the set homework and consolidating work.



## Mathematics Advanced

### Overview

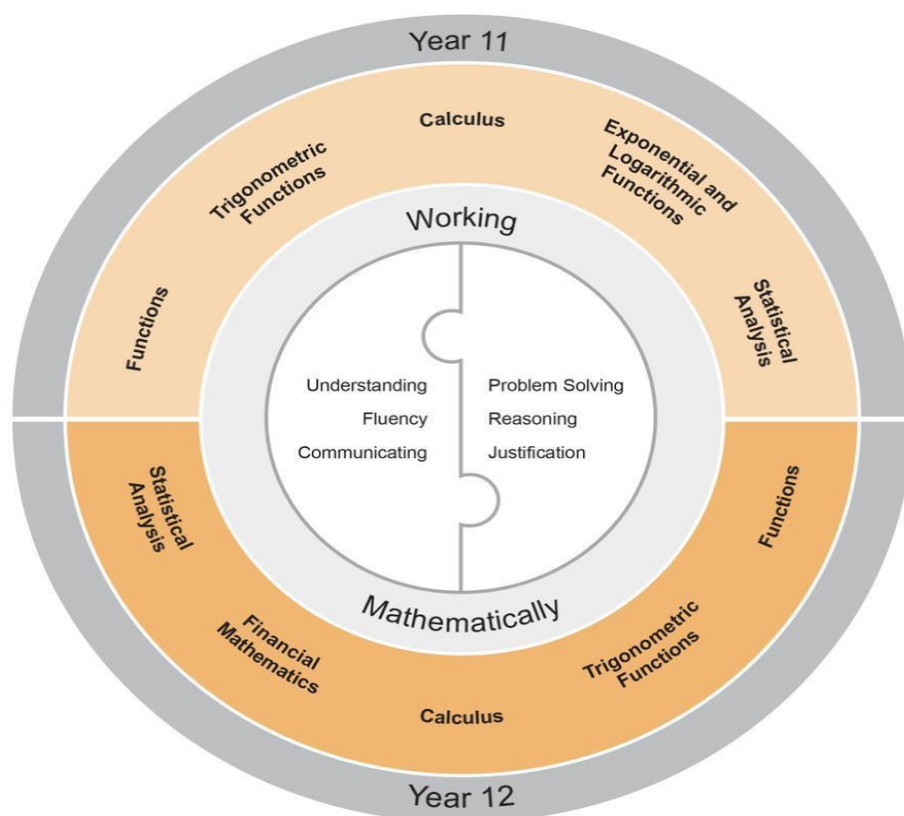
Two units for each of Preliminary and HSC Board Developed Course

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. 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 or Mathematics Extension 2 course.

### Content

#### Organisation of Content

The following diagram provides an illustrative representation of elements of the course and their relationship.



### Special Requirements

Placement into courses will be determined by the student's performance throughout Year 10.

**Prerequisites:** The course is constructed on the assumption that students have achieved the stage 5.3 outcomes.



## **Assessment / Homework Information**

### **External Assessment**

The examination will be based on the Mathematics Advanced Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Advanced Year 11 course will be assumed knowledge for this examination and may be examined.

This examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus ten minutes reading time.

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Reference Sheet will be provided.

Students may bring NESA-approved calculators for use during the examination. The paper will consist of two sections.

### **Section I**

There will be objective-response questions to the value of 10 marks.

### **Section II**

Questions may contain parts

There will be 37 to 42 items

At least two items will be worth 4 or 5 marks

### **Internal Assessment**

Four Assessment Tasks are to be completed.

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%. one task must be an assignment or investigation-style with a weighting of 15–30%

### **Homework**

Homework will be assigned on a daily basis, 30 - 60 minutes should be spent completing the set homework and consolidating work.



## Mathematics Extension 1

### Overview

Three units for each Preliminary and HSC Year Board Developed Course.

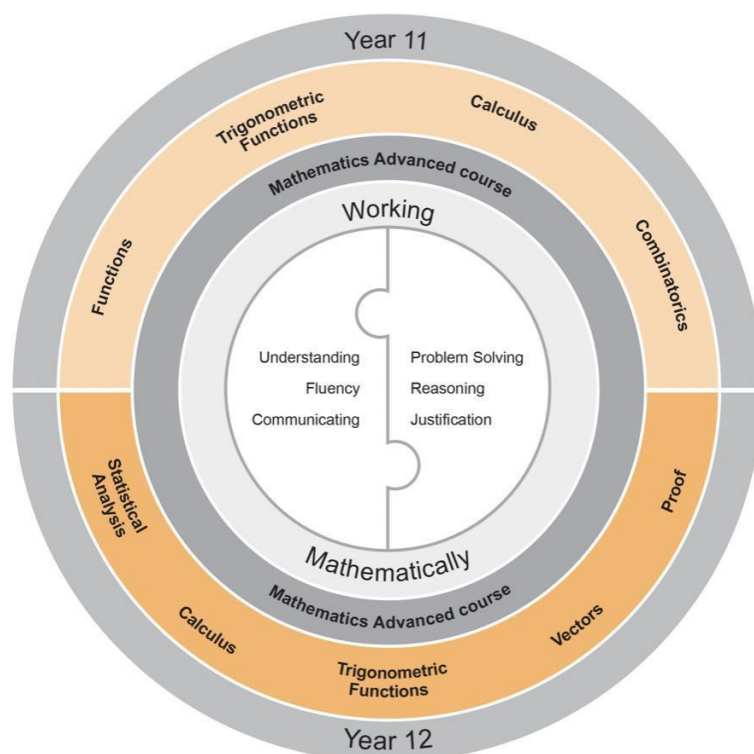
The content of this course indicates that it is intended for students who have demonstrated a **mastery of the skills of Stage 5.3 Mathematics** and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. 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. Although the Mathematics Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

