



EMMANUEL  
ANGLICAN  
COLLEGE

*Learning ~ Living ~ Leading*

OUR VALUES

Christ-likeness Integrity  
Excellence Commitment  
Compassion

OUR MISSION

*As a co-educational College founded in the Anglican tradition, we will:*

Seek to grow each student to become a person of character who is inspired by excellence and adaptability, whose life is modelled on that of Jesus, and who, through courage, creativity, compassion, and citizenship strives to create a better world.

# 2021 - 2022 Higher School Certificate Course Selection Handbook



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## **SECTION ONE: STUDYING FOR THE HSC**

### **1.1 Introduction**

Students commencing studies in Stage 6 are entering a very significant period in their lives. Successful Stage 6 schooling is the gateway to many valuable opportunities. Students entering this phase must realise that success will not be achieved without genuine commitment, a willingness to face challenges and a readiness to accept advice.

This handbook provides information about the opportunities and requirements of Years 11 and 12 at Emmanuel Anglican College. There are many sources of additional information, including the NSW Education Standards Authority website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home> and the Universities Admissions Centre website [www.uac.edu.au](http://www.uac.edu.au).

At Emmanuel Anglican College, students have access to a range of experienced staff, all of whom are dedicated to ensuring that students are well-informed and that they maximise their performance in Years 11 and 12.

### **1.2 Types of Stage 6 Courses**

A pattern of study in Stage 6 can involve different types of courses:

#### **(a) Board Developed Courses**

These are courses developed by the New South Wales Education Authority (NESA). There is a syllabus for each course containing details of:

- The course objectives, structure, content and outcomes
- Specific course requirements
- Internal and external assessment requirements

These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

#### **(b) Board Endorsed Courses**

There are two common types of Board Endorsed Courses:

1. Content Endorsed Courses (CECs), which have syllabuses endorsed by the New South Wales Education Authority (NESA) to cater for areas of special interest not covered by the Board Developed Courses.
2. School Designed Courses, designed by individual schools to meet particular student needs.

There is no external examination for any Content Endorsed Course or School Designed Course but all Board Endorsed Courses count towards the Higher School Certificate and appear on the Record of Student Achievement.

**Board Endorsed Courses do not count in the calculation of the ATAR.**



**(c) Vocational Education and Training (VET) Courses**

These courses are delivered either by the College or other institutions, such as TAFE. They can be either Board Developed Courses or Board Endorsed Courses. NESAC has developed curriculum frameworks for twelve industries. Within each framework there are a number of courses. Students must undertake a successful **work placement** to complete these courses.

**All 240-hour framework courses have been designated 'Category B' subjects and the UAC will only allow one 240-hour Category B course to contribute towards the ATAR.**

The thirteen frameworks are:

- Automotive
- Business Services
- Construction
- Electrotechnology
- Entertainment industry
- Financial Services
- Hospitality
- Human Services
- Information and Digital Technology
- Metal and Engineering
- Primary Industries
- Retail Services
- Tourism, Travel and Events

Additional HSC VET courses are available in a number of other industry areas. These courses are known as Non-Framework VET Courses.

### **1.3 Understanding Course Unit Value**

All courses offered for the Higher School Certificate have a unit value. For each unit, students complete 60 hours of instruction. Most courses are 2 unit courses, requiring 120 hours of instruction.

Extension Courses are available in English, Mathematics, History, Music, some Languages and VET Courses. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit.

English and Mathematics Extension Courses are available in both Years 11 and 12. Students must study the extension course in these subjects in Year 11 before proceeding to the HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in the HSC program only.



## 1.4 Requirements for the Award of the HSC

To be eligible for the award of the Higher School Certificate, candidates must study:

- a minimum of 12 units of courses in Year 11
- a minimum of 10 units of courses in Year 12

The pattern of study for HSC must include the following:

- At least 6 units from Board Developed Courses, including at least 2 units of a Board Developed Course in English.
- At least three courses of 2 units value or greater.

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

Students who wish to be eligible for an Australian Tertiary Admission Rank (**ATAR**), must study a minimum of **10 Board Developed units for the HSC**.

The booklet, [Steps To Uni for Year 10 Students](#), published by UAC, contains important information about entry to university courses, assumed knowledge for courses and other information to assist in the choice of HSC courses for study in Years 11 and 12 in preparation for university entry.

## 1.5 Eligibility for the Higher School Certificate

Apart from the regulations relating to course combination patterns, to be awarded the HSC a student must meet the following requirements:

1. Satisfactory attendance and application
2. Satisfactory completion of course requirements
3. Satisfactory completion of assessment requirements
4. A serious attempt in HSC examinations

## 1.6 Completion of Course Requirements

In HSC courses, students may be deemed not to have satisfactorily completed the course if there is sufficient evidence of:

1. Omission, to a significant degree, of experiences which are integral requirements of the syllabus, for example, assignments, practical work, participation in class activities
2. Failure to make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks

Courses which are not satisfactorily completed will not appear on the student's Record of Achievement, Higher School Certificate or Result Notice.



## 1.7 Change of Course

The following arrangements apply where a student wishes to change courses:

A change of course **may** be approved by the Director of Teaching and Learning provided that:

- the College considers that all assessment requirements can be satisfied
- the student has consulted with the College's Career Advisor
- the student has consulted with the Subject Teachers of classes the student proposes to exit and enter
- the student has completed and returned the relevant application form, signed by a parent, to the Director of Teaching and Learning
- entry to the proposed course will not impact negatively on the progress of other students in that course
- the application is lodged before the deadline announced by the school at the commencement of the current year (this is the end of **Week 6, Term 1** of Year 11)

## 1.8 Determination of HSC Results

Schools are required to submit an Internal Assessment Mark for student achievement in all courses.

- For Higher School Certificate purposes 1 unit courses have a value of 50 marks and 2 unit courses have a value of 100 marks
- The Internal Assessment Mark will be based on the student's performance in assessment tasks that they have undertaken during the course
- The Internal Assessment Mark for each course will contribute to 50% of the student's HSC Mark for that course
- The remaining 50% will be obtained from the mark achieved in the HSC examination
- A student's HSC mark for 2 unit courses will be reported on a scale of 50 to 100. A mark of 50 will represent the minimum standard expected. If a student achieves the minimum standard expected in a course they will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement

Note: The Internal Assessment Mark of Board Developed Courses will be moderated by NESA on a common scale, based on the examination performance of students from EAC, so that they can be compared with those of other schools. While the Internal Assessment Mark may be altered during this process, student rankings and relative positioning will be maintained.



## 1.9 Reporting in the HSC

NESA reporting provides candidates with detailed feedback on their performances in each course presented for the HSC.

The mark achieved in each 2 unit course will be shown on a scale of 50 to 100. The mark of 50 represents the minimum standard expected.

There are five performance bands above 50, corresponding to different levels of achievement of course outcomes. The band 90 to 100 corresponds with the highest level of achievement.

On satisfactory completion of the HSC students will receive a **portfolio** containing:

- The **HSC Testamur** (official certificate confirming that requirements for the award have been met, including minimum standards for literacy and numeracy)
- The **Record of School Achievement** (this lists the courses studied and reports the marks and bands achieved)
- **AQF VET Certificate** (awarded to students in VET Courses who successfully complete all requirements)

### HIGHER SCHOOL CERTIFICATE

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#### Record of Achievement





## SECTION TWO: THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

### 2.1 Introduction

The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of a student's overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated on behalf of the universities and released by the University Admission Centre (UAC).

**It is important to note that the ATAR is a rank not a mark, and is designed only to be used for tertiary selection.**

Admission to most tertiary courses is based on performance in the HSC with applicants ranked on the basis of their ATAR.

Other criteria such as a portfolio, interview, audition or questionnaire may also be taken into account in conjunction with the ATAR for certain courses. Refer to the additional selection criteria outlined in the course descriptions.

