



Year 11 & Year 12 Curriculum Booklet

MAY 2023



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Roseville College

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Welcome to the Senior Years

The senior years are academically challenging and rewarding in experience. We aspire for each of you to develop your unique potential and achieve your personal best in all aspects of your life at school. Our teachers are looking forward to working by your side as you learn and lead together.

We have endeavoured, in this booklet, to provide you with the information that will assist you in the process of choosing subjects and making plans for the future. If you, or your parents, would like any further information, you are welcome to contact the teaching staff, Heads of Department or me. I look forward to sharing this learning journey with you.

Mr Lloyd Walker
Director of Teaching and Learning

Selection of Courses of Study for Years 11 and 12

The following information is offered as a guide to students and parents in making decisions about appropriate courses of study. It is important that choices be made very carefully and are as final as possible to enable the College to undertake detailed planning for next year.

Choosing Subjects

The College offers a wide range of subjects in Years 11 and 12 but, as there is a limited number of periods in the week, subjects must be grouped together to be taught at the same time. A completely free choice is never possible at any school. To ensure that the largest possible number of students are able to take the subjects of individual choice, a timetabling program will be used to determine subject groupings. Therefore, it is necessary for Year 10 students to make a choice of subjects at this time.

The following points should be noted very carefully when choices are being made:

- Choice of subjects should relate closely to the interests and abilities of students.
- Subjects should be chosen with all possible career options left open. This is important as many students will change their minds about careers between now and the end of Year 12.
- Where career interests may involve tertiary education, the admission requirements of the universities and other institutes should be checked with the institutions concerned.
- The entry requirements for universities and other tertiary institutions should be considered very carefully. Our Careers Adviser will give students and parents every assistance, but final responsibility for the accuracy and currency of tertiary entrance requirements rests with the student and parent.

Requirements for the Award of a Higher School Certificate (HSC)

If you wish to be awarded a Higher School Certificate:

- you must study a minimum of 12 units in the Preliminary course (Year 11) and a minimum of 10 units in the HSC course (Year 12).

Both the Preliminary course and the HSC course must include the following:

- at least 6 units from NESA Developed Courses, including at least 2 units of a NESA Developed Course in English
- at least three courses of 2 units value or greater
- at least four subjects
- you must complete the practical, oral or project works 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 assessments and examinations.

Higher School Certificate 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, Design and Technology and others. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject
- Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate, no more than 6 Preliminary units and 7 HSC units of Science can be included
- You must study Music 2 if you wish to study HSC Music Extension.

Additional information about courses and the HSC is available on the NESA website: <http://educationstandards.nsw.edu.au>

Roseville College Course Requirements for Years 11 and 12

At Roseville College, we aim to provide a broad, liberal education of a high standard for all students. In keeping with this aim, we usually* require all students to study a minimum of six 2 unit subjects in Year 11. One of these subjects must be an English course of at least 2 units. In Year 11, all Roseville College students study Preliminary English Advanced, unless they are eligible for the Preliminary English EAL/D course.

In Year 11, in addition to the six 2 unit subjects, Preliminary English Extension, Preliminary Mathematics Extension 1 and Studies of Religion may be studied. Students may be permitted to study 13 or 14 units if they wish to study Preliminary English Extension and/or Preliminary Mathematics Extension 1 and/or Studies of Religion.

*If a student is interested in studying both Preliminary Extension English and Preliminary Extension Mathematics, or one Preliminary Extension course and Studies of Religion, they may be permitted to combine these two courses with five 2 unit subjects, to meet the requirements of 12 units for the Preliminary course. However, this means that students must study all of their chosen subjects for the duration of Year 11. Students interested in pursuing this pattern of study must meet with Mr Lloyd Walker or Mrs Emily Liddell selection.

In Year 12, students must study at least 10 units including 2 units of English; either English (Advanced), English (Standard) or English EAL/D.

2 Unit Subjects Offered

Ancient History	Investigating Science
Biology	Japanese
Business Studies	Legal Studies
Chemistry	Mathematics Advanced
Chinese	Mathematics Standard
Design and Technology	Mathematics Extension 2 (Year 12 only)
Drama	Modern History
Earth and Environmental Science	Music 1
Economics	Music 2
Engineering (UTS)	PDHPE
English Advanced	Physics
English EAL/D	Society and Culture
English Standard (Yr 12 only)	Software Design and Development
Food Technology	Visual Arts
French Continuers	
Geography	

1 Unit Subjects Offered

Year 11

Preliminary English Extension
Preliminary Mathematics Extension 1
Preliminary and HSC Studies of Religion

Year 12

HSC Chinese Extension	HSC Mathematics Extension 1*
HSC English Extension 1	HSC Mathematics Extension 2*
HSC English Extension 2	HSC Music Extension
HSC French Extension	Preliminary and HSC Studies of Religion I
HSC History Extension	
HSC Japanese Extension	HSC Science Extension

* Please see page 18 for further details

** Please note that if an insufficient number of girls apply to study a subject, a decision not to offer that subject may be made.

Drama

Drama

2 units for each of the Preliminary and HSC NESA Developed Course.

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

Drama is a collaborative art form that involves the creative interaction of individuals using a range of artistic skills. Drama is an important means of understanding, constructing, appreciating and communicating social and cultural values.

The study of Drama will develop the talents and capacities of all students – physical, emotional, intellectual, social, spiritual, creative and expressive – as well as developing self-confidence and self-esteem.

This syllabus provides 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 the study of this syllabus may be further developed and employed in a variety of professions including, but not confined to, theatre, media, communications and community cultural development. The syllabus provides continuity with many tertiary and industry courses.

Preliminary Course

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

HSC Course

- Australian Drama and Theatre (Core component)
- Studies in Drama and Theatre
- The Group Performance (Core component)
- The Individual Project

In the Individual Project students demonstrate their expertise in a particular area. They use knowledge, skills and experience acquired in the Preliminary course to select an area in which to specialise. Students have a wide range of choice from Performance, Design, Script, Video Drama or Critical Analysis. Students chart the process of their project in a logbook. Some class time is allocated to this project but students must be prepared to work independently.

In the Group Performance students (3-6) collaborate to devise and perform a piece of original theatre (8-12 minutes in duration). As a starting point students must choose ONE topic from a list published by NESA. Each student charts the process of this project in a logbook. The Group Performance is developed in class time; however, outside class time rehearsals are essential.

English

English EAL/D

2 units for each of the Preliminary and HSC NESA developed Course.

Exclusions: English Advanced; English Standard; English Studies; English Extension

Eligibility rules apply. The English EAL/D course is for students who have been educated in English for five years or less, either in Australia or overseas. The eligibility rules for this course are available on the ACE website.

Course Description

In the English EAL/D Year 11 course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.

In the English EAL/D Year 12 course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama, film or media or nonfiction. Through this close study of texts, students develop and apply skills in synthesis.

In this course, students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational and vocational lives.

Preliminary Course

Students study 3-4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are:

Module A: Language and Texts in Context

Module B: Close Study of Text

Module C: Texts and Society

Optional teacher-developed module

HSC Course

Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. The first three modules are:

Module A: Texts and Human Experiences

Module B: Language, Identity and Culture

Module C: Close Study of Text

The fourth module, Focus on Writing, is studied concurrently throughout the year to develop students understanding and use of language in developing their own written responses.

Course Requirements

Across the Stage 6 course, students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insight into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

The Preliminary Course requires students to:

- study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- engage in regular wide reading connected to, and described in, each of the modules
- engage in speaking and listening components in each module.

The HSC Course requires students to:

- study at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- study at least one related text in Module A: Texts and Human Experiences
- engage in speaking and listening components in each module.