### Content

#### Organisation of Content

The following diagram provides an illustrative representation of elements of the course and their relationship. The Mathematics Extension 1 course includes all of the Mathematics Advanced content.



### Special Requirements

Placement into courses will be determined by the student's performance throughout Year 10.

**Prerequisites:** The course is constructed on the assumption that students have achieved ALL stage 5.3 outcomes at a superior level.



## **Assessment / Homework Information**

### **External Assessment**

The examination will be based on the Mathematics Extension 1 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Advanced course will be assumed knowledge for this examination. The Mathematics Extension 1 Year 11 course may be examined.

Students will also be required to complete either the Mathematics Advanced examination paper or the Mathematics Extension 2 examination paper, in addition to the Mathematics Extension 1 paper.

This examination will consist of a written paper worth 70 marks. The time allowed is 2 hours plus 10 minutes reading time.

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Reference Sheet will be provided.

Students may bring NESA-approved calculators for use during the examination. The paper will consist of two sections.

#### **Section I**

There will be objective-response questions to the value of 10 marks.

#### **Section II**

Questions may contain parts.

There will be 23 to 28 items.

At least one item will be worth 4 or 5 marks.

### **Internal Assessment**

Four Extension 1 Mathematics Assessment Tasks are to be completed. Four Advanced Mathematics Assessment Tasks are to be completed.

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%; one task must be an assignment or investigation-style with a weighting of 15– 30%.

### **Homework**

Homework will be assigned on a daily basis, 40-60 minutes should be spent completing the set homework and consolidating work.



## Mathematics Extension 2

### Overview

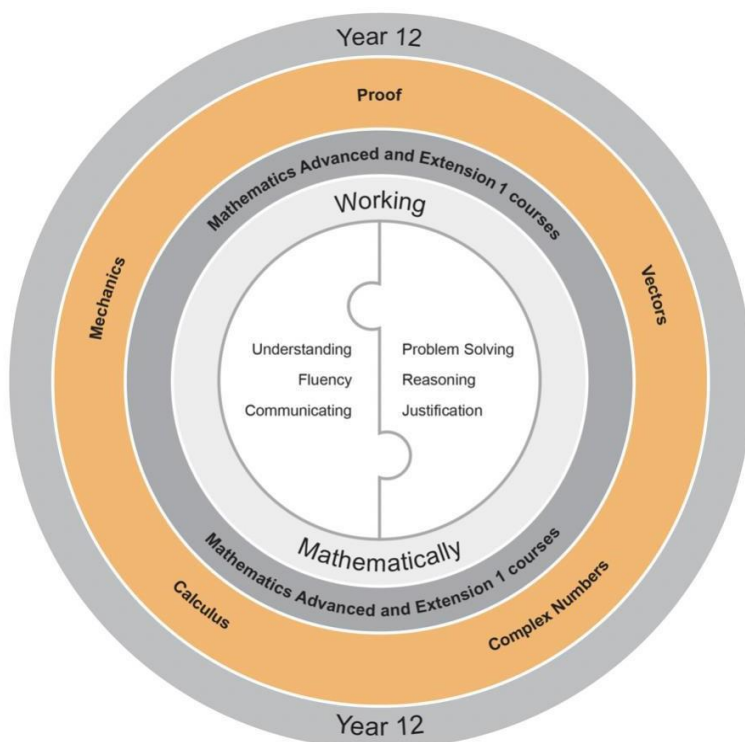
One unit additional to the Mathematics Extension 1 course, for the HSC.

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

### Content

#### Organisation of Content

The following diagram provides an illustrative representation of elements of the course and their relationship. The Mathematics Extension 2 course includes all of the Mathematics Extension 1 and Mathematics Advanced content.



### Special Requirements

**Prerequisites:** The course is designed for students with a special interest in mathematics that have shown that they possess special aptitude for the subject.

### Assessment / Homework Information

#### External Assessment

The examination will be based on the Mathematics Extension 2 Year 12 course and will focus on the course objectives and outcomes. The Mathematics Advanced and Mathematics Extension 1 courses will be assumed knowledge for this examination.



Candidates will also be required to complete the Mathematics Extension 1 paper in addition to the Mathematics Extension 2 paper.

This examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 10 minutes reading time.

