Green Point Christian College

Excellence in Christ Centred Education

2016

Years 11-12

Senior Courses
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Dear Parents,

Congratulations on successfully arriving at this point in your child’s education. You are at a point where the HSC becomes a reality and many of the worries about the future of your child become confronting. The next two years of study are exciting and challenging as students often find being able to choose subjects and levels of study gives them the control over their education that their developing maturity demands.

We understand that this is also a time of growing responsibility as well as a greater commitment to learning. As your child begins on this journey towards the HSC we encourage them to enter into Year 11 with a focus on their responsibilities as a student, to you as parents, to other students and to their teachers. As a community we have a responsibility to ensure the growth and wellbeing of all students within our community. As part of this process, all student will have an interview with me to help us gauge their needs, goals and directions in entering this two year road to the HSC.

We at Green Point Christian College see that decisions about the future need to be made through our relationship with Jesus Christ. Our future opens opportunities to be used in His service and all decisions need to be made in and for Him. Year 11 will see the beginning of a new level of responsibility at Green Point and students will be expected to take this responsibility seriously.

Together with a prayerful attitude, students need to look at those subjects in which they excel, find interesting and stimulating and can see that a two years’ course will meet their academic needs as well as be fulfilling. Few careers these days have definite prerequisites and mostly bridging courses can overcome these, but it is wise to check with our Careers Advisor if a student has strong career directions already.

It is daunting to make such big decisions and we have a strong team of student Advisors which includes Mr Graham Crawford, Year Advisor; the Curriculum Co-Ordinator/Student Advisor, Mr David Russell and of course myself. Our aim will be to encourage each student to undertake a sensible, well chosen set of subjects, to meet Board of Studies requirements.

Above all we are most concerned that all our students leave the College with a clear understanding of what God has done for us in Christ. We pray that they enter into a real relationship with Jesus Christ, “...the author and perfeecter of our faith”. Hebrews 12:1–2

We will be praying for you and your child in this time of decision making for the future.

With warm regards,

Peter McLellan
Head of Secondary School
Introduction

Green Point Christian College moved into Senior School study programs in 1996 with the first HSC Exams held for our students in Year 12 at the College in 1997.

Green Point Christian College provides students with the individual and quality attention that they need to perform well in the Higher School Certificate. This booklet represents a wide variety of courses for study in Year 11 next year. The College Board is committed to providing our students with a strong and varied curriculum.

As a school staff, we are available to answer any questions that you might have and to offer our advice as to subject choices and career paths that would be consistent with the ability and interests of your child. We offer a curriculum both for students wanting to pursue tertiary studies and also for those intending to obtain an HSC and move directly into the workforce. In addition to studying courses at school, it is also possible for students to choose a course from a wide selection at TAFE and also from other outside providers, thereby increasing the range of subject choice available.

Although final academic performance is important and we will work towards success in this area, it is only part of the overall education that Christian schools offer students. It is our strong desire and vision to see all of our students equipped not only academically, but also personally and spiritually, to survive and make an impact in society. We deliberately endeavour to prepare our students for the challenges that lie ahead in their post school years.

Education is more than learning content and skills set down by a Board of Studies Teaching and Educational Standards (BOSTES) syllabus. We have a responsibility, as well, to equip young men and women to live in society. Our College therefore, will continue to cater for the spiritual development of each child. As part of the Year 11 and 12 curriculum, Biblical Studies will be taught for one period per week and all students will attend these classes. The real answers in life are found in and through personal relationship with the Lord Jesus Christ and God’s Word.

David Russell
Curriculum Co-ordinator/Student Advisor
Higher School Certificate Structure

The existing HSC structure is divided into two separate courses of study:

1. The Preliminary Courses – Preliminary Courses consist of a core of knowledge, which provides understandings, skills and attitudes, as a general basis for further study. Where Preliminary and HSC Courses exist for a subject, satisfactory completion of the Preliminary Course or its equivalent, is a prerequisite for entry into an HSC Course.

2. The Higher School Certificate Courses - Generally covers the material on which the students will be examined at the Higher School Certificate Examination. Generally, for examination purposes, the Preliminary Course is to be regarded as assumed knowledge which has been covered by all candidates. School based assessment for the Higher School Certificate (HSC) is based on the HSC Courses.

Note: Some courses, eg. Vocational Education & Training (VET) Courses, Photography and TVET Courses (these are VET courses delivered by TAFE), whether they are one or two year courses, can count as either Preliminary or HSC Units, or as both Preliminary and HSC Units such as where a VET Course runs for two years.

ACCUMULATION OF HSC
Students may follow a “part-time” pattern of study and spread their program over more than two years. For example, a student may study three Preliminary Courses in one year and three the following year. Students may take up to five years to complete the HSC Courses involved in their program of study. It is important to exercise care when choosing part time study programs, as subject availability cannot be guaranteed because subject options may vary from year to year.

ACCELERATION OF HSC
It is possible to compress the study of subject courses into less than the normally scheduled time by accelerating a study program. A student must satisfy the requirements of the Preliminary Course before accelerating to the HSC year.