### 2.2 Who receives an ATAR?

NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC at about the same time they receive their HSC results from the New South Wales Education Authority (NESA).

An ATAR, however, is not shown on all ATAR Advice Notices. This could be because:

- the student achieves an ATAR between 0.00 and 30.00 -- in this case, your ATAR will be reported as '30.00 or less'; or
- the student does not meet the **ATAR Rules** - in this case, the statement 'Not eligible' will appear on your ATAR Advice

ATARs are calculated for all ATAR-eligible students, but not all students are notified, as explained above.



## 2.3 ATAR Rules

### Rule 1 - Eligibility

To be eligible for an ATAR, students must satisfactorily complete at least 10 units, including at least **2 units of English**.

### Rule 2 - Calculation of the ATAR

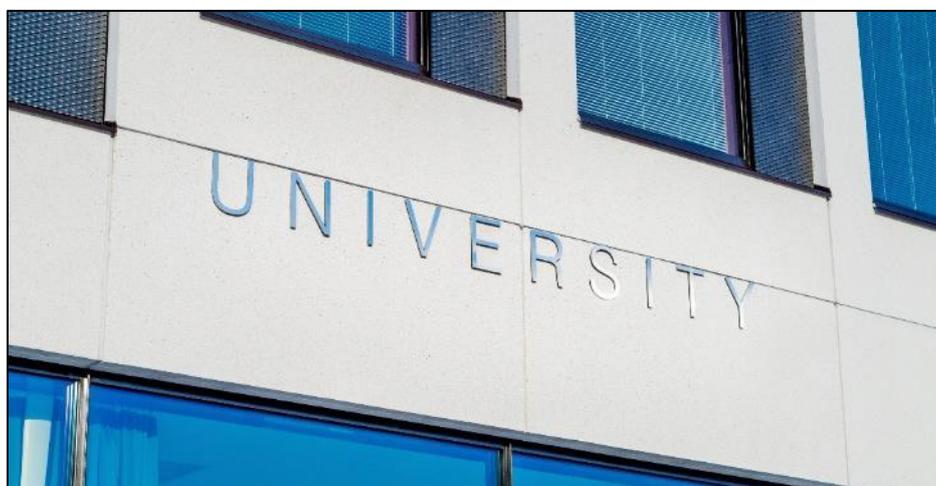
A student's ATAR is based on the aggregate of scaled marks in 10 units of ATAR courses comprising:

- their best two units of English; and
- their best eight units from the remaining units, subject to the provision that no more than two units of Category B courses are included

Note that a student's ATAR ranking depends solely on her/his performance in the HSC Examinations.

### The calculation of the ATAR is subject to the following restrictions and conditions:

- the student must satisfactorily complete English;
- the student may accumulate courses over a period of no more than five years;
- if the student repeats a course, only the last satisfactory attempt will be used in the calculation of the ATAR; and
- if the student enrolls in a repeat course and subsequently withdraws, either officially by advising the principal or the New South Wales Education Authority (NESA), or unofficially by non-attendance at the appropriate examination, the student will be considered as not having completed the course and it will be regarded as a non-satisfactory attempt - in this case the mark from the student's previous satisfactory attempt in the course will be available for inclusion in their ATAR.





## 2.4 Category A and Category B courses

Courses that have formal HSC examinations are classified by the universities as Category A or Category B courses. The universities prefer to use the categorisation method to determine entry to tertiary courses and have tried to keep formal prerequisites to a minimum.

The criteria for Category A courses are:

- academic rigour
- depth of knowledge
- the degree to which the course contributes to assumed knowledge for tertiary studies AND
- the coherence with other courses included in the ATAR calculations

Category B courses are those where, while the level of cognitive and performance demands are not regarded as satisfactory in themselves, their contribution to a selection index is regarded as adequate if the other courses included in the aggregate are more demanding.

At present there are few Category B courses. The rules allow students to include up to two units of Category B courses in the calculation of their ATAR.

Students must check which courses are classified as **Category A** and **Category B**.

## 2.5 The ATAR Scaling Process in Brief

NESA reports student achievement in Board Developed courses using performance bands.

A performance band indicates the standard attained by a student in a course in relation to defined criteria. These criteria, which include knowledge and understanding of the concepts and principles of the course, will differ across courses.

While it will be possible to compare achievement in a particular course from year to year, it will not be possible to compare achievement across courses.

The set of results a student receives from the New South Wales Education Authority (NESA) will provide a profile of her or his attainment across a range of HSC courses. There is no attempt to provide an overall measure of academic achievement.

Because NESA's marks in different courses are not comparable, the marks are scaled before they are added to give the aggregate from which the ATAR is determined. The scaling process takes NESA's marks and estimates what the marks would have been if all courses had been studied by all students. The scaling algorithm is designed to encourage students to take the courses for which they are best suited, and which best prepare them for their future studies. The principle underlying the algorithm is that a student should neither be advantaged nor disadvantaged by choosing one HSC course over another.

The scaling procedure modifies the mean, the standard deviation and the maximum mark in a course using as a criterion the overall demonstrated academic attainment of the course candidature.

A new scaling process is carried out each year. It does not assume that one course is intrinsically more difficult than another or that the quality of the course candidature is always the same.

For each student, NESA's examination mark and the moderated school assessment for each course completed are first averaged to produce a course mark. The marks on each 2 unit course are then



standardised to a mean of 25 and a standard deviation of 12 on a 1 unit basis. Where no school assessment is required the examination mark only is used.

The scaling process then determines weightings for 2 unit courses according to the quality of their candidatures and adjusts the marks for each course. The quality of a candidature is defined as the average academic performance of the candidature, where the academic performance of a student is the average performance in all the courses attempted.

Note that the order of merit within each course is not affected by the scaling process. Scaled marks in most cases will be different from the original course marks. Scaled marks are not reported to students.





## **SECTION THREE: SUBJECT SELECTION**

### **3.1 Introduction**

The process of subject selection for Year 11 in 2021 leading on to the 2022 Higher School Certificate is very significant. Students are encouraged to gather information about course options and to seek the wisdom and experience of teachers as they make choices about their pattern of study over the next 2 years.

Student subject choices should reflect areas of interest and ability. Past performance as evidenced in reports and assessment feedback is a good indicator of these two criteria.

To assist with making good choices students need to:

- Read this booklet and be familiar with the requirements and options related to both Year 11 and 12 for the Higher School Certificate
- Reflect on past reports and consider past performance in related subject areas
- Seek the advice of the teaching staff
- Consult students currently undertaking the HSC and those who have recently finished
- Discuss their options with their parents

### **3.2 Subject Selection Timeline**

August 7	Student Subject Selection Information Sessions
August 10	Parent Subject Selection Question and Answer Sessions
August 17	Student subject selection electronic submission and signed confirmation due
August 21	Year 11 Course Pattern of Study returned to students
August 28	Year 11 Course Pattern of Study confirmed



### 3.3 Subject Choices and Offerings

#### Courses offered at Emmanuel Anglican College

A detailed outline for each of the courses listed below follows in Section 4.