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Reference Sheet will be provided.

Students may bring NESA-approved calculators for use during the examination. The paper will consist of two sections.

### **Section I**

There will be objective-response questions to the value of 10 marks.

### **Section II**

Questions may contain parts.

There will be 37 to 42 items.

At least two items will be worth 4 or 5 marks.

### **Internal Assessment**

Four Extension 2 Mathematics Assessment Tasks are to be completed. Four Extension 1 Mathematics Assessment Tasks are to be completed.

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%. One task must be an assignment or investigation-style with a weighting of 15–30%.

### **Homework**

Homework will be assigned on a daily basis, 40–60 minutes should be spent completing the set homework and consolidating work.



## Modern History

### Overview

Two units for each of the Year 11 and Year 12 HSC Year NESA Developed Course.

Modern History provides students with opportunities to explore their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the possible motivations and role of individuals and groups, as well as the origin and impact of ideas and developments that have transformed societies. It enables students to acquire knowledge and to understand how knowledge is constructed. Modern History provides opportunities for students to explore historical problems, to pose questions and to consider problems of evidence, causation and historical agency as part of the historical inquiry process, using the information technology available to them.

### Content

#### Preliminary Course

##### Part I: The Nature of Modern History (20%)

- Contestability of History, and Representation and Commemoration of the Past

##### Part II: Investigating Modern History (30%)

- Case Study 1: The American Civil War
- Case Study 2: Asia, Pacific, the Middle East: Cambodia and the Khmer Rouge

##### Part III: Shaping the Modern World (30%)

- World War One
- Part IV: The Historical Investigation Individual research project (20%)

#### HSC Course

- Part I: Core Study - Power & Authority: Nazi Regime to 1939 (25%)
- Part II: National Study: Russia 1917-1941 (25%)
- Part III: Peace and Conflict: Conflict In IndoChina 1945-1979 (25%)
- Part IV: Change In the Modern World: The Atomic Age 1945-2011 (25%)

Students who study this course will need to have good essay writing skills. Additionally, students will need to have the ability to analyse sources at a high level.

#### Assessment / Homework Information

Students will undertake a range of assessments such as Examinations, Research, Source analysis, and Extended Responses.

There will be three (3) Assessment Tasks in the Year 11 Course, including an end of Course examination.

There will be four (4) Assessment Tasks in the Year 12 Course, including the HSC Trial Examination.





## Music 1

### Overview

Two units for each of the Year 11 Course and HSC Year Board Developed Course.

In Music 1 students study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of music styles, periods and genres.

### Content

Students study three topics in each year of the course. These are chosen from a list of twenty one (21) topics that cover a range of styles, periods and genres, such as:

- Music of the 20th and 21st centuries
- Popular Music
- Rock Music
- Music for radio, film, television and multimedia
- Music for small ensembles
- Technology and its influence on music
- Theatre music
- Music of a culture
- An instrument and its repertoire
- Australian music
- Jazz

Students elect any combination of performance, composition or musicology as a major focus for each topic. For each topic there is an Aural Skills component. Students can tailor the course to suit their own skills in Music by selecting to specialise in any combination of composition, performance or musicology.

### Special Requirements

All students undertaking this course must be capable of playing an instrument or singing, although specific levels are not prescribed. Students are not required to be fluent in reading music and interpreting musical notation. Some students may need to take private tuition to attain these skills. Studying MUSIC in Year 9 and 10 is NOT a requirement for undertaking this course.

### Cost for examination performance accompaniment

This fee is determined on an individual basis with professional accompanists.

### Assessment / Homework Information

The core components of Aural, Musicology, Composition and Performance are given equal weighting in the Assessment:

- There will be three (3) Assessment Tasks in the Year 11 Course, including an end of Course examination.
- There will be four (4) Assessment Tasks in the Year 12 Course, including the HSC Trial Examination.





**Assessment tasks include:**

- Responding in a written form to aural stimuli.
- Improvisation and other composition activities including the use of the College recording studio to record, compose and improvise.
- Live performance as a soloist and in ensemble performances. With both internal and external musicians supporting HSC performances.
- Musicology viva voce presentations that involve a 10 minute presentation.

Homework activities will involve researching a topic, creating/improvising a composition, and all students are expected to practice their instrument/singing on a daily basis.



## Music 2

### Overview

Two units for each of the Year 11 Course and HSC Year Board Developed Course.

In Music 2 students study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of music styles, periods and genres.

### Content

Two areas of study are mandatory, namely for the Year 11 Course, Music 1600 – 1900 and for the HSC course Music of the past 25 years (an Australian focus). An additional topic is studied each year selected by each student from a list of twelve.

Students can to a large extent tailor the course to suit their own skills by selecting to specialise in composition, performance or musicology.

### Prerequisites

The course is constructed on the assumption that students have successfully completed the Years 9 and 10 Elective Music course.

### Special Requirements

All students undertaking this course must be capable of playing an instrument or singing to a relatively high standard. Students must be fluent in reading and interpreting musical notation. Students will need to be taking private music tuition on voice or an instrument and in addition participate in school ensembles. Composition workshops with a professional composer are an integral part of the course in preparing students for the Core and Elective Composition.