English Continued

English Standard

The English Standard course is not offered to Roseville College students in Year 11.

In Year 11, all students complete the Year 11 Advanced Course.

HSC Course Description

The English Standard Course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

The course has four sections:

Common Module (Common to English Standard and English Advanced): Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students are provided with opportunities to appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

Module A: Language, Identity and Culture

Language has the power to both reflect and shape individual and collective identity. In this module, students consider how their responses to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities. Through their responding and composing, students deepen their understanding of how language can be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups.

Module B: Close Study of Literature

In this module, students develop an informed understanding, knowledge and appreciation of a substantial literary text. Through their development of considered personal responses to the text in its entirety, students explore and analyse the particular ideas and characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities.

Module C: The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision. Students appreciate, examine and analyse at least two challenging short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own ideas and written expression. They examine how writers of complex texts use language creatively and imaginatively for a range of purposes, to describe the world around them, evoke emotion, shape a perspective or to share a vision. Through the study of texts drawn from enduring, quality texts of the past as well as from recognised contemporary works, students appreciate, analyse and assess the importance and power of language. Through a considered appraisal of, and imaginative engagement with these texts, students reflect on the complex and recursive process of writing to further develop their ability to apply their knowledge of textual forms and features in their own sustained and cohesive compositions.

Particular Course Requirements:

Across Stage 6 the selection of texts must give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

HSC Course requirements:

- Close study of three types of prescribed texts, one drawn from each of the following categories:
 - prose fiction
 - poetry or drama
 - nonfiction or film or media
- At least two short prescribed texts must be studied for Module C, but do not contribute to the required pattern of prescribed texts for this course.
- Students must also study one related text in the Common Module: Texts and Human experiences.

English Advanced

2 units for each of the Preliminary and HSC NESAs Developed Course.

Course Description

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

Preliminary Course

The course has three sections:

Content common to the Standard and Advanced Courses is undertaken through the Common Module - Reading to Write: Transition to Senior English.

Students undertake intensive and close reading of texts from a variety of modes and media to develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey ideas, relationships, endeavours and scenarios.

Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers.

Module A: Narratives that Shape our World.

Students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values. They deepen their understanding of how narrative shapes meaning in a range of modes, media and forms, and how it influences the way that individuals and communities understand and represent themselves.

Module B: Critical Study Of Literature.

Students develop analytical and critical knowledge, understanding and appreciation of a literary text. Through increasingly informed personal responses to the text in its entirety, students develop understanding of the distinctive qualities of the text and notions of textual integrity. Students have opportunities to appreciate and express views about the aesthetic and imaginative aspects of a text by composing creative and critical texts of their own.

HSC Course

Common module: Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students are provided with opportunities to appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

Module A: Textual Conversations

In this module, students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. Students consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text. In their textual studies, they also explore common or disparate issues, values, assumptions or perspectives and how these are depicted. By comparing two texts students understand how composers (authors, poets, playwrights, directors, designers and so on) are influenced by other texts, contexts and values, and how this shapes meaning.

Students identify, interpret, analyse and evaluate the textual features, conventions, contexts, values and purpose of two prescribed texts. As students engage with the texts they consider how their understanding, appreciation and enjoyment of both texts has been enhanced through the comparative study and how the personal, social, cultural and historical contextual knowledge that they bring to the texts influences their perspectives and shapes their own compositions.

Module B: Critical Study of Literature

In this module, students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text. Through increasingly informed and personal responses to the text in its entirety, students understand the distinctive qualities of the text, notions of textual integrity and significance.

Students study one prescribed text. Central to this study is the close analysis of the text's construction, content and language to develop students' own rich interpretation of the text, basing their judgements on detailed evidence drawn from their research and reading. In doing so, they evaluate notions of context with regard to the text's composition and reception; investigate and evaluate the perspectives of others; and explore the ideas in the text, further strengthening their informed personal perspective.

English Continued

English Advanced Continued

Students have opportunities to appreciate and express views about the aesthetic and imaginative aspects of the text by composing creative and critical texts of their own. Through reading, viewing or listening they critically analyse, evaluate and comment on the text's specific language features and form. They express complex ideas precisely and cohesively using appropriate register, structure and modality. They draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately.

Module C: The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.

Students appreciate, examine and analyse at least two short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own complex ideas and written expression. They evaluate how writers use language creatively and imaginatively for a range of purposes; to express insights, evoke emotion, describe the wonder of the natural world, shape a perspective or to share an aesthetic vision.

Through the study of enduring, quality texts of the past as well as recognised contemporary works, students appreciate, analyse and evaluate the versatility, power and aesthetics of language. Through considered appraisal and imaginative engagement with texts, students reflect on the complex and recursive processes of writing to further develop their self-expression and apply their knowledge of textual forms and features in their own sustained and cohesive compositions.

Text requirements

Students are required to closely study four prescribed texts, one drawn from each of the following categories:

- Shakespearian drama
- prose fiction
- poetry or drama
- non fiction or film or media

At least two short prescribed texts must be studied for Module C, but do not contribute to the required pattern of prescribed texts for this course.

* Students must also study one related text in the Common Module: Texts and Human experiences.

Year 11 English Extension (Preliminary) Year 12 English Extension 1 (HSC)

1 unit of study for each of the Year 11 (Preliminary) and Year 12 (HSC) NESA Developed Course.

Prerequisites

- English Advanced
- Year 11 English Extension is a prerequisite for HSC English Extension 1

English Extension Course Description

The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

Preliminary Course

Module: Texts, Culture and Value

Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.

Students examine a key text from the past and its manifestations in other contexts and media.

Through close study they:

- consider the relationships between the text and its culture
- explore the language of the text and examine the ways in which language shapes and reflects values
- consider the effects of different ways of responding to the text
- consider the ways and reasons the original and later manifestations of the text or aspects of the text are valued.

Students also explore, analyse and critically evaluate different examples of such texts in a range of contexts and media, including texts of their choosing.

Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in more recent culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities, and develop skills in sustained composition.

Related Project

This project provides opportunities for students to develop skills in independent investigation and critical and creative thinking. Students apply their knowledge about texts studied in this module to their own selected texts. They develop an understanding of research methodologies suitable to support a range of interpretive, analytical and imaginative projects.

Students select a key text and examine and evaluate manifestations of their selected text in other contexts and media, while considering how and whether the values embedded in one text parallel, challenge or offer alternatives to the other.

Students realise insights into their research and personal evaluation of the texts in an imaginative and analytical multimodal presentation. This project may be undertaken concurrently with study of the module Texts, Culture and Value.

HSC Course

For the Year 12 English Extension 1 course students are required to:

- complete the Year 11 English Extension course as a prerequisite
- complete 60 indicative hours
- undertake ONE elective option from the common module

Common Module – Literary Worlds

In this module students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. They extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts.

Students explore, analyse and critically evaluate textual representations of the experiences of others, including notions of identity, voice and points of view; and how values are presented and reflected in texts. They deepen their understanding of how texts construct private, public and imaginary worlds that can explore new horizons and offer new insights.

Students consider how personal, social, historical and cultural context influence how texts are valued and how context influences their responses to these diverse literary worlds. They appraise their own values, assumptions and dispositions as they develop further understanding of how texts make meaning.

In their study of literary worlds students experiment with critical and creative compositions that explore how language features and forms are crafted to express complex ideas and emotions, motivations, attitudes, experiences and values. These compositions may be realised in various forms, modes and media.

Each elective in this module involves the study of three texts from the prescribed list, with at least two being print texts. Students explore, analyse and critically evaluate a range of other texts that construct private, public and imaginary worlds.

Text requirements

The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts

Students are required to study at least TWO related texts.