Key Learning Area	Preliminary & HSC Courses	Unit Value	Course Status
English <i>(students cannot enrol in both English Standard and English Advanced)</i>	English Standard	2	Board Developed Course
	English Advanced	2	Board Developed Course
	Preliminary English Extension (Only available to Advanced English students)	1	Board Developed Course
	HSC English Extension 1 (Only available to Advanced English students)	1	Board Developed Course
	HSC English Extension 2 (Only available to HSC English Extension 1 students)	1	Board Developed Course
Creative Arts	Drama	2	Board Developed Course
	Music 1	2	Board Developed Course
	Photography, Video and Digital Imaging	2	Content Endorsed Course
	Visual Arts	2	Board Developed Course
Human Society and Its Environment	Ancient History	2	Board Developed Course
	Business Studies	2	Board Developed Course
	Economics	2	Board Developed Course
	Geography	2	Board Developed Course
	Legal Studies	2	Board Developed Course
	Modern History	2	Board Developed Course
	HSC History Extension (Only available to HSC Ancient and Modern History students)	1	Board Developed Course
Mathematics <i>(students cannot enroll in both Standard Mathematics and Advanced Mathematics)</i>	Standard Mathematics	2	Board Developed Course
	Advanced Mathematics	2	Board Developed Course
	Preliminary Mathematics Extension (Only available to Advanced Mathematics students)	1	Board Developed Course
	HSC Mathematics Extension 1 (Only available to Advanced Mathematics students)	1	Board Developed Course
	HSC Mathematics Extension 2 (Only available to Mathematics Extension 1 students)	1	Board Developed Course
Personal Development, Health and Physical Education	Personal Development, Health and Physical Education	2	Board Developed Course
	Sport, Lifestyle and Recreation	2	Content Endorsed Course



Science	Biology	2	Board Developed Course
	Chemistry	2	Board Developed Course
	Physics	2	Board Developed Course
Technology and Applied Science	Design and Technology	2	Board Developed Course
	Food Technology	2	Board Developed Course
	Industrial Technology Multimedia (Students can only study 2 units of Industrial Technology)	2	Board Developed Course
	Industrial Technology Timber (Students can only study 2 units of Industrial Technology)	2	Board Developed Course
	Work Studies	2	Content Endorsed Course
Languages	Japanese (Continuers)	2	Board Developed Course
Vocational Education and Training	Hospitality	2	Board Developed Course

**#Please note all offerings will not run, those subjects with the most student interest will be prioritised.**

### 3.4 Studying Courses with External Providers

Students may choose to undertake units of study towards their Year 11 and Higher School Certificate courses with external course providers. External providers include:

- TAFE NSW
- Southern Cross School Distance Education Centre
- Southern Cross University Head-Start Program

The five units offered as part of the SCU Head-Start are classified differently.

- **Australian Legal System** will not contribute to your HSC mark but is highly suitable for students with an interest in pursuing further study in law or legal studies.
- **Biology** is approved as a University Developed Board Endorsed Course (UDBEC). This means that you will be able to study this unit as part of your HSC and receive two units, however; it will not contribute to your ATAR.
- **Communication of Organisations** is approved as a University Developed Board Endorsed Course (UDBEC). This means that you will be able to study this unit as part of your HSC and receive two units, however; it will not contribute to your ATAR.
- **Processes & Philosophy of Engineering** will not contribute to your HSC mark but is highly suitable for students with an interest in pursuing further study in the Engineering disciplines.
- **Visual Communication & Design** will not contribute to your HSC mark but is highly suitable for students with an interest in pursuing further studies in media, I.T., writing or many other disciplines.

Students are encouraged to contact these providers and research those additional course offerings that can be accessed in both the Preliminary and HSC years. It should be noted that courses at these institutions require the payment of additional fees.



### **3.5 Useful Websites**

**NESA's web site:**

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home/>

**TAFE web site:**

<https://www.tafensw.edu.au/>

**Universities Admissions Centre (UAC) web site:**

[www.uac.edu.au/](http://www.uac.edu.au/)

**Southern Cross School Distance Education Centre**

[www.sthcross-c.schools.nsw.edu.au/](http://www.sthcross-c.schools.nsw.edu.au/)

**Southern Cross University Head-Start**

<https://www.scu.edu.au/study-at-scu/high-school-students/entry-pathways/scu-head-start/>



## SECTION FOUR: COURSE CONTENT OUTLINES

The following course content outlines provide students with an overview of each course offered for study in Stage 6 at Emmanuel Anglican College. The College retains the right to decide which courses will run dependent upon student interest and numbers. Information contained in course content outlines includes:

- Course structure
- Course Description
- Main topics covered
- Assessment requirements
- Information regarding eLearning
- Post school opportunities

A detailed overview of all courses offered at EAC follows.



# Ancient History



## Course Structure

Emmanuel Anglican College offers Ancient History for study in Stage 6. Ancient History is a 2 unit course studied in both Year 11 and 12.

## Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

## Main Topics Studied

The Year 11 course comprises three sections.

- Investigating Ancient History
- Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.
- Features of Ancient Societies (at least two)
- Historical Investigation

The Year 12 course comprises four sections.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- One 'Ancient Societies' topic
- One 'Personalities in their Times' topic
- One 'Historical Periods' topic
- Historical concepts and skills are integrated with the studies undertaken in Years 11 and 12.



## Assessment Requirements

For the Preliminary and HSC courses students will complete a range of assessment tasks with a balance between the assessment of knowledge and understanding of course content, source-based skills, historical inquiry and research and communication of historical understanding in oral and written form.



## e-Learning

All students who study Ancient History for the Preliminary and HSC courses will have access to an Ancient History Google Classroom. The classroom provides students with course information, assessment details, online learning activities and lessons, past examination questions, extension/enrichment activities and links to relevant websites.

## Post School Opportunities

The study of Ancient History provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Ancient History assists students to develop skills that prepare them for employment and, full and active participation as citizens.



# Biology



## Course Structure:

Emmanuel Anglican College offers Biology as a 2 unit course that is studied in both Year 11 and Year 12.

## Course Description:

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

Biology uses Working Scientifically processes to develop scientific investigative skills. Students are provided with opportunities to design and conduct biological investigations both individually and collaboratively. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

## Main Topics Studied:

The Year 11 course incorporates the study of:

- Module 1: Cells as the Basis of Life
- Module 2: Organisation of Living Things
- Module 3: Biological Diversity
- Module 4: Ecosystem Dynamics

The Year 12 course incorporates the study of:

- Module 5: Heredity
- Module 6: Genetic Change
- Module 7: Infectious Disease
- Module 8: Non-infectious Disease and Disorders



## Assessment Requirements

In Year 11 there will be three assessment tasks. The types of tasks students may be asked to complete include: depth studies, practical examinations, research projects, field studies, presentations and examinations.

## e-Learning

All students who study Biology will have access to a Google Classroom. The classroom provides students with course information, assessment details, online learning activities and lessons, extension/enrichment activities and links to related websites.

## Post School Opportunities

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

# Business Studies



### Course Structure

Emmanuel Anglican College offers Business Studies for study in Stage 6. Business Studies is a Board Developed 2 unit course studied in both Years 11 and 12.

### Course Description

Business Studies encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Contemporary business issues and case studies are embedded in the course

to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Students also investigate business planning and use a range of information to assess and evaluate business performance. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

### Main Topics Studied

- Nature of business
- Business management
- Business planning
- Operations
- Marketing
- Finance
- Human Resources



### Assessment Requirements

A range of assessment types are used including research, examinations, responses to stimulus material, case study analysis and business reports.

### Post School Opportunities

There are a myriad of post school opportunities related to Business Studies. Business degrees can focus on many areas including Marketing, Finance and Accounting, Human Resources Management, International Markets and IT. TAFE also offers a range of business management related courses. Students interested in future studies in business or in operating their own small business should consider studying Business Studies





# Chemistry



## Course Structure:

Emmanuel Anglican College offers Chemistry as a 2 unit course that is studied in both Year 11 and Year 12.

## Course Description

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

The course focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena. Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

## Main Topics Studied

The Year 11 course incorporates the study of:

- Module 1: Properties and Structure of Matter
- Module 2: Introduction to Quantitative Chemistry
- Module 3: Reactive Chemistry
- Module 4: Drivers of Reactions

The Year 12 course incorporates the study of:

- Module 5: Equilibrium and Acid Reactions
- Module 6: Acid/Base Reactions
- Module 7: Organic Chemistry
- Module 8: Applying Chemical Ideas



## Assessment Requirements

In Year 11 there will be three assessment tasks. The types of tasks students may be asked to complete include: depth studies, practical examinations, research projects, presentations and examinations.

## e-Learning

All students who study Chemistry will have access to a Google Classroom. The classroom provides students with course information, assessment details, online learning activities and lessons, extension/enrichment activities and links to related websites.