### Cost for the Composition workshops

A fee of \$240.00 will be charged in 2022 for all composition activities.

Cost for examination performance accompaniment

This fee is determined on an individual basis with professional accompanists.

### Assessment / Homework Information

The core components, namely, Aural, Composition, Musicology and Performance are weighted equally for assessment.

- There will be three (3) Assessment Tasks in the **Year 11 Course**, including an end of Course examination.
- There will be four (4) Assessment Tasks in the **Year 12 Course**, including the HSC Trial Examination.

Assessment tasks include score reading and aural analysis, live performance, sight singing and submitted composition activities. Homework activities involve researching a topic, composing, and all students are expected to practise their instrument on a daily basis.



## **Music Extension**

The aim of the Music Extension course is to provide challenging and rigorous opportunities for musically and academically talented students to assist them in the realisation of their potential as performers, composers or musicologists.

### **Course Structure**

As an extension of studies in Music 2, students develop and expand aural awareness and understanding through their specialisation in Performance or Composition or Musicology. Each student follows an individual program of study that is negotiated between the teacher and student.

Students must study Music 2 to gain access to the Music Extension course.

### **Assessment / Homework Information**

The core components, namely, Aural, Composition, Musicology and Performance are weighted equally for assessment.

- There will be two (2) Assessment Tasks in the Year 12 Extension Music Course based on the specialisation of Performance or Composition or Musicology.



## NSW School of Languages (NSL)

The NSW School of Languages caters for students in Years 9 to 12 who attend a NSW Government or non-Government school, which offers enrolment in the following languages if they are not offered at a student's home school:

Chinese	French	German	Indonesian	Italian
Japanese	Korean	Latin	Modern Greek	Portuguese
Russian	Spanish			

### Course Fees

Enrolment - Years 11 or 12, 2023 **\$800 (1 year) No GST**

Enrolment - 1 Unit Extension Course, 2024 **\$400 (1year)**

\*2024/2025 fees to be determined

Some courses have additional costs for textbooks or for publishing rights for the use of textbooks in online courses.



## Personal Development, Health and Physical Education

### Overview

Personal Development, Health and Physical Education is a two unit academic subject suited best for students wishing to achieve an ATAR allowing for matriculation into University. The Department strongly recommends that students not wishing to follow this path seriously consider Sport, Lifestyle and Recreation studies as a subject over the more rigorous PDHPE.

Some other key facts why you should consider including PDHPE in your HSC study program include:

- You don't have to be good at sports to succeed in this subject! This is a 100% theory based subject
- The College has achieved above the state average in this subject every year over the past twelve years
- Studying PASS in Year 9 and 10 is NOT a requirement
- The College has achieved Band 6 results in PDHPE in each of the past twelve years
- 2 Unit PDHPE is an excellent base for students wishing to undertake tertiary study in the Sciences, Health Care industry, Human Movement, Medicine, Physical Education, Sports Management, Physiotherapy and Sports Journalism

### Content

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves (anatomy and physiology). Students have the opportunity to select from a range of options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect and improve elements of physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or 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.

### Preliminary Course Core Topics (60%)

- 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

### HSC Course - Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance



### **Optional Component (40%)**

**Students to select two options each from:**

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

In addition to core studies, students select two options in each of the Preliminary and HSC courses.

As PDHPE is aimed at matriculating students and is content heavy, students will be required to have achieved an end of year rank in the top 35% of the cohort for the Year 10 PDHPE theory component only. Students who sit below this rank and elect the PDHPE course will need to apply to study this subject.

### **Special Requirements**

- Students are required to purchase a workbook that covers all areas (core and options) for each year of study. The fee for the 2022 workbook was \$70. The students also undertake a day seminar at the Sydney Academy of Sport in Year 12 which attracts a fee of \$90.
- An ability to write structured answers and essays
- Results in the Stage 5 course in PDHPE will be used to determine a student's eligibility to enrol in PDHPE in Stage 6.

### **Assessment / Homework Information**

The Assessment Schedule and tasks are evaluated annually and are thus subject to change. At the time of printing, the current schedule was as follows:

#### **Preliminary Course**

Assessment Task 1: Case Study analysis

Assessment Task 2: Stimulus task

Assessment Task 3: Yearly exam

#### **HSC Course**

Assessment Task 1: Research task

Assessment Task 2: Training program analysis

Assessment Task 3: Case study performance plan

Assessment Task 4: Trial HSC Exam

Nightly revision of this subject is mandatory.

Underperforming students in the Preliminary Course will need to demonstrate cause to continue in the HSC year of study.



## Physics

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

The Physics Stage 6 Syllabus involves the study of 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.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

### Content

#### Preliminary Course

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

#### HSC Course

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

### Special Requirements

During the course there may be excursions that will require an additional cost.

Results in the Stage 5 course in Science will be used to determine a student's eligibility to enrol in Physics in Stage 6. It is recommended students study Mathematics 2 Unit to successfully undertake Physics.