English Continued

Year 12 English Extension 2

For the Year 12 English Extension 2 course students are required to:

- be undertaking study of the Year 12 English Extension 1 course
- complete 60 indicative hours
- complete a Major Work and Reflection Statement
- document coursework in a Major Work Journal.

Major Work

The Major Work is a sustained, cohesive extended composition that demonstrates mastery of the composition process. The Reflection Statement reflects on and evaluates the creative process of completing an original composition. Students engage in extensive investigation of a subject of their own choosing to demonstrate the skills and knowledge developed throughout their Stage 6 English courses.

A Major Work must communicate an idea that is conceptually profound, insightful or thought-provoking with a clear sense of audience and purpose appropriate to the chosen form and style. The form of the Major Work must be chosen deliberately to contribute to the authenticity, originality and overall conceptual purpose of the work. Students skilfully manipulate and control the language features and conventions of their chosen form to create an engaging composition. The work must demonstrate a conscious and purposeful style that has been refined to ensure artistry and textual integrity.

Throughout the Major Work process students will be required to demonstrate their evaluation and reflection on their research and composition in various ways.

The processes of composition are recorded in the student's Major Work Journal and monitored by the teacher. The journal is an ongoing record, evaluation and reflection on the creative, investigative and drafting process and the realisation of an extended composition.

History

Ancient History

2 units for each of the Preliminary and HSC NESA Developed Course.

Course Description

Ancient History involves the study of at least two of the following areas: Egypt, The Near East, Greece and Rome in both the Preliminary and HSC Courses.

The Preliminary Course is structured for students to investigate:

- People, groups, events, institutions, societies and historical sites from the Ancient World
- Archaeological and written evidence, and the methods used by historians.

The HSC Course allows students to use archaeological and written evidence to investigate a personality from the ancient world plus three ancient societies/historical periods.

Preliminary Course

The course is structured as follows:

Part I: Investigating Ancient History

Students investigate the nature of Ancient History and features of Ancient Societies, undertaking two case studies (These may include Palmyra, the Silk Road, Slavery in Ancient Rome, Boudicca and Persepolis).

Part II: Features of Ancient Societies

These studies provide students with opportunities to develop an understanding of the social history of a people through an investigation of the remains of their material culture, key developments and forces that may have shaped the selected feature(s), and the nature of the available sources.

Part III: Historical Investigation

The Historical Investigation allows students to pursue a topic of their own interest in depth.

HSC Course

Students undertake the study of four major topics. These are drawn from at least two of the following areas: Egypt, The Near East, Greece and Rome.

The course structure is as follows:

Part I: Core: Pompeii and Herculaneum

Part II: ONE Ancient Society.

Students are currently studying Spartan Society.

Part III: ONE Personality in their time

This is currently Xerxes.

Part IV: ONE Historical Period

Students are currently studying The Greek World 500-440BC.

The topic lists for parts II to IV are extensive and can be found at the NESA website in the Stage 6, Year 11 and 12 syllabus documents.

Particular Course Requirements

The Preliminary Course is a prerequisite for the HSC course.

History Continued

Modern History

2 units for each of the Preliminary and HSC NESA Developed Course.

Course Description

The Preliminary Course is designed to provide students with opportunities to investigate the nature of Modern History as well as individuals, groups, societies and ideas in a range of historical contexts. This course forms a background to, and is a prerequisite for, the HSC Course. The HSC Course is designed for students to investigate national and international forces for change and continuity in the 20th Century.

Preliminary Course

There are three main areas of study:

Part I: Investigating Modern History

Students consider the Nature of Modern History and undertake two Case Studies.

Part II: Historical Investigation

Part III: The Shaping of the Modern World

Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity. The current topic for Part III is World War I.

Case Studies include: The Decolonisation of Indochina, the Decline and Fall of the Romanov dynasty, Communism in Theory and Practice (a teacher-developed study focusing on North Korea). More topics can be found in the syllabus. The Independent Historical Investigation allows students to pursue a topic of their own interest in depth.

HSC Course

The course is divided into four major studies:

Part I: Power and Authority in the Modern World 1919-1946

- A source-based study with a focus on Nazi Germany. This is the compulsory study for all Modern History students.

Part II: National Study

At present, students at Roseville study Russia and the Soviet Union, 1917-1941, but other topics may also be studied.

Part III: Peace and Conflict

Students at Roseville currently study Conflict in Indochina 1954-1979. Topics, however, are subject to change and may vary according to the teacher and the class a student is in.

Part IV: Change in the Modern World

Students are currently studying China: Cultural Revolution to Tiananmen Square 1966-1989.

Particular Course Requirements

The Preliminary course is a prerequisite for the HSC course.

HSC History Extension

1 unit HSC NESA Developed Course.

Course Description

HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part I of the course, students investigate the question 'What is history?' through readings and through one case study. In Part II students design, research and present their own major historical inquiry. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History

Main Topics Covered

Part I: What is History? (2/3 of course time)

Key questions:

- Who are the historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have the approaches to history changed over time?

Students will consider a wide range of approaches to history from ancient times to current presentations of history, such as Digital History. They will also investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options. For example, Convict Women in NSW or the debates surrounding Margaret Thatcher's tenure as Prime Minister.

Part II: History Project (1/3 of course time)

An original piece of historical investigation by the student, which includes a Proposal, Essay, Bibliography and Process Log.

Particular Course Requirements

A Preliminary Course in Modern or Ancient History is a prerequisite for the HSC History Extension course.

Students must be studying concurrently, or have completed, the HSC course in Ancient History and/or Modern History.

Languages

Chinese Continuers

2 units for each of the Preliminary and HSC NESAs Developed Course.

Prerequisites: Stage 5 Chinese or equivalent knowledge is assumed.

Exclusions: Chinese Beginners, Chinese in Context, Chinese and Literature. Other eligibility rules apply to study of this subject. Check with your teacher or the NESAs ACE Manual.

Course Description

The Preliminary and HSC course centres on current themes and associated topics. Students' skills in, and knowledge of, Chinese will be developed through tasks associated with a range of texts and text types, which reflect these themes and topics. Students will also gain an insight into the culture and language of Chinese-speaking communities by engaging with a range of texts. The study of a second language is a skill for life, which will open doors to a world of future possibilities.

Themes

- The individual: Topics such as personal identity, education and aspirations, recreation and leisure, and travel experiences are explored through a variety of texts such as film, short story, song, magazine article, and documentary.
- The Chinese-speaking Communities: Topics such as history, culture and lifestyles are discussed through relevant, current texts.
- The Changing World: Topics such as youth issues, the world of work, tourism and hospitality are considered by engaging with a range of authentic resources.

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Reading texts from various sources
- Writing for a variety of purposes
- Experiencing Chinese culture through a variety of texts.

HSC Chinese Extension

1 unit for the HSC NESAs Developed Course.

Prerequisites: The Chinese Continuers Preliminary course is a prerequisite.

Co-requisites: The Chinese Continuers HSC course is a co-requisite.

Exclusions: Chinese in Context, Chinese and Literature

Course Description

The Chinese Extension course focuses on the theme: The Individual and Contemporary Society. Issues that exemplify aspects of this theme are prescribed for study. Students engage with the issues through the study of a prescribed text and related texts, including current publications and interactive resources.

Prescribed Text

Text type: Film
Title: Young Style
Director: Liu Jie

Prescribed Issues

Education

- The role of education
- Pressures and expectations
- Personal goals

Relationships

- Family relationships
- The world of the young
- Responsibility towards others

Division in society

- Poverty and wealth
- Personal identity
- Coping with reality

Languages Continued

French Continuers

2 units for each of the Preliminary and HSC NESA Developed Course.