## Post School Opportunities

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. These careers include medicine, physiotherapy, nutrition, exercise physiology and engineering.





# Design and Technology

## Course Structure

Emmanuel Anglican College offers Design and Technology as a 2 unit course that is studied in both Year 11 and Year 12. It provides opportunities for students to develop design projects of individual interest. For example, project areas can be Timber, Metal, Architecture, Textiles.



## Course Description

The purpose of Design and Technology course is to develop a student's confidence, competence and responsibility in designing, producing and evaluating, to meet both needs and opportunities, and to understand the factors that contribute to successful design production. These areas are explored through topics such as design theory and practice, design processes, environmental and social issues, research technologies, and the manipulation of materials, tools and equipment.



## Main Topics Studied

Stage 6 provides a context within which to develop competencies considered essential in Design and Technology, and for the acquisition of effective higher-order thinking skills necessary for further education, and everyday life.

Students work as individuals and as members of groups. They are required to conduct investigations and analysis, to address the key competencies, *developing skills and techniques, communicating ideas, organising activities, planning, solving problems and workplace health and safety.*

During investigations, students will be required to develop innovative design concepts/ideas and to incorporate them into the construction of their projects.

## Assessment Requirements

### Year 11:

The construction of two projects, each supported with a research assignment and Folio documentation of processes.

### Year 12:

External - 1 Major Design Project with Folio and Examination.

Internal - Case Study of an innovation with further investigation of innovative and emerging technologies, one examination.

## Post School Opportunities

Industrial Design  
Landscape and Structural Architecture  
Marketing and Advertising  
Civil, Construction, Electrical and Resources Engineering  
Urban and Regional Planning  
Avionics Technology  
Automotive Industry



# Drama



## Course Structure

Emmanuel Anglican College offers Drama for study in Stage 6. Drama is a 2 unit (120 hour) course studied in both Year 11 and 12.

## Course Description

Students study the practices of Making, Performing and Critically Studying Drama and Theatre. By studying Drama, students acquire skills in interpretation, communication, performance, creativity, divergent thinking, problem solving, collaboration and critical analysis. They also develop an understanding of the relationship between theatre, our sociopolitical and

cultural history, and context.

## Main Topics Studied

### Preliminary Course Content

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

### HSC Course Content

- Australian Drama and Theatre (Core Content)
- Studies in Drama and Theatre
- Group Performance (Core Content)
- Individual Project – Students choose one project from Critical Analysis **or** Design **or** Performance **or** Scriptwriting **or** Video Drama



## Assessment Requirements

Year 11 involves three formal assessment tasks comprising the following components and weightings: Making (40%), Performing (30%), and Critically Studying (30%).

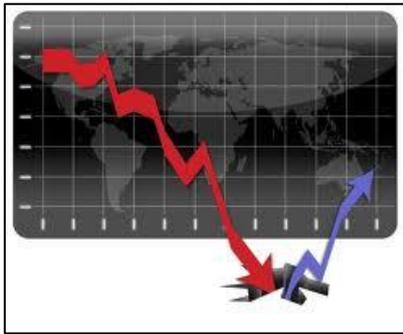
In the HSC year students are externally marked in a formal examination of both the practical and theoretical components of the course. They will complete an Individual Project (30%), Group Performance (30%) and Written Examination (40%).

## Post School Opportunities

The study of Drama Stage 6 provides students with the knowledge, understanding, and skills that form a valuable foundation for a range of courses at university, other tertiary institutions and a wide range of industries including: entertainment, film, theatre, design, education, journalism and broadcasting, events management, communications and public relations, theatre critic and reviewer, writer, director, advertising, publicity and promotions, law and customer relations.



# Economics



## Course Structure

Emmanuel Anglican College offers Economics as a 2 unit course that is studied in both Year 11 and Year 12.

## Course Description

Year 11 is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Two key markets, the labour market and the financial market, are examined in detail. Year 12 focuses on the management of an economy and is therefore essentially macroeconomic in nature. It investigates the impact of the global economy on the Australian economy and the link between economic issues

and the management of an economy, with specific reference to the Australian economy.

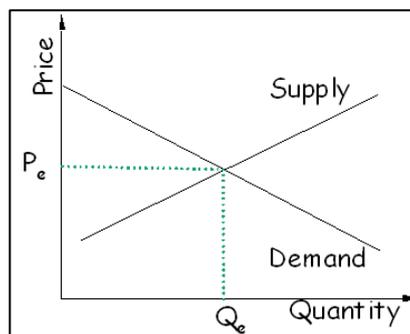
## Main Topics Studied

### Year 11:

1. Introduction to Economics
2. Consumers and Business
3. Markets
4. Labour Markets
5. Financial Markets
6. Government in the Economy

### Year 12:

1. The Global Economy
2. Australia's Place in the Global Economy
3. Economic Issues
4. Economic Policies and Management



## Post School Opportunities

Economics can lead to careers in: share, finance or commodities markets, business, economic forecasting, banking, insurance, tourism, resource management, property development and management, government, environmental management, town planning, foreign affairs or economic policy development.





# English

## Courses Offered

English Advanced  
English Standard  
English Studies (in Year 12)  
English Extension (Extension 1 in Year 11 and Extension 1 and 2 in Year 12)



## Course Structure

Year 11 – 2 units of compulsory study (120 hours) and 1 unit (60 hours) of Extension  
Year 12 – 2 units of compulsory study (120 hours), 1 unit (60 hours) of Extension 1 and 1 unit (60 hours) of Extension 2



## Course Description

The study of English in Stage 6 develops in students an understanding of literary expression and nurtures an appreciation of aesthetic values. It develops skills to enable students to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning.

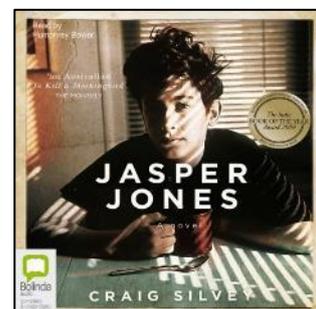
### English Studies

The English Studies course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. In this course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

The English Studies course is for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

### Standard English

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. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.



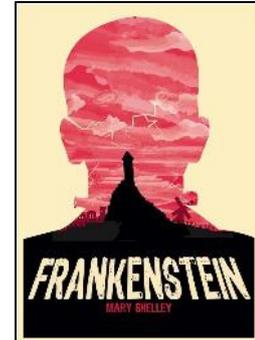
### Advanced English

In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

### English Extension 1

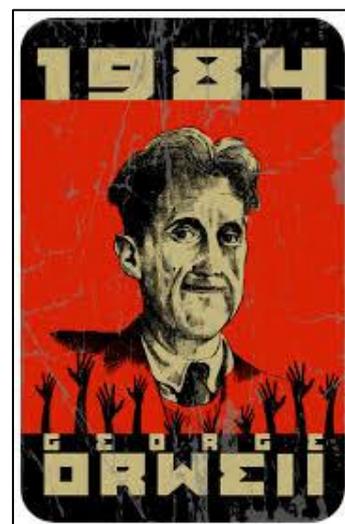
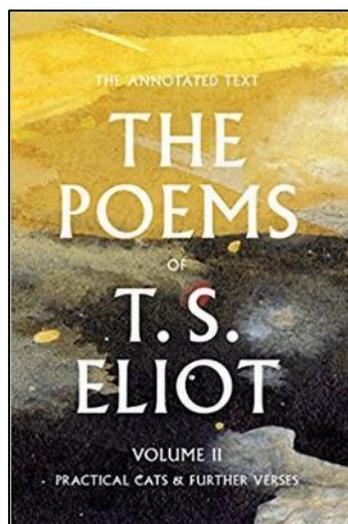
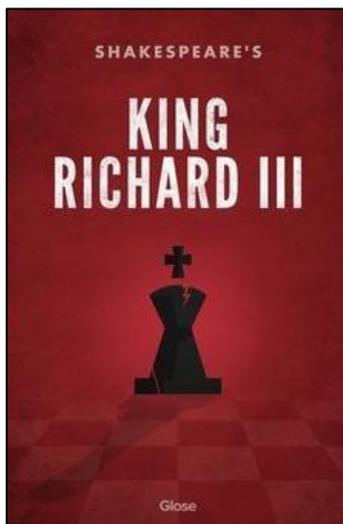
The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.