### Assessment / Homework Information

The Year 11 and 12 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks.
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task will be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20-40%



## Religious Studies

### Overview

One unit for each of the Preliminary and HSC Year.

There is evidence that some form of spiritual or religious awareness has always been an important part of cultures. Religion has influenced and has been influenced by human experiences and continues to be a source of meaning and moral values for many people.

### Special Requirements

Excluded from completing Studies of Religion I or Studies of Religion II.

### Special Notes

Religious Studies does not contribute to the ATAR calculation or the award of the Higher School Certificate.

### Content

#### Preliminary Course

- What is Religion?
- Eastern Religions
- Abrahamic Religions

#### HSC Course

- Abrahamic Religions Extension
- Dangerous Ideas?
- Justice and Peace

Each Depth Study covers: Significant People and Ideas, Ethics, Significant Practices in the lives of adherents.

### Assessment

Completion of competencies throughout the course





## Society and Culture

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

The central goal of Society and Culture Stage 6 is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course. Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology.

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 and the societies and cultures of others.

### Content

#### The Preliminary course covers:

The Social and Cultural World (20% of course time) - an examination of key society and culture concepts, the nature of society and culture and various social and cultural research methods.

Personal and Social Identity (40% of course time) - an examination of personal identity and socialisation, growing up and coming of Age in Australia and in another country.

Intercultural Communication (40% of course time) - an examination of communication and intercultural understanding in Australia and in another country.

Across these topics, appropriate social and cultural research methods will be employed and fundamental concepts will be integrated throughout.

#### The HSC course covers:

- Social and Cultural Continuity and Change (30% course time) - an examination of the nature of social continuity and change in a selected country through application of appropriate social and cultural research methods.
- Depth Studies (40% course time)- an examination of TWO areas to be chosen from: Popular Culture, Belief Systems and Ideologies, Social Inclusion and Exclusion, Social Conformity and Nonconformity. These Depth Studies involve in-depth investigation of the area, its future directions and its impacts on the micro world of the student and the macro world that surrounds the student.
- Personal Interest Project (PIP) (30% course time)- a compulsory individual research project



### **Special Requirements**

- Each student must submit a Personal Interest Project (PIP), which includes a log to NESA for marking. This mark contributes 40% to the HSC examination mark.
- Society and Culture is heavily dependent upon social research. Students are required to apply their own social research on a regular basis to verify, test and engage the fundamental concepts and understandings of the course.

### **Assessment and Homework Information**

In the Preliminary Course there is a mixture of internal assessments. In the HSC Course there is a mix of internal and external assessments. In the HSC students sit a two hour examination consisting of two sections.

Section 1 - 8 multiple choice questions and short answer style questions. 20 marks

Section 2 - 2 x depth studies. 20 marks each and 40 marks in total.



## Software Engineering

### Overview

This course enables students to hone their abilities in designing and developing software solutions, project management, and communication. It does so by exploring the diverse approaches to software development, the tools available to assist in the process, and the interaction between software and other computer system components.

This cutting-edge program has been designed to equip students with the skills and knowledge needed to thrive in today's fast paced digital world. Through a combination of theoretical concepts and practical application, students will learn how to design, develop, test and maintain software solutions that can solve real world problems.

The course curriculum is carefully crafted to cover topics such as programming languages, algorithms, data structures, software architecture, web development, and project management. By the end of the course, students will be well-prepared to pursue a career in software engineering or continue their studies at the tertiary level.

The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.

- Programming Fundamentals
- The Object-Oriented Paradigm
- Programming Mechatronics

The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills.

- Secure Software Architecture
- Programming for the Web
- Software Automation
- Software Engineering Project

It is recommended students be studying Standard Mathematics 2 at a minimum to a successful level to undertake Software Engineering.



## Spanish Beginners

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

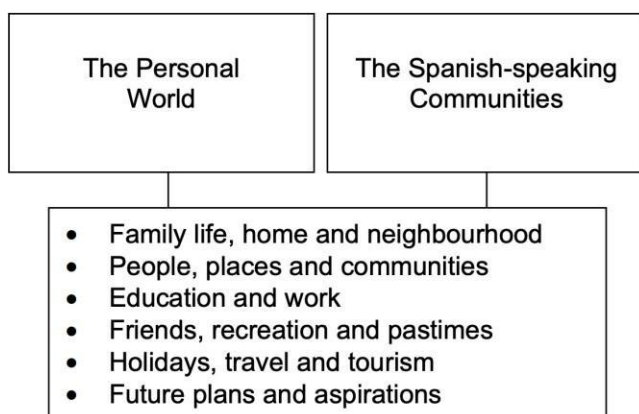
### Particular Course Requirements

The Spanish Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Spanish at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Spanish language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5. For exchange students, a significant in-country experience (involving experiences such as homestay and attendance at school) of more than three months renders a student ineligible.

For the purpose of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language.

In the Preliminary course, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Spanish. Students will gain an insight into the culture, traditions and language of Spanish-speaking communities around the world.