Prerequisites: Stage 5 French or equivalent knowledge is assumed.

Exclusions: French Beginners

Course Description

The Preliminary and HSC course centres on current themes and associated topics. Students' skills in, and knowledge of, French will be developed through tasks associated with a range of texts and text types, which reflect these themes and topics. Students will also gain an insight into the culture and language of French-speaking communities by engaging with a range of texts. The study of a second language is a skill for life, which will open doors to a world of future possibilities.

Themes

- The Individual: Topics such as personal identity, relationships, family, friends, school life and aspirations, leisure and interests, health and sport are explored through a variety of texts such as film, short story, song, magazine article and documentary.
- The French-speaking Communities: Topics such as daily lifestyles, routines, city and country life, arts and entertainment are discussed through relevant, current texts.
- The Changing World: Topics such as travel and tourism, the world of work, careers and occupations, men and women in the workplace, current issues and youth cultures are considered by engaging with a range of authentic resources.

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Reading texts from various sources
- Writing for a variety of purposes
- Experiencing French culture through a variety of texts.

HSC French Extension

1 unit for the HSC NESA Developed Course.

Prerequisites: The French Continuers Preliminary course is a prerequisite.

Co-requisites: The French Continuers course is a co-requisite.

Exclusions: None

Course Description

The French Extension course focuses on the theme: The Individual and Contemporary Society. Issues that exemplify aspects of this theme are prescribed for study. Students engage with the issues through the study of a prescribed text and related texts, including current publications and interactive resources.

Prescribed Text

Text Type: Film

Title: Les Intouchables

Directors: Olivier Nakache and Eric Toledano

Prescribed Issues

Acceptance

- Outcasts
- Stereotypes
- Dealing with disability

Resilience

- Friendship
- Social mobility
- Responsibility and dependence

Identity

- Social inequality
- Cultural difference
- Self-worth

Languages Continued

Japanese Continuers

2 units for each of the Preliminary and HSC NESAs Developed Course.

Prerequisites: Stage 5 Japanese or equivalent knowledge is assumed.

Exclusions: Japanese Beginners; Japanese in Context; Japanese and Literature. Other eligibility rules apply to the study of this subject. Check with your teacher or the NESAs ACE manual.

Course Description

The Preliminary and HSC course centres on current themes and associated topics. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect these themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities by engaging with a range of texts. The study of a second language is a skill for life, which will open doors to a world of future possibilities.

Themes

- The Individual: Topics such as sense of self, aspirations for the future, personal values, opinions, and relationships with others are explored through a variety of texts such as film, short story, song, magazine article and documentary.
- The Japanese-speaking Communities: Topics are explored from the perspective of groups within those communities and students are encouraged to reflect on their own and other cultures.
- The Changing World: Topics enable students to explore change as it affects aspects of the world of work and other current issues.

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Reading texts from various sources
- Writing for a variety of purposes
- Experiencing Japanese culture through a variety of texts.

HSC Japanese Extension

1 unit for the HSC NESAs Developed Course.

Prerequisites: The Japanese Continuers Preliminary course is a prerequisite.

Co-requisites: The Japanese Continuers course is a co-requisite.

Exclusions: None

Course Description

The Japanese Extension course focuses on the theme: The Individual and Contemporary Society. Issues that exemplify aspects of this theme are prescribed for study. Students engage with the issues through the study of a prescribed text and related texts, including current publications and interactive resources.

Prescribed text

Text type: Film
 Title: Kimi no Na wa
 Director: Makoto Shinkai

Prescribed Issues

- Connectedness
- People and places
 - Traditions and beliefs
 - Communication

Journeys

- Self-discovery
- Making choices
- Hopes and dreams

Impact of the Past

- Memories
- Experiences
- City and country

Mathematics

Mathematics Standard

2 units for each of the Preliminary and HSC NESA Developed Course.

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Mathematics 5.2 course.

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

Course Description

The Mathematics Standard course focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their everyday lives. In Year 11 there is a common course, which is divided into four content areas: Algebra, Measurement, Financial Mathematics and Statistical Analysis. In Year 12 there are two courses, Mathematics Standard 1 and Mathematics Standard 2. The emphasis is on specific skills and tasks that involve integrating knowledge and techniques across a range of familiar and unfamiliar situations. These tasks draw from more than one area of study and encourage the transfer of knowledge across the entire course.

The Mathematics Standard course offers students the opportunity to prepare for a wider range of employment aspirations, including continuing their study at a tertiary level.

Preliminary Course

- Algebra: Formulae, Equations and Linear Relationships
- Measurement: Applications
- Financial Mathematics: Money Matters
- Statistical Analysis: Relative Frequency and Probability

HSC Course

- Algebra: Types of Relationships
- Measurement: Non Right-angled Trigonometry
- Financial Mathematics: Investments, Loans and Annuities
- Statistical Analysis: Bivariate Data Analysis
- Networks: Network concepts and Critical Path Analysis

Mathematics Advanced

2 units for each of the Preliminary and HSC NESA Developed Course.

Prerequisites: The course is constructed on the assumption that students have achieved all the 5.1 and 5.2 outcomes and the following substrands of 5.3: Algebraic Techniques, Surds and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis, Non Linear Relationships, Properties of geometric shapes.

Exclusions: Mathematics Standard

Course Description

The Mathematics Advanced course is a calculus based course intended for those students who have demonstrated competency and mastery in the skills of Stage 5 Mathematics. It focuses on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

The study of Mathematics Advanced in Stage 6 enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs. In addition, this level of study provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at a tertiary level.

Preliminary Course

- Functions: Working with Functions
- Trigonometric Functions: Trigonometry and Measure of Angles
- Calculus: Introduction to Differentiation
- Exponential and Logarithmic Functions: Logarithms and Exponentials
- Statistical Analysis: Probability and Discrete Probability Distributions

HSC Course

- Functions: Graphing Techniques
- Trigonometric Functions: Trigonometric Functions and Graphs
- Calculus: Differential and Integral Calculus and Application of Calculus
- Financial Mathematics: Modelling Financial Situations
- Statistical Analysis: Descriptive Statistics and Bivariate Data Analysis

Mathematics Continued

Preliminary Mathematics Extension 1 HSC Mathematics Extension 1

1 unit for each of the Preliminary and HSC NESAs Developed Course.

2 units for each of the Preliminary and HSC NESAs Developed Courses for those students studying Extension 2.

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Mathematics 5.3 course, along with the recommended options of polynomials, logarithms, functions and graphing and circle geometry

Exclusions: Mathematics Standard

Course Description

The content of this course, which includes the whole of the Mathematics course, indicate that it is intended for those students who have demonstrated superior mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. It enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively. Students are able to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality. In addition, the study of Mathematics at this level provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level.

Preliminary Course

- Functions: Further work with Functions and Polynomials
- Trigonometric Functions: Inverse Trig Functions and Trig Identities
- Calculus: Rates of Change
- Combinatorics: Working with Combinatorics

HSC Course

- Proof: Proof by Mathematical Inductions
- Vectors: Introduction to Vectors
- Trigonometric Functions: Trigonometric Equations
- Calculus: Further Calculus skills and Applications
- Statistical Analysis: The Binomial Distribution

HSC Mathematics Extension 2

2 units for the HSC NESAs Developed Course.

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

Exclusions: Mathematics Standard

Course Description

The course offers a suitable preparation for the study of mathematics at a tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. A distinctly high level of mathematical skill is required as well as a high degree of understanding of algebra and calculus. It provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration.

The course content includes the entire Mathematics course, the entire Mathematics Extension I course as well as the following topics.