### English Extension 2

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

Through the experimentation with and exploration of form, style and media students express complex concepts and values in innovative, insightful and powerful ways. The creative process involves the exploration and expression of complex human experiences, connects individuals to wider visions and perspectives, and enhances a student's enjoyment of literature and the aesthetics of language.





# Food Technology



## Course Structure

Emmanuel Anglican College offers Food Technology as a 2 unit course that is studied in both Year 11 and Year 12.

## Course Description

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

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

## Main Topics Studied

Year 11:

- Food Availability and Selection
- Food Quality
- Nutrition

Year 12:

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

## Assessment Requirements

Year 11 – Two written tasks with practical components and one formal Examination task.

Year 12 – Three written tasks with practical components, one formal examination task and the HSC Examination.



## e-Learning

Students explore a number of online case studies and food manufacturing companies.

## Post School Opportunities

University study - food technology, health and nutrition, applied science, food safety.

TAFE – hospitality certificates.

Obtaining work in the food and hospitality industry.



# Geography

## Course Structure

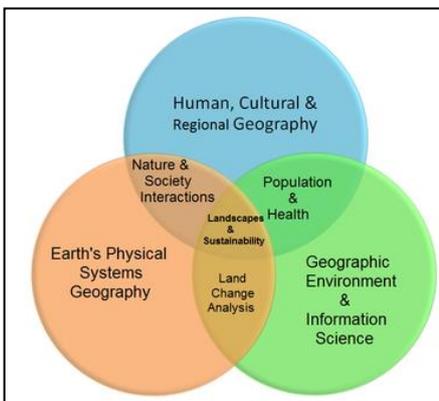
Emmanuel Anglican College offers Geography for study in Stage 6. Geography is a 2 unit course studied in both Years 11 and 12.



## Course Description

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

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



## Main Topics Studied

In Year 11 students study Biophysical Interactions and Global Challenges, and complete a Senior Geography Project.

In the HSC year students study Ecosystems at Risk, Urban Places and People and Economic Activity.

## Assessment Requirements

For Years 11 and 12 students will complete a range of assessment tasks with a balance between the assessment of knowledge and understanding outcomes, geographical tools and skills and course content.

## Post School Opportunities

The study of Stage 6 Geography provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Career opportunities include soils and land management, environmental assessment, climatology, meteorology and atmospheric science, urban and regional planning and Geographic Information Systems.



# History Extension

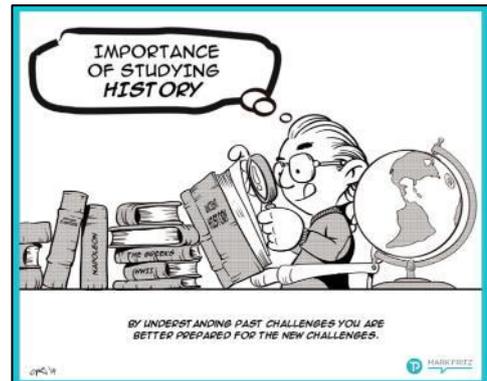
## Course Structure

Emmanuel Anglican College offers History Extension for study in Year 12. History Extension is a 1 unit course studied in Year 12 by Ancient or Modern History students who wish to enhance their critical and reflective thinking.

## Course Description

The course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students engage with complex historiographical ideas and methodologies and to communicate sophisticated, sustained and coherent historical arguments about the nature and construction of history.

History Extension appeals to students who appreciate the intellectual challenge of grappling with an area of debate, and constructing and defending a position through a reasoned and cohesive argument. It is designed to enhance the development of critical and reflective thinking skills essential for effective participation in work, higher learning and the broader community.



## Main Topics Studied

The Year 12 course comprises two sections.

- Constructing History: Key questions and case studies
- History Project (undertaken simultaneously in an area of student interest)

## Assessment Requirements

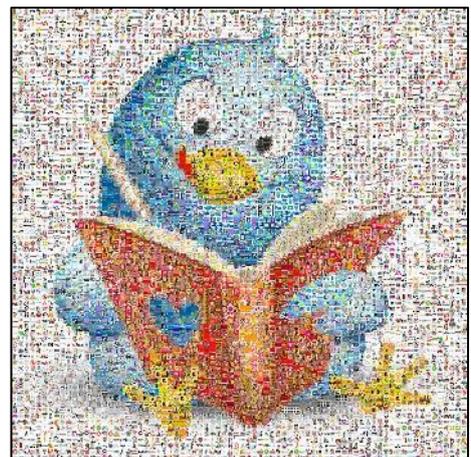
Students will complete a range of assessment tasks with a balance between the assessment of knowledge and understanding of course content, source-based skills, historical inquiry and research and communication of historical understanding.

## e-Learning

All students will have access to an History Extension Google Classroom. The classroom provides students with course information, assessment details, online learning activities and lessons, past examination questions, extension/enrichment activities and links to relevant websites.

## Post School Opportunities

The History Extension course lays a foundation for such tertiary study by raising awareness of these issues and facilitating the transfer of higher-order thinking skills from one area of study to another.





# Hospitality - Certificate II in Kitchen Operations

AIS RTO 90413



## Course Structure

- Statement of Attainment or Certificate II in Kitchen Operations
- 240 indicative hours (2 units x 2 years)
- Theory and practical units
- Two Mandatory work placements of 35 hours each
- Practical food preparation learning experiences
- Compulsory participation in hospitality functions, some held outside school hours (6 per year)

## Course Description

This qualification provides the skills and knowledge for an individual to be competent in a range of commercial cookery and food and beverage activities and functions. Course content includes both theoretical and practical components. Work would be undertaken in various hospitality settings, such as restaurants, hotels, catering operations, clubs, pubs, cafes and coffee shops.

## Main Topics Studied

- Use hygienic practices for food safety
- Participate in safe work practices
- Work effectively with others
- Source and use information on the hospitality industry
- Use food preparation equipment
- Produce dishes using basic method of cookery
- Clean kitchen premises and equipment
- Participate in safe food handling practices
- Use cookery skills effectively
- Maintain the quality of perishable supplies
- Produce vegetable, fruit, egg and farinaceous
- Produce appetisers and salads
- Prepare and serve espresso coffee

Additional elective units to make up course hours.

## Assessment Requirements

Competency based assessment  
Compulsory attendance and participation in class functions and activities.

Assessment includes teacher observations of student performance, quizzes, portfolios, research tasks, presentations and classwork.

Optional HSC Examination to attain units for an ATAR.

## Post School Opportunities

Apprentice chef

TAFE – further hospitality qualifications

Obtaining casual or full-time work in the Food and Hospitality Industry

Kitchen hand, barista, food attendant and bar attendant



## Cost

There is a levy charged for this subject to cover the costs of associated equipment. Please check the Fees Schedule for exact costs. Student will also need to purchase a full chef's uniform.

# Information Processes and Technology

## Course Structure

The Information Processes and Technology course, teaches students about information-based systems. It covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying information, as well as the technologies that support those processes. With this background, students will be well placed to adapt to new technologies as they emerge.

## Course Description

Information Processes and Technology is designed to enable students to become confident, competent, discriminating and ethical users of information technologies, to possess an understanding of information processes and to appreciate the effect of information systems on society.