### Main Topics Covered



A second language is now becoming a vital part of the basic preparation for an increasing number of careers. It can enhance career mobility and improve chances of promotion, as the adaptability of foreign language speakers is a highly valued skill. The study of Spanish provides students with wider opportunities in areas such as commerce, hospitality, education, marketing, tourism and international relations.

### Content

Students' language skills and cultural awareness are developed through tasks such as:

- Conversations, role-plays and interviews
- Responding to a variety of authentic texts
- Writing for a variety of purposes and audiences
- Studying Spanish culture through texts and music.



### **Assessment Information**

The four language skills (Listening, Reading, Writing and Speaking) are assessed through a variety of tasks.

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%.

### **Homework**

Homework will be assigned on a daily basis, 20-30 minutes should be spent completing the set homework, thoroughly revising new vocabulary and grammar.

### **Special Requirements**

Students are required to purchase a textbook that covers most areas for each year of study. The teacher will provide any further supplementary materials. In addition, students are encouraged to obtain an online subscription to the learning platform Education Perfect for a cost of \$40 per year.



## Spanish Continuers

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

### Particular Course Requirements

The Spanish Continuers Stage 6 Syllabus is designed for the student who will have studied Spanish for 400–500 hours by completion of Stage 6. These students would have successfully completed the Stage 5 course, possess strong literacy skills and are highly motivated to acquire a second language. Results in the Stage 5 Spanish course will be used to determine a student's eligibility.

The study of a second language contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding and general knowledge. Familiarity with, and confidence in the linguistic patterns and grammatical systems of a foreign language can be of immense benefit to a student's understanding of English, and can assist greatly with a student's literacy.

A second language is now becoming a vital part of the basic preparation for an increasing number of degree courses and careers. It can enhance career mobility and improve chances of promotion, as the adaptability of foreign languages speakers is a highly valued skill in a global community.

### Main Topics Covered

Theme: the individual	Theme: the Spanish-speaking communities	Theme: the changing world
<b>Topics:</b> <ul style="list-style-type: none"><li>personal identity, eg:<ul style="list-style-type: none"><li>self, family and friends</li><li>my home, surroundings and community</li><li>daily routine</li><li>personal memories</li></ul></li><li>education and future aspirations, eg:<ul style="list-style-type: none"><li>school life</li><li>skills/abilities</li><li>growing up</li></ul></li><li>leisure and interests, eg:<ul style="list-style-type: none"><li>sports/hobbies</li><li>keeping fit/healthy</li></ul></li><li>feelings, opinions, attitudes and preferences</li></ul>	<b>Topics:</b> <ul style="list-style-type: none"><li>travel and tourism, eg:<ul style="list-style-type: none"><li>requesting passports/visas, getting there</li><li>organising accommodation and meals</li><li>planning an itinerary</li><li>travelling around significant sights and places of interest</li></ul></li><li>lifestyles, eg:<ul style="list-style-type: none"><li>socialising</li><li>leisure pursuits</li><li>food/drink</li><li>significant festivals and celebrations</li><li>cultural diversity †</li><li>traditions †</li></ul></li><li>arts and entertainment, eg:<ul style="list-style-type: none"><li>significant people and their contributions to music, sport, art, theatre, film, literature</li></ul></li></ul>	<b>Topics:</b> <ul style="list-style-type: none"><li>the world of work, eg:<ul style="list-style-type: none"><li>careers/occupations</li><li>advertisements, applications, interviews</li><li>duties and responsibilities</li><li>equality in the workplace †</li></ul></li><li>current issues, eg:<ul style="list-style-type: none"><li>unemployment †</li><li>technology †</li><li>equality †</li><li>environment †</li><li>prominent people and events †</li></ul></li><li>youth issues, eg:<ul style="list-style-type: none"><li>relationships</li><li>health</li><li>drugs, alcohol, tobacco</li></ul></li></ul>



Students' language skills are developed through tasks such as:

- Conversations, interviews and debates
- Responding to an aural stimulus
- Responding to a variety of authentic written materials
- Writing for a variety of purposes and audiences
- Studying Hispanic culture through texts

### **Assessment**

The four language skills (Listening, Reading, Writing and Speaking) are assessed through a variety of tasks.

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%

### **Homework**

Homework will be assigned on a daily basis, 30-40 minutes should be spent completing the set homework and/or thoroughly revising new vocabulary and grammar.

### **Special Requirements**

Students are required to purchase a textbook that covers most areas for each year of study. The teacher will provide any further supplementary materials. In addition, students are encouraged to obtain an online subscription to the learning platform Education Perfect for a cost of \$40 per year.



## Sport, Lifestyle and Recreation Studies

### Overview

Sport, Lifestyle and Recreation Studies is an ideal subject for those senior students following a HSC plus Vocational pattern of study.

Students will learn about the importance of a healthy lifestyle and recognise the need to be active, responsible and informed decision makers.