Main Topics Covered

- Proof: The Nature of Proof and further Mathematical Induction
- Vectors: Further work with Vectors
- Complex Numbers: Introduction to Complex Numbers
- Calculus: Further Integration
- Mechanics: Applications of Calculus to Mechanics

Music

Music 1

2 units for each of the Preliminary and HSC NESA Developed Course.

Prerequisites: Music Stage 4 mandatory course (or equivalent)

Exclusions: Music 2

Course Description

Music 1 is designed for students who have a love of music and diverse musical backgrounds and musical interests. The course caters for students who are interested in creative activities such as performance, composition or musicology research and provides the option to major in one or more of these electives in Year 12. Prior theoretical knowledge is not a prerequisite and consequently students are able to take this course without having studied Music in years 9 and 10.

Main Topics Covered

Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a diverse range of styles and periods and enables students to focus on their musical interests.

Particular Course Requirements

HSC Course

In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.

Music 2

2 units for each of the Preliminary and HSC NESA Developed Course.

Prerequisites: Music Stage 4 mandatory course and Stage 5 elective course (or equivalent)

Exclusions: Music 1

Course Description

The Music 2 course provides students with the opportunity to build on knowledge, and skills gained in Music in Years 7-10. Through the learning experiences of performance, composition, musicology and aural, students explore a range of musical styles.

Main Topics Covered

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary course, the Mandatory Topic is Music 1600–1900.

In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus). The Elective Topic list is extensive and provides students the opportunity to specialise in a period and genre of their choice.

Particular Course Requirements

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

All students will be required to develop a composition portfolio for the core composition.

Music Continued

HSC Music Extension

1 unit for the NESAs Developed Course.

Prerequisites: Music 2 (studied concurrently with HSC course of Music 2).

Exclusions: Music 1

Course Description

The Extension course builds on Music 2 and offers a high degree of specialisation in performance, composition or musicology.

Particular Course Requirements

Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.

PDHPE

Personal Development, Health and Physical Education (PDHPE)

2 units for each of the Preliminary and HSC NESA Developed Course.

Course Description

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

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance including training, psychology and nutrition. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Preliminary Course

Core Topics (60%)

Better Health for Individuals

- Meanings and perceptions of health
- Health behaviours of young people
- The degree of control individuals can exert over their health
- Health promotion and responsibility for health promotion

The Body in Motion

- Skeletal and Muscular Systems
- Circulatory and Respiratory Systems
- Fitness
- Aerobic and Anaerobic Training
- Biomechanics

Optional Components (40%)

First Aid

- Assessment and management of first aid situations
- Considerations in first aid – infection control and protection, legal and moral dilemmas

Fitness Choices

- Meanings and value placed on exercise and fitness
- Individual and group fitness activities
- Influences on fitness

HSC Course

Core Topics (60%)

Health Priorities in Australia

- The health status of Australians
- Health priority issues – cardiovascular disease, cancer and diabetes
- Health care and health promotion

Factors Affecting Performance

- Energy systems, principles of training and types of training
- Physiological adaptations to training
- Sports psychology and sports nutrition and recovery
- Stages of skill acquisition
- Characteristics of the learner and the learning environment

Optional Components (40%)

Sports Medicine

- Classification and management of sports injuries
- Recovery from injury
- Preventative actions
- Rehabilitation procedures and returning to play

Improving Performance

- Training for strength, power, flexibility and skills
- Planning a training year
- Planning to avoid overtraining
- Ethical issues: drugs in sport and the use of technology

Science

Biology

2 units for each of the Preliminary and HSC NESA Developed Course.

Course Description

The Biology course looks at the diversity of life, from the molecules of life up to the different types of living things. The course includes a variety of practical work including using the microscope as a primary tool. The course also looks at the applications of Biology in finding solutions to health and sustainability issues.

As well as covering four modules each year the students, with teacher guidance, will select one area in Biology that they will study in greater depth. This is an opportunity to move away from prescribed curriculum outcomes and research interesting applications of Biology in the real world through literature reviews and experiments. This course includes considerable background reading and a willingness to learn a range of technical terms. Students will be challenged by the complexity of the living world. Like all the science courses this course is based around an inquiry approach to learning with an emphasis on problem solving rather than just learning factual material.

Preliminary Course

Module 1 - Cells as the Basis of Life.

Students examine the structure and function of organisms at both the cellular and tissue levels. Students are introduced to the study of microbiology and the tools that scientists use in this field. These tools will be used throughout the course.

Module 2 - Organisation of Living Things.

Students will look at the way that multicellular organisms are organised. They will also look at a variety of living things, compare systems such as transport systems and how the body systems work together.

Module 3 - Biological Diversity.

In this module students will study Biodiversity and its importance for maintaining healthy ecosystems. The monitoring of Biodiversity and the biotic and abiotic factors for each organism is studied in detail.

Module 4 - Ecosystem Dynamics.

This is the study of ecosystems past, present and future, including the concepts of evolution.

HSC Course

Module 5 - Heredity.

This is the study of reproduction and inheritance. It includes the study of DNA and how it is replicated. Students also learn about contemporary research and the work of geneticists across a variety of industries, including medical applications and agriculture.

Module 6 - Genetic Change.

In this module students will learn about natural and human-induced causes and effects of genetic change, including mutations, environmental pressure and uses of biotechnology. Students investigate how the processes of inheritance and evolution are applied.

Module 7 - Infectious Disease.

This module examines the treatment, prevention and control of infectious disease both locally and globally. It includes study of the human immune system and its response to an infectious disease.

Module 8 - Non-infectious Disease and Disorders.

Students will look at non-infectious diseases and disorders, including their causes and effects on human health. They explore technologies and their uses in treating disease and disorders as well as the epidemiology of non-infectious disease in populations.

Science Continued

Chemistry

2 units for each of the Preliminary and HSC NESA Developed Course.

Course Description

The Chemistry course is a study of the elements, compounds and mixtures in our universe and the way they react with each other. The course builds heavily on the work in Year 9 and 10. The emphasis is on understanding various models of how chemicals behave. It includes many practical experiments which are significantly more complex than those completed in Year 10.

Students completing the Chemistry course will be expected to have a sound grasp of algebra, ratios and fractions.

As well as completing the four modules in both year 11 and 12, the course also includes an area of special interest in Chemistry, selected by the teacher, that students will study in depth. This is an opportunity to move away from prescribed curriculum outcomes and research interesting applications of chemistry in the real world through literature reviews and experiments.

Like all the science courses this course is based around an inquiry approach to learning with an emphasis on problem solving rather than just learning factual material.

Preliminary Course

Module 1: Properties and Structure of Matter.

This is the study of trends in the properties of compounds and elements and how that can lead to greater understanding of structure of the material world. It includes how to use these properties to separate useful materials from others. A central concept will be a study of the Periodic Table.

Module 2 – Introduction to Quantitative Chemistry.

Students will be learning how to quantify chemical reactions, making predictions of the product yields. This module will require students to use the correct names and representations for chemical reactions. Students are expected to know how to write balanced chemical equations when they commence this unit.

Module 3 – Reactive Chemistry.

This module is the study of the many different ways that chemicals react. It includes a study of the energy related to the formation and breaking of chemical bonds as a reaction takes place.

Module 4 – Drivers of Reactions.

This unit looks specifically at what starts and drives a chemical reaction. The concepts of entropy and enthalpy will be introduced. Students will study and calculate the heat used and produced in chemical reactions.

HSC Course

Module 5 – Equilibrium and Acid Reactions.

Students will study the effects of changes in temperature, concentration of chemicals and pressure on equilibrium systems, and consider that these can be predicted by applying Le Chatelier's principle.

Module 6 – Acid/Base Reactions.