## Main Topics Studied

### Core

- Project Management and Project Work
- Information Systems and Databases
- Communication Systems

### Options

- Transaction Processing Systems
- Decision Support Systems
- Automated Manufacturing Systems
- Multimedia Systems

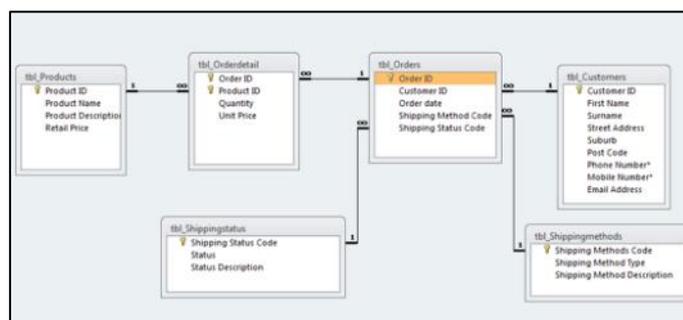


## Assessment Requirements

Students will complete a variety of project based assessments, requiring them to solve real life scenarios. They will be required to create a relational database, construct a website for a local business and sit class tests in preparation for the three hour HSC examination.

## e-Learning

All students who study IPT for the Preliminary and HSC Courses will have access to an Google classroom. The classroom provides students with course information, assessment details, online learning activities and lessons, past exam questions, extension/enrichment activities and links to related websites.



# Industrial Technology Multimedia

## Course Structure

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

## Course Description

The Focus Area is Multimedia.

Industrial Technology is designed to develop in students a knowledge and understanding of the multimedia industry and its related technologies with an emphasis on design, management and production through practical applications.

Throughout the course students will:

- learn about and use various computers capable of multimedia.
- learn about and use appropriate software relevant to their projects. publishing, sound editing, image editing, 2D/3D drawing, video production and web page design.
- Have access to additional equipment such as CD and DVD writers, digital and video cameras, 3D printers and the Internet to allow relevant projects to be undertaken.
- Learn the process involved in storyboarding, image creation and editing, sound creation and editing, publishing and page layout, authoring and copyright.



## Assessment Requirements

In Year 11, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.



Note: IT Multimedia cannot be studied in conjunction with IT Timber



# ***Industrial Technology Timber Products and Furniture Technologies***

## **Course Structure**

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

## **Course Description**

The Focus Area is Timber Products and Furniture Technologies.

Industrial Technology is designed to develop in students a knowledge and understanding of the multimedia industry and its related technologies with an emphasis on design, management and production through practical applications.

Throughout the course students will:

- learn about and use various timbers
- learn about and use appropriate tools, processes and machinery for timber
- study the organisation and management of a timber business
- learn about project management
- design and plan timber projects



## **Assessment Requirements**

In Year 11, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.



Note: IT Timber cannot be studied in conjunction with IT Multimedia

# Japanese (Continuers)

## Course Description

Students' skills in, and knowledge and understanding of Japanese will be developed through the tasks associated with a range of text types, including conversation, interview, diary, film, letter and schedules. Global citizenship skills will be built as student gain insights into the culture of the Japanese-speaking communities, developing empathy and broadening understanding of a key player in the Asia-Pacific region.



Students of Japanese Continuers will also extend and refine their communication skills as they explore practical texts and advanced grammar. The HSC course focuses on three prescribed themes and associated topics.

## Main Topics Studied

There are three prescribed themes:

- the individual
- the Japanese-speaking community
- the changing world

The theme, the individual, enables students to explore aspects of their personal world, for example, sense of self, aspiration for the future, personal values, opinions, ideas and relationships to others. The theme also allows students to explore individual perspectives and experience.

By examining Japanese-speaking communities, and their language and culture, students are encouraged to reflect on culture, its evolution and impact upon language.

The theme, the changing world, enables students to explore change as it affects aspect of the modern world. Topics include the world of work, environment and current issues.



## Assessment Requirements

Students will complete three tasks in Year 11 and four tasks in Year 12, based around the core skills of Listening, Speaking, Reading and Responding. The Higher School Certificate consists of a written examination and an oral examination.

## e-Learning

All students who study Japanese will have access to a Google classroom. The classroom provides students with course information, assessment details, online learning activities and lessons, extension/enrichment activities and links to related websites.



# Legal Studies

## Course Structure

Emmanuel Anglican College offers Legal Studies for study in Stage 6. Legal Studies is a 2 unit course studied in both Years 11 and 12.

## Course Description

The Stage 6 course focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Students gain the skills of critical analysis, independent research, collaboration and effective communication.



## Main Topics Studied

In Year 11 students study The Legal System, The Individual and the Law and the Law in Practice. In the HSC year students study Crime, Human Rights, Family Law and World Order.



## Assessment Requirements

For Years 11 and 12 students will complete a range of assessment tasks with a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content.

## Post School Opportunities

The study of Stage 6 Legal Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.



# Mathematics Courses

## Courses

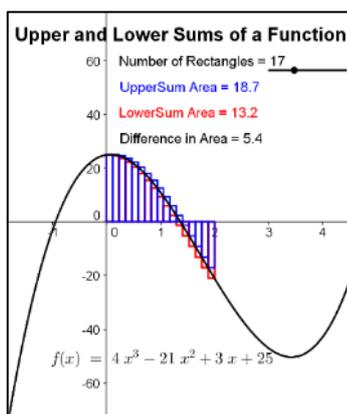
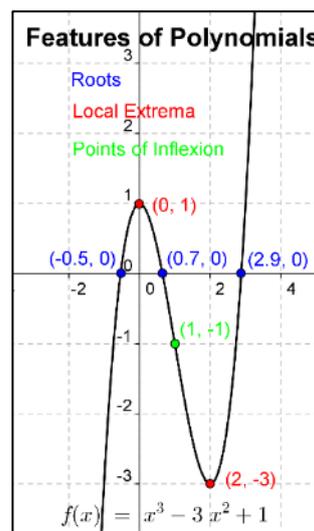
There are two Board Developed Courses (each worth two units) offered by the New South Wales Education Authority (NESA) for Year 11 Stage 6. These courses are called Standard Mathematics and Advanced Mathematics. Only one of these courses can be studied. There is an additional one unit Board Developed Course, called Mathematics Extension 1, offered for study by the most able students studying the two unit course, Advanced Mathematics.

## Course Descriptions

**Standard Mathematics** 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. Students use these models to solve problems related to their present and future needs.

**Advanced Mathematics** is a basic calculus based course aimed at students who demonstrate a general mastery of all skills covered in Stage 5 Mathematics. This course is sufficient for further studies in mathematics as a minor discipline at the tertiary level, in support of such courses as commerce, economics, life sciences and information technology\*.

**Mathematics Extension 1** is a calculus based course aimed at students who have demonstrated a mastery of the skills included in Stage 5 Mathematics. This course is sufficient for further studies in mathematics as a major discipline at tertiary level, such as engineering and the physical sciences.



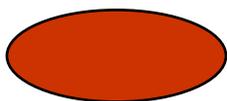
## Assessment Requirements

In Year 11 there will be three assessment tasks. The types of tasks students may be asked to complete include investigations, reports, class tests and examinations.

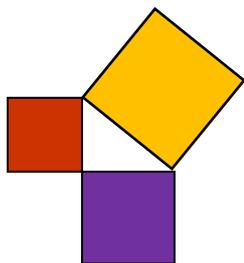
## Post School Opportunities

All the mathematics courses provide a strong foundation for students who wish to enter occupations that require the use of a variety of mathematical and statistical techniques. The study of the higher level Mathematics and Mathematics Extension courses have particular relevance to careers in Science, Accounting, Economics, Business, Medicine, Statistics, Engineering and Architecture.

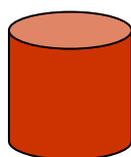
- \* The University of Sydney has made Mathematics a prerequisite for 62 of its courses, including economics, commerce, engineering and IT, psychology, pharmacy, vet science and science. It is expected other universities will follow suit and implement similar prerequisites.