This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

### Content

The course aims to:

- Develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation
- Promote an understanding of the requirements for healthy living
- Develop a deeper understanding of the interaction between society, sport, recreation and fitness
- Identify how sport influences and affects various groups and sections of our society
- Provide students with a greater understanding of their physical and sporting potential.

Sport, Lifestyle and Recreation Studies enables students to build upon their learning in Years K-10 PDHPE, it focuses on those aspects of learning that relate most closely to participation in sports and physical activity.

It aims at developing the student's knowledge, understanding and skills needed to adopt health-promoting lifestyles.

The 'Sport, Lifestyle and Recreation Studies' program at Waverley College is an important element of the overall school curriculum as it encourages students to explore the role of sport, a healthy lifestyle and recreation in everyday life. Situated near Sydney's city beaches, many Waverley students have access to an environment which encourages an active lifestyle.

The Course involves the study of the following Board developed modules. The modules studied at Waverley are as follows:

- Aquatics (Year 12)
- Athletics
- First Aid and Sports Injuries (Year 11)
- Fitness (Year 12)
- Games and sports Applications I
- Games and sports Applications II
- Healthy Lifestyle
- Individual Games and sports Applications (Year 12)
- Outdoor Recreation (Year 11)
- Resistance Training (Year 11)
- Sports Administration (Year 12)
- Sports Coaching and Training (Year 11)





## **Special Requirements**

Students are required to purchase a workbook that covers all areas for each year of study. The fee for the workbook in 2022 was \$35.

It is a Department Policy that students studying PDHPE must not study Sport, Lifestyle and Recreation Studies (SLR).

## **Special Notes**

- Sport, Lifestyle and Recreation Studies does not contribute to the ATAR Calculation.
- Sport, Lifestyle and Recreation Studies does contribute to the award of the Higher School Certificate.
- Personal Development, Health and Physical Education is appropriate for the academic students wanting to gain entry into University whilst SLR is better suited for students not aiming for tertiary study.
- Generally speaking, the course is broken down into one-third theory and two thirds practical.

Students gain the additional benefit of completing external certificates/qualifications during the course which will cost approximately \$60.00 annually.

Students are required to actively participate in all practical classes in correct Waverley College PDHPE attire - new PDHPE uniform (see College Diary). Students wearing clothing not related to the College will be recorded as bringing 'no gear' for that period.

A note and/or medical certificates are required for all circumstances whereby a student misses a practical lesson. Regardless of the reason, a student missing a practical class will be required to complete written work.

## **Assessment / Homework Information**

The Assessment Schedules and tasks are evaluated annually and are thus subject to change. At the time of printing, the current schedule was as follows:

### **Preliminary Course**

Assessment Task 1: Outdoor Recreation scenario  
Assessment Task 2: Coaching seminars  
Assessment Task 3: In class task - Case Study

### **HSC Course**

Assessment Task 1: Sports Administration  
Assessment Task 2: Lifestyle Analysis  
Assessment Task 3: Skill Analysis  
Assessment Task 4: In class task - Case Study

Homework is also given on a regular basis.



## **Studies of Religion I**

### **Overview**

One unit for each of the Preliminary and HSC year Board Developed Course.

Studies of Religion I promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society, with an emphasis on the Australian context.

### **Content**

#### **Preliminary Course**

- Nature of Religion and Beliefs
- Two Religious Tradition Studies: Christianity and one other selected from Buddhism, Hinduism, Islam, Judaism. Each Tradition Study covers: Origins, Principal Beliefs, Sacred Texts and Writing, Core Ethical Teaching, Personal Devotion

#### **HSC Course**

- Religion and Belief Systems in Australia Post -1945
- Two Religious Tradition Depth Studies: Christianity and one other selected from Buddhism, Hinduism, Islam and Judaism. Each Depth Study covers: Significant People and Ideas, Ethics, Significant Practices in the lives of adherents

### **Special Requirements**

Excluded from completing Studies of Religion II.

### **Assessment / Homework Information**

- A one and a half hour written examination
- Completion of assessment tasks throughout the course



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## Studies of Religion II

### Overview

Two units for each of the Preliminary and HSC year Board Developed Course.

Studies of Religion II promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society, with an emphasis on the Australian context.

### Content

#### Preliminary Course

- Nature of Religion and Beliefs
- Three Religious Tradition Studies: Christianity and two others selected from Buddhism, Hinduism, Islam, Judaism. Each Tradition Study covers: Origins, Principal Beliefs, Sacred Texts and Writings, Core Ethical teachings, Personal Devotion
- Religions of Ancient Origin
- Religion in Australia pre-1945

#### HSC Course

- Religion and Belief Systems in Australia Post -1945
- Three Religious Tradition Depth Studies: Christianity and two others selected from Buddhism, Hinduism, Islam and Judaism. Each Depth Study covers: Significant People and Ideas, Ethics, Significant Practices in the lives of adherents
- Religion and Peace
- Religion and Non-Religion

#### Special Requirements

- Excluded from completing Studies of Religion I
- An ability to write structured answers and essays

#### Assessment

- A three hour written examination
- Completion of assessment tasks throughout the course



## Visual Arts

### Overview

Two units for each of the Preliminary and HSC Year Board Developed Course.