This is a detailed study of Acids and Bases and how their chemistry applies to everyday life. This includes the human body, industrial applications and the environment.

Module 7 – Organic Chemistry.

This is a study of the properties of the different classes of Organic compounds. It includes the study of the current and future applications of chemistry, including techniques to synthesise new substances – including pharmaceuticals, fuels and polymers – to meet the needs of society.

Module 8 – Applying Chemical Ideas.

The identification and analysis of chemicals is of immense importance in scientific research, medicine, environmental management, quality control, mining and many other fields. This unit studies ways to identify chemicals in the laboratory.

Earth and Environmental Science

2 units for each of the Preliminary and HSC NESA Developed Course.

Course Description

This 2 unit course is a study of the Earth's geological processes and environmental issues. It is particularly important as environmental careers are increasing. Students who like experimental work and want to investigate environmental issues are encouraged to take this course. Unlike Chemistry, Physics and Biology it contains very little mathematical analysis and few abstract concepts.

As well as completing the four modules in both year 11 and 12, the course also includes an area of special interest in Earth and Environmental Science, selected by the teacher, that students will study in depth. This is an opportunity to move away from prescribed curriculum outcomes and research interesting applications of Earth Science in the real world through literature reviews and experiments. This course includes two compulsory field study days. Like all the science courses this course is based around an inquiry approach to learning with an emphasis on problem solving rather than just learning factual material.

Preliminary Course

Module 1 – The Earth's resources.

This module looks at the structure of the earth and the possible formation processes. It includes a look at how a range of rock layers are formed.

Module 2 – Plate Tectonics.

This unit builds on the work in Year 9. It includes a look at how this theory also helps to explain many aspects of climate, evolution and extinction, and supports predictions about the future.

Module 3 – Energy Transformations.

This is a study of how Energy from the Earth and Sun drive many of the processes within the Earth. This includes the movement of plates to the cycles in climate. This knowledge is helping scientists to predict areas of greatest risk in the future.

Module 4 – Human Impact.

Students will study how scientific knowledge enables efficient use of resources and also the rehabilitation of damaged ecosystems. Healthy ecosystems provide renewable resources, purify air and water, regulate climate and provide cultural services.

HSC Modules

Module 5 – Earth's Processes.

This is a big picture look at the formation of the Earth. This includes the formation of the Biosphere and the Plate Tectonic Super Cycle.

Module 6 – Hazards.

This is the study of natural disasters and their causes. The work of scientists to ameliorate their effects is a focus of this module.

Module 7 – Climate Science.

Students examine the mechanisms and scientific evidence for climate variation. They distinguish between evidence of natural processes and scientific evidence of human influences.

Module 8 – Resource Management.

Students study the ecological footprint of the extraction of resources and the disposal of wastes.

Science Continued

Investigating Science

2 units for each of the Preliminary and HSC NESA Developed Course.

Course Description

This 2 Unit Course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

This course is expected to be taken alongside another 2 Unit course. It is a new course looking more at the practice and philosophy of Science rather than any particular discipline or theoretical knowledge. It gives a broad overview of the big ideas in the history of Science and issues facing Science today.

There are four modules to be covered each year and in addition students will follow some topics to a depth beyond the syllabus. It is expected that students will pursue a depth study of their own interest that will enhance their knowledge of the other science courses they are studying. This Science course will include considerable background reading and will suit those who like to debate and argue ideas and write considered evaluations of general questions posed. Like all the science courses this course is based around an inquiry approach to learning with an emphasis on problem solving rather than just learning factual material.

Preliminary Course

Module 1 – Cause and Effect – Observing.

This unit looks at how scientists make observations that lead to hypotheses. Students will observe and collect their own data for a range of experiments.

Module 2 – Cause and Effect - Inferences and Generalisations.

In this module students look at the range of ways scientists move from observing to measuring to making breakthroughs in the understanding of Science.

Module 3 – Scientific Models.

From making discoveries scientists build models that help to predict and explain the world around them. Students will look at a range of models used in Science and assess their usefulness and limitations.

Module 4 – Theories and Laws.

This module looks at how scientific theories and laws are made and validated.

HSC Course

Module 5 – Scientific Investigations.

Students will look at how primary and secondary investigations are carried out. They will learn how the accuracy, reliability and validity of experiments are assessed.

Module 6 – Technologies.

This is a look at the dynamic relationship between science and technology. How one feeds off the other. It looks at some big breakthroughs in technology that have influenced Science including X ray diffraction and the discovery of DNA and the Large Hadron Collider.

Module 7 – Fact or Fallacy?

This unit looks at how scientific processes attempt to compensate for human failings by questioning evidence, re-testing ideas, replicating results and engaging with peer review in order to evaluate research.

Module 8 – Science and Society.

This is a study of how those who pursue the study of science have created processes, tools and products that challenge and influence society and some of its belief systems, ethics and societal norms.

Physics

2 units for each of the Preliminary and HSC NESA Developed Course.

Course Description

This 2 Unit course is a study of matter, motion, energy and force. It builds on the units on Electricity, Waves, Newton, Cosmology and Energy in Years 9 and 10. It contains lots of experimental work and primarily uses a mathematical approach to understand the concepts. Students will need to use algebra, trigonometry, ratios and fractions to complete the problems in this course.

As well as completing the four modules in both year 11 and 12, this course also includes an area of special interest in Physics, selected by the teacher, that students will study in depth. This is an opportunity to move students from prescribed curriculum outcomes and research interesting applications of Physics in the real world through literature reviews and experiments. Like all the science courses this course is based around an enquiry approach to learning with an emphasis on problem solving rather than just learning factual material.

Preliminary Course

Module 1 – Kinematics.

This is an introduction to the study of motion. It includes using graphs and formulae to analyse motion and also a study of Vector quantities.

Module 2 – Dynamics.

In this unit students study motion using Newton's Laws of Motion.

Module 3 – Waves and Thermodynamics.

This module investigates how some basic physics principles can be used to make predictions for a wide range of phenomena. The study of the way energy moves by waves both light and sound and through heating matter is the focus.

Module 4 – Electricity and Magnetism.

This is the study of how electrical charges and magnets influence the behaviour of matter.

HSC Course

Module 5 – Advanced Mechanics.

This is the study of more complex motions including projectile motion, circular motion and the movement of objects in a gravitational field in space.

Module 6 – Electromagnetism.

In this unit students go into depth on how the magnetic force acts on moving charges. This leads to an understanding of motors and generators.

Module 7 – The Nature of Light.

This unit begins the study of the revolutionary physics of the 20th Century, including Quantum Physics and Special Relativity.

Module 8 – From the Universe to the Atom.

This is the final unit which links the very small to the very large. It studies the initial models of the atom to today's Standard Model. It investigates the likelihood of further changes to the model as further technological developments occur.

Science Continued

HSC Science Extension

1 unit in Year 12 only. It can only be taken in conjunction with another science course.

Course Description

Science Extension is a 1 unit course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication.

Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio.

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

HSC Course

Module 1 - The Foundations of Scientific Thinking

Module 2 - The Scientific Research Proposal

Module 3 - The Data, Evidence and Decision

Module 4 - The Scientific Research Report

Course Requirements

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

Prerequisites: One of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisites: One of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Social Studies

Business Studies

2 units for each of the Preliminary and HSC NESA Developed Course.

Course Description

Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business and management in contexts which students will encounter in life. The course offers focus areas and perspectives ranging from the planning of a small business to the management of operations, finance, human resources and marketing in large businesses.

Through the incorporation of contemporary business theories and practices, the course lays an excellent foundation for students either in further tertiary study or in future employment. Business case studies are embedded in the course to provide a stimulating and relevant framework for students to apply theoretical concepts encountered in the business environment.