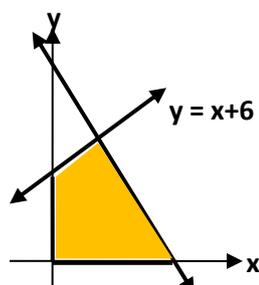
$$A = \pi ab$$



$$a^2 + b^2 = c^2$$

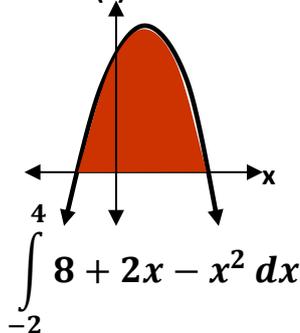


$$V = \pi r^2 h$$



$$y = mx + b$$

$f(x)$



$$x = \cos(t)$$

$$y = \sin(3t)$$

### Standard Mathematics

#### Main Topics Studied

Year 11	Year 12
<b>Algebra</b> <ul style="list-style-type: none"> <li>Formulae and Equations</li> <li>Linear Relationships</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>Applications of Measurement</li> <li>Working with Time</li> </ul> <b>Financial Mathematics</b> <ul style="list-style-type: none"> <li>Money Matters</li> </ul> <b>Statistical Analysis</b> <ul style="list-style-type: none"> <li>Data Analysis</li> <li>Relative Frequency and Probability</li> </ul>	<b>Algebra</b> <ul style="list-style-type: none"> <li>Types of Relationships</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>Non-right-angled Trigonometry</li> <li>Rates and Ratios</li> </ul> <b>Financial Mathematics</b> <ul style="list-style-type: none"> <li>Investments and Loans</li> <li>Annuities</li> </ul> <b>Statistical Analysis</b> <ul style="list-style-type: none"> <li>Bivariate Data Analysis</li> <li>The Normal Distribution</li> </ul> <b>Networks</b> <ul style="list-style-type: none"> <li>Network Concepts</li> <li>Critical Path Analysis</li> </ul>

### Advanced Mathematics

#### Main Topics Studied

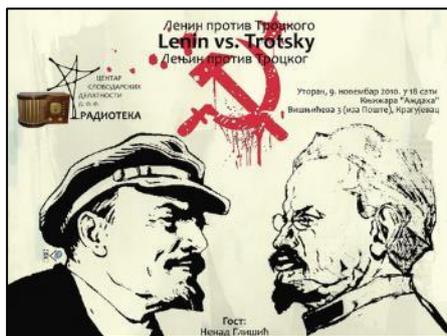
Year 11	Year 12
<b>Functions</b> <ul style="list-style-type: none"> <li>Working with Functions</li> </ul> <b>Trigonometric Functions</b> <ul style="list-style-type: none"> <li>Trigonometry and Measure of Angles</li> <li>Trigonometric Functions and Identities</li> </ul> <b>Calculus</b> <ul style="list-style-type: none"> <li>Introduction to Differentiation</li> </ul> <b>Exponential and Logarithmic Functions</b> <ul style="list-style-type: none"> <li>Logarithms and Exponentials</li> </ul> <b>Statistical Analysis</b> <ul style="list-style-type: none"> <li>Probability and Discrete Probability Distributions</li> </ul>	<b>Functions</b> <ul style="list-style-type: none"> <li>Graphing Techniques</li> </ul> <b>Trigonometric Functions</b> <ul style="list-style-type: none"> <li>Trigonometric Functions and Graphs</li> </ul> <b>Calculus</b> <ul style="list-style-type: none"> <li>Differential Calculus</li> <li>Applications of Differentiation</li> <li>Integral Calculus</li> </ul> <b>Financial Mathematics</b> <ul style="list-style-type: none"> <li>Modelling Financial Situations</li> </ul> <b>Statistical Analysis</b> <ul style="list-style-type: none"> <li>Descriptive Statistics and Bivariate Data Analysis</li> <li>Random Variables</li> </ul>

### Mathematics Extension 1

#### Main Topics Studied

Year 11	Year 12
<b>Functions</b> <ul style="list-style-type: none"> <li>Further Work with Functions</li> <li>Polynomials</li> </ul> <b>Trigonometric Functions</b> <ul style="list-style-type: none"> <li>Inverse Trigonometric Functions</li> <li>Further Trigonometric Identities</li> </ul> <b>Calculus</b> <ul style="list-style-type: none"> <li>Rates of Change</li> </ul> <b>Combinatorics</b> <ul style="list-style-type: none"> <li>Working with Combinatorics</li> </ul>	<b>Proof</b> <ul style="list-style-type: none"> <li>Introduction to Proof by Mathematical Induction</li> </ul> <b>Vectors</b> <ul style="list-style-type: none"> <li>Introduction to Vectors</li> </ul> <b>Trigonometric Functions</b> <ul style="list-style-type: none"> <li>Trigonometric Equations</li> </ul> <b>Calculus</b> <ul style="list-style-type: none"> <li>Further Calculus Skills</li> <li>Applications of Calculus</li> </ul> <b>Statistical Analysis</b> <ul style="list-style-type: none"> <li>The Binomial Distribution</li> </ul>

# Modern History



## Course Structure

Emmanuel Anglican College offers Modern History for study in Stage 6. Modern History is a 2 unit course studied in Years 11 and 12.

## Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

## Main Topics Studied

The Year 11 course comprises three sections:

- Investigating Modern History
- Historical Investigation
- The Shaping of the Modern World.

The Year 12 course comprises four sections:

- Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)
- One 'National Studies' topic (30 indicative hours)
- One 'Peace and Conflict' topic (30 indicative hours)
- One 'Change in the Modern World' topic (30 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Years 11 and 12.

## Assessment Requirements

For both Years 11 and 12 students will complete a range of assessment tasks with a balance between the assessment of knowledge and understanding of course content, source-based skills, historical inquiry and research and communication of historical understanding in oral and written form.

## e-Learning

All students who study Modern History for the HSC will have access to an e-Learning Modern History Website. The website provides students with course information, assessment details, online learning activities and lessons, past examination questions, extension / enrichment activities and links to related websites.



# Music



## Course Structure

Emmanuel Anglican College offers Music (Course 1) for study in Stage 6. Music is a 2 unit course.

## Course Description

This course is designed for students who have an interest in music as an art form. In both Years 11 and 12, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

This course is open to any student, especially those with an affinity or interest in music. It is not a prerequisite to have studied Music in Stage 5.

## Main Topics Studied

Students study the following topics which cover a range of styles, periods and genres:

- Film Music
- Jazz
- Music of Latin America
- An Instrument and its Repertoire
- Music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries
- Music for Small Ensembles



## Assessment Requirements

For Year 11 students will complete a range of assessment tasks in the areas of aural, composition, musicology and performance.

In addition to core studies in performance, composition, musicology and aural, students select three electives for further study in Year 12. Electives are chosen from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course

Students selecting musicology or 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 the NESA to validate authorship of the submitted work.

## Post School Opportunities

Post-school options include careers in: television, theatre, film, radio, and multimedia, advertising, record producing, music law, music promotion, audio engineering, composition and music publishing, teaching, or as a studio and/or live musician.



# Personal Development, Health & Physical Education



## Course Structure

Personal Development, Health and Physical Education (PDHPE) is a Board Developed course which counts towards 2 units of a student's Stage 6 study program.

## Course Description

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves.

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

## Main Topics Studied

### Year 11:

Core topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional component (40%) - Students study two of the following options:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

### Year 12:

Core topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%) - Students study two of the following options:

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

## Assessment Requirements

Students are required to complete a range of assessment tasks including: Oral presentations, Biochemical Analysis, Research Reports, Creation of Training Programs, Case Studies and Examinations.