Students engage in critical and historical studies of the artworld to investigate artists, artworks, worlds and audiences from a range of cultural, political, historical and social perspectives using these to inform their own artmaking practices.

Students learn about practice in artmaking and investigate how to make art in a variety of forms. Students develop their own artworks in their chosen form culminating in a 'body of work' in the HSC course. This is a self directed task based around a chosen material and concept by the individual student. Students critically and historically investigate the practice of artists, critics and historians. They learn about artworks and significant ideas in the Visual Arts from Australia as well as those from other cultures, traditions and time periods.

The Preliminary course provides students with a wide experience in material exploration and conceptual intentions, enabling students to develop an understanding of art practice and art criticism. The HSC course builds on this knowledge base to provide opportunities for students to develop their comprehension of the course work through deeper and increasingly more complex and independent investigations.

While the course builds on Visual Arts, Ceramics and Photography and Digital Media courses in Stages 4 and 5, it also caters for students who did not study Visual Arts in Year 9 and 10.

### Content

#### Preliminary Course learning opportunities focus on:

- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the artworld
- The different ways the visual arts may be interpreted and how students might develop their own points of view
- How students may develop meaning, focus and interest in their work
- Building understandings over time through various investigations and working in different forms

#### HSC Course learning opportunities focus on:

- How students may develop their own practice of artmaking, art criticism, and art history, applied to areas of interest
- How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- How students may learn about the relationships between artists, artworks, the world and audiences within the artworld
- How students further develop meaning and focus in their work, primarily focusing on their self directed Major Work

Exclusions between Content Endorsed Courses and the Board Developed Visual Arts Course:

Works developed for assessment in Visual Design are not to be used either in full or in part for assessment in Visual Arts.



Students must be in the top 50% of English upon the completion of the Year 10 course. 50% of this course is based on students' analysis of unseen artworks and research based essays.

### **Cost**

A fee of \$260.00 was charged in 2022. The 2023 fees are yet to be determined.

### **Excursions**

There are excursions to the Art Gallery of NSW and local galleries. Further charges will apply.

### **Equipment**

Materials and equipment are supplied. A limit will be applied. A portable storage device is required for students working in Photography and Video.

### **Assessment / Homework Information**

Students will complete a range of assessment tasks in this course including practical assessments, research and analytical essays and examinations. A Major Work is required of each student in the Year 12 course.

There will be three (3) Assessment Tasks in the Year 11 Course, including an end of Course examination.

There will be four (4) Assessment Tasks in the Year 12 Course, including the HSC Trial Examination.

### **Course weightings**

50% Practical, 50% Theory



## Visual Design

### Overview

Two units for each of the Preliminary and HSC Year Content Endorsed Course (CEC).

Visual Design is offered as a 2 unit Content Endorsed Course for students with an interest in representation of ideas in a range of forms related to design. Students explore the value of graphic, illustrative, ceramic, photographic and film, sculptural and environmental responses to their surrounding world.

Visual Design is structured to enable students to gain an increasing accomplishment and independence in their representation of ideas. Each of the modules allow for a different interpretation and explanation in regards to a specific design brief.

### Content

This course provides students with opportunities to explore the links between art and design by making images and objects in which aesthetic qualities, functionality, purpose and meaning are all interlinked. It encourages students to explore the practices of graphic, photographic, illustrative, product and environmental designs in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

The course structure allows for modules to be selected in a way that acknowledges and builds on students' knowledge, understanding and skills and provides for further and more in- depth study in one or more of these fields.

- Photography
- Graphic Design / illustration / cartooning
- Ceramics/ assemblage/sculpture
- Product design

Students will have the opportunity to work on sustained group and individual projects that allow personal areas of interest to be mastered and incorporated in their work.

The course in Visual Design is constructed to enable students to:

- Explore the parameters and work within the specifications of a set design brief
- Gain increasing accomplishment and independence in their representation of ideas
- Explore and investigate their natural and man made world through developing problem solving skills in creative ways to adapt to their social surroundings
- Use the perceptions gained through their experiences as a basis for developing and giving form to their ideas in the different fields of photography, graphic design, illustration, product design and ceramics
- Explores the circulation of ideas between art and design brought about by technological developments and social change
- Pursue their abilities and interests in design fields that offer a wide range of tertiary courses and work opportunities

### Exclusions

Visual Design works developed in full or part for the Visual Design course cannot be used for assessment in Visual Arts.

### Special Notes

This course is an HSC plus Vocational course.



### **Assessment / Homework Information**

Students will complete a range of assessment tasks in this course including practical assessment (*photographs and films, prototypes of created objects, illustration and designs, 3D models*), digital portfolios, design briefs, website uploads, oral presentations and research activities.

### **Cost**

A fee of \$280.00 was charged for 2022. The 2023 fees are yet to be determined.

### **Excursions**

There is one excursion each year. A further charge will apply.

### **Equipment**

All materials will be included.

### **Assessment**

70% Designing and making and 30% Theory.