Students examine small local business case studies, as well as large businesses such as Qantas, Apple, McDonald's and IKEA. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

Preliminary Course

Nature of Business

The focus is the role and nature of business in a changing business environment, including how changes in internal and external influences have contributed to the growth of Australian industries.

Business Management

The focus is the nature and responsibilities of management in business, such as contemporary management theories and the key business functions of operations, marketing, human resources and finance.

Business Planning

The focus is the processes of establishing and planning a small to medium enterprise. Students create an innovative small business plan and enter the PYOE Competition.

HSC Course

Operations

The focus is the strategies for effective operations management to sustain a business's competitive advantage.

Marketing

The focus is the main elements involved in the development and implementation of successful marketing strategies.

Human Resources

The focus is the contribution of human resource management to business performance.

Finance

The focus is the role of interpreting financial information in the planning and management of business.

Particular Course Requirements

Students do not need to have studied Commerce in Years 9 and 10.

Social Studies Continued

Economics

2 units for each of the Preliminary and HSC NESA Developed Course.

Course Description

Economics provides students with an understanding of the many aspects of the economy and its operation that frequently dominate the media and politics. It investigates issues such as, the causes and effects of low wage growth, rising underemployment, global factors influencing Australia's trade and financial flows and an evaluation of the Australian government's response to the COVID-19 pandemic. Students have an opportunity to hear from leading economists on the causes of economic issues, and outcomes and effects of government policy.

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 context within the course. By understanding Economics, students can make informed judgments about issues and policies, and participate responsibly and ethically in decision-making. The course benefits students as they pursue further education, training and employment, and exercise their rights as citizens in an informed manner.

Preliminary Course

Introduction to Economics

The focus is the need for choice by individuals, businesses and governments and how their decisions determine the nature of the economy, and students compare the operation of the Australian economy with an Asian economy.

Consumers and Business – The focus is an investigation of how consumers and businesses make decisions about the choices they face, particularly in a market economy.

Markets – The focus is the operation of markets and the way prices are determined in a mixed economy, examining demand and supply in real life contexts.

Labour Markets – The focus is an examination of the market for labour resources, and how changing labour market regulation influences equity and efficiency in the labour market.

Financial Markets – The focus is the operation of financial markets in Australia, exploring the implementation of Monetary Policy.

Government in the Economy – The focus is the role of government in a mixed economy, the implementation of economic policy and how lobby groups influence decision making.

HSC Course

The Global Economy

The focus is the operation of the global economy and the impact of globalisation on economies, including a case study on the growth and development of a country other than Australia.

Australia's Place in the Global Economy

The focus is an examination of Australia in the global economy and the effect of changes in the global economy on Australia, particularly in relation to Balance of Payments, exchange rates and protectionism.

Economic Issues

The focus is the nature, causes and consequences of the economic issues that confront contemporary economies, for example, inflation, unemployment and environmental sustainability.

Economic Policies and Management

The focus is the aims and operation of economic policies in the Australian economy, in both a macroeconomic and microeconomic context, and to what extent government policies are effective in achieving economic objectives.

Particular Course Requirements

Students do not need to have studied Commerce in Years 9 and 10.

Geography

2 units for each of the Preliminary and HSC NESA Developed Course.

Course Description

Geography is the study of the features of the Earth's surface and related human activity. In this subject students explore the relationship between people and the environments which make up our world.

It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of global processes. Through the study of Geography, students are encouraged to reflect on their relationship with and responsibility for the world, as active and informed citizens, and the role that individuals, communities, organisations and governments can play, collectively, in maintaining the ecological processes on which human wellbeing and all life depend.

The study of Geography enables students to become global citizens able to evaluate the opinions of others and express their own ideas and arguments. It helps us make sense of a rapidly changing world and it explores ways in which we can influence and manage our planet sustainably. Integral to the discipline of Geography is fieldwork, where students are required to gather primary data in the field to investigate the geographical issues they are studying in the course. Geography allows students to explore current issues as informed citizens and assists students to develop skills which are applicable to the world of work.

The Preliminary Course covers issues such as the functioning and value of ecosystems, natural hazards, climate change, global population growth, resource consumption, and other global challenges such as technological advancement, cultural change and contested spaces. Students also have the opportunity to develop their research skills through the undertaking of individual research on a topic of their choice through the Geographical Investigation. This project is a highlight of the course and equips students with excellent independent research skills.

In the HSC course students look at a variety of ecosystems at risk, such as kelp forests, wetlands or coral reefs, the challenges of living in mega cities, rural and urban places and the global sustainability of a selected industry such as viticulture.

In both courses students learn about achieving sustainability, enhancing human wellbeing and ways in which they can take an active role in shaping future society. As well as partaking in discussion, debate and forums, students engage in a variety of activities including fieldwork to sites such as Towra Point, Green Square and the Hunter Valley. There may also be the opportunity to participate in an optional fieldtrip to the Great Barrier Reef or an international location.

Geography prepares students for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning.

Preliminary Course

- Earth's Natural Systems
- People, Patterns and Processes
- Human-environment Interactions
- Geographical Investigation

HSC Course

- Global Sustainability
- Rural and Urban Places
- Ecosystems and Global Biodiversity

Key concepts incorporated across all topics include:

change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Particular Course Requirements

Students do not need to have studied Elective Geography in Years 9 and 10. Students complete a Geographical Investigation (GI) in the Preliminary Course and must undertake 12 hours of fieldwork in both the Preliminary and HSC Courses.

Social Studies Continued

Legal Studies

2 units for each of the Preliminary and HSC NESA Developed Course.

Course Description

Legal Studies examines the ways in which the law and the legal system impacts everyday life. Students will develop an appreciation of how the law both reflects and shapes the culture of contemporary Australian society. Students gain an understanding of various and complex legal issues through studying current and historical cases and applying this knowledge in different justice contexts, both domestic and international. Legal Studies students develop independent research and critical thinking skills. They learn to produce high quality and persuasive oral and written communication.

Preliminary Course

The course has three parts:

Part 1 – The Legal System

Students develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions. They are given a first-hand experience of the functioning of the court room and evaluate the effectiveness of the law to achieve justice for victims, offenders and society.

Part 2 – The Individual and the Law

Students investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws, rights, and media reports. They consider the interaction between changing technology and the law.

Part 3 – Law in Practice

Students investigate contemporary issues that illustrate how the law operates in practice and learn to critically evaluate the effectiveness of the law and suggested law reform. Areas of study include Children and Young People in the Criminal Justice System, Domestic Violence, Aboriginal Deaths in Custody.

HSC Course

The course has three parts:

Part 1- Crime

Students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedom.

Part 2 – Human Rights

Students investigate human rights and assess the extent to which the legal system embodies and promotes human rights.

Part 3 – Options

Students investigate the effectiveness of the law in achieving justice through the study of two options:

1. Consumers - A critical analysis of the way the law responds resolving conflict in regard to consumers.
2. World Order - An international study on geo-political relations and the shifting space of a multilateral approach to maintaining world order.

Society and Culture

2 units for each of the Preliminary and HSC NESA Developed Course.

Course Description

The goal of Stage 6 Society and Culture is the development of social and cultural literacy and a distinct understanding of the interaction of people, their societies and cultures through time. This is a demanding course which requires students to think conceptually to understand their world. Vital course concepts include: identity, gender, power, authority, ritual, change, continuity, equality and non/conformity. The HSC course is also focused on aiming to understand the near future.

Society and Culture draws on the academic disciplines of anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology. This course provides students with skills to critically analyse social theory to explore complementary and contrasting viewpoints about diverse peoples, societies and cultures in order to facilitate intercultural understanding and communication. The course will equip students with the skills to navigate our globalised world.