## Post School Opportunities

There are a wide range of occupations and post school opportunities for students who complete Stage 6 PDHPE, a few of these include: Exercise Science, Coaching, Sports Management, Sports Training, Event Management, Personal Training, Teaching, Sports Tourism, Sports Law, Physiotherapy, Sports Rehabilitation, Sports Nutrition, Sports Engineering, Sports Psychology, Medical Practitioner, Health Promotion Officer, Sports Journalism plus many more.



# Photography, Video and Digital Imaging



## Course Structure

Emmanuel Anglican College offers Photography, Video and Digital Imaging as a 2 unit course that is studied in both Year 11 and Year 12. This is a content endorsed course and will not count towards the attainment of an ATAR.

## Course Description

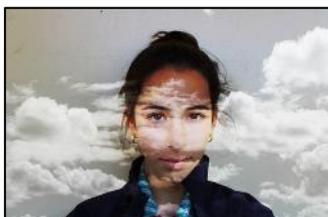
Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students develop knowledge, understanding and skills through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.



## Main Topics Studied

Year 11 students complete modules selected from the three broad fields of Photography, Digital Imaging, and Video. Modules include: Health and Safety, Introduction to the Field, Developing a Point of View, Traditions, Conventions, Styles and Genres, Manipulated Forms, The Arranged Image, Temporal Accounts, Individual/Collaborative Project.



## Assessment Requirements

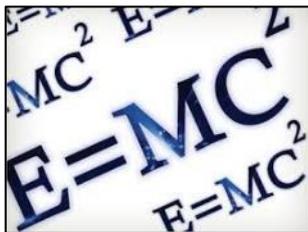
Students learning is assessed through a Process Diary and a created portfolio of work. There is no external examination. Students complete a range of formal assessment tasks throughout the course. The practical component accounts for 70 percent of students' overall assessment and the students' critical and historical studies accounts for 30 percent.

## Post School Opportunities

The study of Photography, Video and Digital Imaging provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Post school opportunities include: practising Photographer, further study of film, digital media, cinematography, arts at University or other tertiary institutions, film, photography, animation, fashion, television, graphic design, architecture, advertising, art directing, art historian, art critic, gallery/museum staff, curator, wedding and event photography, social media, journalism.



# Physics



## Course Structure

Emmanuel Anglican College offers Physics as a 2 unit course that is studied in both Year 11 and Year 12.

## Course Description

Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. It deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem solving nature of physics further develops students' skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

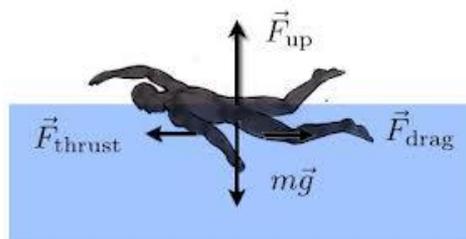
## Main Topics Studied

The Year 11 course incorporates the study of:

- Module 1: Kinematics
- Module 2: Dynamics
- Module 3: Waves and Thermodynamics
- Module 4: Electricity and Magnetism

The Year 12 course incorporates the study of:

- Module 5: Advanced Mechanics
- Module 6: Electromagnetism
- Module 7: The Nature of Light
- Module 8: From the Universe to the Atom



## Assessment Requirements

In Year 11 there will be three assessment tasks. The types of tasks students may be asked to complete include: investigations, practical examinations, research projects, presentations and examinations.



## e-Learning

All students who study Physics will have access to an eLearning platform. The platform provides students with course information, assessment details, online learning activities and lessons, extension/enrichment activities and links to related websites.

## Post School Opportunities

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. These include engineering, medicine, teaching, architecture, scientific research, physiotherapy and surveying.

# Sport, Lifestyle and Recreation



## Course Structure

Sport, Lifestyle and Recreation (SLR) is a Content Endorsed Course which develops student's knowledge, understanding and skills needed to adopt an active and health-promoting lifestyle. SLR counts towards 2 units of a student's Stage 6 study program.

## Course Description

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

This course directly supports the PDHPE, (Personal Development, Health, and Physical Education) HSC course, and students are able to study both.

## Course Structure

The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There are no prescribed core components. Schools are able to select from these modules to develop programs that respond to student needs and interests. Students will study up to 6 of the following modules.

The modules in SLR are:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications I
- Games and Sports Applications II
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sports
- Sports Administration

## Assessment Requirements

Students are required to complete a range of assessment tasks which could include the following: critical reviews, diary/learning log, excursion reports, internet research assignments, multiple-choice tests, practical performances, problem-solving tests, short-answer tests and examinations.



## Post School Opportunities

There are a wide range of occupations and post school opportunities for students who complete Stage 6 PDHPE, a few of these include: Coaching, Sports Training, Event Management, Personal Training, Sport and Recreation Centre, Retail or Administration Assistant, Sports Administrator, Sports Commentator, Sports Development Manager, Sports Development Officer plus many more.



# Visual Arts



## Course Structure

Emmanuel Anglican College offers Visual Arts for study in Stage 6. Visual Arts is a 2 unit course studied in both Years 11 and 12.

## Course Description

Visual Arts fosters interest and enjoyment in the production and consumption of art and builds understanding of the role of images and objects in various media. It also serves to facilitate students' development of visual literacy, cultural awareness and intellectual autonomy. The knowledge, understanding, skills and values gained from Visual Arts assist students in building conceptual and practical skills that can be applied in art, craft and design related careers and other real world contexts.

Though not a prerequisite for the course, students who studied Visual Arts and/or Photography and Digital Media in Stage Five may find this course more suitable.

## Main Topics Studied

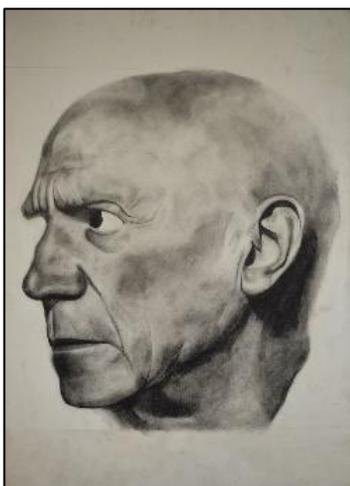
Year 11 students complete studies of Modernism, Post Modernism, and Contemporary Australian Art.

Year 12 students complete five case studies centred around contemporary visual arts, while working on the development of a Body of Work.

## Assessment Requirements

During Year 11 students complete a range of assessment tasks in art making, art history and art criticism.

During Year 12 students complete various art history and art criticism assessment tasks, also students complete a year long self-directed project to produce a Body of Work. Students are externally marked by the Board of Studies in a formal examination of both art history and criticism, and the Body of Work.



## Post School Opportunities

Post school opportunities include, practising Visual Artist, further study of visual arts at University or other tertiary institutions, film, photography, animation, fashion, television, graphic design, architecture, advertising, art directing, art historian, art critic, gallery/museum staff, curator



# Work Studies

## Course Structure

Work Studies is a Content Endorsed Course which develops student's skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training. Work studies counts towards 2 units of a student's Stage 6 study program.



## Course Description

Work Studies is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment.

Work Studies is designed to encourage cooperative learning, flexible timelines and supportive feedback. It consistently promotes positive behaviours that lead to a successful transition to the workplace, further education and training and preparation for the future world of work.

## Main Topics Studied

- Core: My Working Life
- Elective Module 1: In the Workplace
- Elective Module 2: Preparing Job Applications
- Elective Module 3: Workplace Communication
- Elective Module 4: Teamwork and Enterprise Skills
- Elective Module 5: Managing Work and Life Commitments
- Elective Module 6: Personal Finance
- Elective Module 7: Workplace Issues
- Elective Module 8: Self Employment



## Assessment Requirements

Students are required to complete a range of assessment tasks which could include the following: critical reviews, diary/learning log, excursion reports, internet research assignments, multiple-choice tests, presentations, problem-solving tests, short-answer tests and examinations.



## e-Learning

All students who study Work Studies will have access to a Google Classroom. The classroom provides students with course information, assessment details, online learning activities and lessons, extension/enrichment activities and links to related websites.