A key part of the course involves students undertaking a substantial piece of research, the Personal Interest Project (PIP) into a topic of their own choice. Through undertaking this project, students will develop an understanding of research methodologies, including learning how to design research, and undertake interviews, observations and conduct effective surveys. Students will also learn how to analyse a wide range of data to reach well-founded conclusions and to write these in a meaningful 4000 word report. The PIP is presented for external assessment by NESA in August of the HSC year. The PIP is an outstanding preparation for the requirements of tertiary education.

Preliminary Course

The Social and Cultural World.

An introduction to conceptual thinking, undertaking social research and understanding our world. Students engage with a case study on the Maasai tribe.

Personal and Social Identity.

Exploring self-concept and identity formation and applying theories of psychological development.

Intercultural Communication.

Deep understanding of how different cultures interact and communicate, offering vital skills of our contemporary world. A case study of communication in Japan is undertaken.

HSC Course

Core

- Social and Cultural Continuity and Change – learning how and why both change and continuity occurs. This knowledge is applied to Rwanda as a case study, synthesising both theoretical and practical understandings.
- The Personal Interest Project – an individual research project which comprises 40% of externally assessed marks. A unique opportunity for student directed (and inspired) learning under teacher supervision.

Depth Studies

- Belief Systems and Ideologies - developing a deep understanding of values and customs within belief systems and ideologies across societies, cultures and our personal life. Students undertake an in-depth focus on the ideology of democracy, and its future.
- Social Inclusion and Exclusion – understanding the nature of equality, social difference and human rights and the implications for societies and cultures. Theory is applied to a case study on the inclusion and exclusion of Indigenous Australians.

Particular Course Requirements

Students do not have to have studied Sociology in Years 9 and 10.

Studies of Religion I

1 unit for each of the Preliminary and HSC NESA Developed Course.

Course Description

Studies of Religion develops students' knowledge and understanding of the significance of the role of religion in society in general and Australian society in particular, covering aspects such as the place and importance of Aboriginal belief systems and spiritualities.

The subject enables students who live in a multifaith and multicultural society to progress from a broad understanding of religious traditions to specific studies within these traditions. The syllabus provides a focus on religious expression in Australia and also investigates religion's place within the global community.

Compressed Curriculum

Studies of Religion is offered as a compressed curriculum. This means that the Preliminary and HSC courses are compressed into one year. Preliminary material is commenced in Term 4 of Year 10, and the HSC course is completed by the end of Term 3 of Year 11.

Students sit the HSC Examination for Studies of Religion in Year 11, and then begin their Year 12 studies having already completed one unit. As with several other HSC courses, students can expect some off-timetable lessons. While demanding, this accelerated course is an excellent option for some students.

Preliminary Course

Nature of Religion and Beliefs

The focus of this study is the nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

Religious Tradition Depth Studies

The purpose of this section is to develop a comprehensive view of religious traditions as living religious systems that link directly with the life of adherents through the study of TWO of the following religious traditions: Buddhism, Christianity, Hinduism, Islam or Judaism.

HSC Course

Religion and Belief Systems in Australia post-1945

The focus of this study is religious expression in Australia's multicultural and multifaith society since 1945. The study includes a deeper investigation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Religious Tradition Depth Studies

Elements of the TWO religious traditions studied in the Preliminary course are covered in greater depth in the HSC study. The particular focus is on the ways in which a religious tradition, as an integrated belief system, provides a distinctive answer to the enduring questions of human existence.

Technological and Applied Studies

Design and Technology

2 units for each of the Preliminary and HSC NESA Developed Course.

Course Description

Students study design processes, design theory and factors in relation to the realisation of practical design projects. While the course builds on the skills learnt in Design and Technology in Stages 4 and 5, it also caters for students with no previous practical experience. However, all students must be prepared to explore and experiment with a variety of new materials and techniques and willingly learn many new practical skills.

Preliminary Course

Students study Designing and Producing, which includes the following topics:

- 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
- Explore the work of designers through case studies
- Complete practical design projects and accompanying folio.

HSC Course

Includes the study of:

- Innovation and Emerging Technologies, involving a case study of innovation and the study of Designing and Producing.
- Practical component involves designing and producing a Major Design Project and Project Folio which includes three areas; project proposal and management, project development and realisation, and project evaluation. Students identify a genuine need and explore opportunities to develop a suitable solution.

Particular Course Requirements

- In the Preliminary course, students MUST participate in all hands-on practical activities using a variety of materials, tools, techniques and technologies.
- 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 of an innovation.
- The Major Design Project is worth 60% of the HSC course and the written examination component is worth 40% of the final HSC assessment.

Food Technology

2 units for each of the Preliminary and HSC NESA Developed Course.

Course Description

Students will examine the factors that have influenced food availability and selection in Australia and investigate current food consumption patterns. Food handling is addressed with an emphasis on ensuring food safety and managing the sensory characteristics and functional properties of food to produce a quality product. The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is explored.

The structure of the Australian food industry is outlined and the operations of one organisation investigated. Production and processing practices are examined and their impact evaluated. The activities that support food product development are identified and the process applied in the development of a food product. Contemporary food issues related to nutrition are raised, investigated and debated.

Authentic learning experiences are an integral part of the Food Technology course. These include guest presenters and workshops from industry professionals, practical experience through hands-on class sessions, a variety of food excursions, experimental work and links to the wider community.

Preliminary Course

Includes the study of:

- Food Availability and Selection
- Food Quality
- Nutrition

HSC Course

Includes the study of:

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Issues in Nutrition

Particular Course Requirements

Practical experiences are an integral part of the Food Technology course. These activities include a variety of "hands on" practical sessions as well as experimental and excursion work.

Visual Arts

Visual Arts

2 units for each of the Preliminary and HSC NESAs Developed Course.

Course Description

Visual Arts is an exciting course offered to students with a wide range of needs, abilities and interests. The course caters for a full range of students through learning opportunities based on a flexible content structure consisting of Artmaking Practice, The Conceptual Framework and The Frames. These aspects of content will be investigated more broadly and deeply as students develop increasing autonomy in their practical and theoretical understanding, knowledge and skills.

The syllabus builds on the skills gained in the Mandatory and Elective courses in Years 7-10, but students who are new to Visual Arts are still able to enjoy the challenges and rewards that the Visual Arts course has to offer.

In the Preliminary course, teachers assist students with their selection of content. This approach provides the foundation for a supportive environment that strengthens the abilities of each student as they approach the content in the HSC course. This will help to build a repertoire of skills and allow the students to take a confident approach when creating a sophisticated Body of Work.

Main Topics Covered

Preliminary Course

The 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 informed points of view
 - How students may develop meaning and focus and interest in their work
 - Building understandings over time through various investigations and working in different forms.
- Deeper and more complex investigations of ideas in art criticism and art history.

HSC Course

The learning opportunities focus on:

- How students may develop their own practice of artmaking, art criticism, and art history, applied to selected 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 may further develop meaning and focus in their work.

Particular Course Requirements

Preliminary Course

- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art criticism and art history

HSC Course

- Development of a 'Body of Work' and use of a process diary
- Five Case Studies (4-10 hours each)

University of Technology Sydney Wanago

Software Design and Development

2 units for each of the Preliminary and HSC NESA Developed Course.

Engineering Studies

2 units for each of the Preliminary and HSC NESA Developed Course.

Course Description

Students have the opportunity to study Engineering Studies or Software Design and Development at the University of Technology Sydney (UTS). UTS follow the NESA syllabus for each course. Students from a range of Sydney schools enrol in UTS Software Design and Development and Engineering Studies courses. Please see Mrs Liddell for more information

Notes



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