RECOGNITION OF PRIOR LEARNING and ADVANCED STANDING
Students may gain credit towards the HSC for certain courses undertaken through TAFE or accredited by the Australian Skills Quality Authority (ASQA), which have been completed before the student embarks on HSC studies. Students can also be granted advanced standing within a course if they can verify prior completion of aspects of the course to the Principal’s satisfaction. This will allow them exemptions from various units of study within the course as is appropriate. Additional modules may need to be studied in some courses in order to meet the number of required hours in such courses.

Studying HSC Courses can give students advanced standing and exemptions for many post secondary courses of study available through TAFE. For example, if a student were to study Business Studies at school, he/she may receive one or more exemptions depending on the course of study subsequently pursued at TAFE. Also if a student chooses to study a TVET Course as part of their Senior School program this can also count as advanced standing towards a future pattern of study at TAFE.

REPEATING A COURSE
If a course is repeated, the most recent result for that course is the one counted towards the ATAR.
There are a variety of courses approved for study for the Higher School Certificate:

**BOARD DEVELOPED COURSES**  
These courses are developed by BOSTES. There is a syllabus for each course. BOSTES provides information about:

- The course objectives, structure, content and outcomes
- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The performance bands

All students entered for the HSC who are studying these courses follow the BOSTES syllabuses. All of the Board Developed Courses are examined externally at the end of the HSC Course, except the Curriculum Framework 240 hour VET Courses (Vocational and Education Training Courses) where HSC Exams are optional. Within the Universities’ guidelines, all of the HSC Board Developed Courses can count towards the calculation of the Australian Tertiary Admission Rank (ATAR). In the case of VET Courses, students must do the optional HSC Exam for a VET Course to count for the ATAR and at most only one 2 unit VET Course can count.

The ATAR is a rank awarded to students across NSW and ACT to indicate where they are ranked compared to all students that began Year 7 in their cohort of peers. An ATAR of 99.95 is the highest rank achievable and indicates that a student with this rank is in the top ranked group of students.

The following courses are examples of Board Developed Courses:

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<td>Information Processes &amp; Technology</td>
<td>Software Design &amp; Development</td>
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<tr>
<td>Some TVET Courses eg Tourism, Construction</td>
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Note that Fundamentals of English is also a Board Developed Course, but only counts as Preliminary Units and hence does not count for the ATAR. Only HSC Courses can count towards the ATAR.

**BOARD ENDORSED COURSES (BEC)**  
There are two main types of BEC’s – Content Endorsed Courses and School Designed Courses.

Content Endorsed Courses (CECs) - Have syllabuses endorsed by the BOSTES to cater for areas of special interest not covered in the Board Developed Courses. Some examples are Photography, Marine Studies, SLR and Exploring Early Childhood. Many courses delivered by TAFE are Content Endorsed Courses.

School Designed Courses - Where schools may also design special courses to meet student needs. These courses must be approved by the BOSTES. Once approval is granted, schools can offer such selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses may only be one year courses. There is no external HSC 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 student’s Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR.
WHAT ARE UNITS?
All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 Unit or 2 Units. Most courses are 2 Units. Each Unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each Unit generally has a value of 50 marks. Hence a 2 Unit course has a value of 100 marks. The following is a guideline outlining the Unit structure of courses.

2 UNIT COURSES
This is the basic structure for all courses. A 2 unit course has a value of 100 marks. A 2 unit course typically involves 120 or more hours of class time per course

1 UNIT COURSES
1 Unit equals approximately 2 hours of class time each week or 60 hours per year. BOSTES has a number of 1 Unit courses, some which are Board Developed and some which are Board Endorsed.

Some 1 Unit courses are Extension Courses. Extension study is available in a number of subjects. Extension Courses build on the content of the 2 Unit course and carry an additional value of 1 Unit. Requiring students to work beyond the standard of the 2 Unit course, Extension Courses are available in English, Mathematics, History, Music, some Languages and VET courses (eg Extension Hospitality, known as Hospitality Specialisation Study).

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension Course in these subjects before proceeding to either of the two HSC Extension Courses (Extension 1 and/or Extension 2). The Extension 2 Course requires students to work beyond the level of the Extension 1 Course. Extension Courses in History, Music and Languages are offered in Year 12 only. Extension Music can only be studied if the student has been studying the Music 2 Course. Extension Language courses, where available, can only be studied if the student has been studying the Continuers Language Course (not the Beginners Course).

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES
Vocational Education and Training (VET) Courses are offered as part of the Higher School Certificate program. They enable students to study courses which are relevant to industry needs and have clear links to post school destinations. These courses help students to gain both Higher School Certificate qualifications and accreditation within industry (eg. Certificate III in some instances) as part of the Australian Qualifications Framework (AQF). The National Framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

The Industry Curriculum Framework VET Courses, eg. Hospitality and Construction, each have a specific workplace component with a minimum number of hours students must spend in the workplace or a simulated workplace at school. If students have part time jobs outside of school in the relevant vocational area, these jobs can count towards satisfying the requirement for work placement hours. Students receive special documentation in VET Courses showing the competencies they have gained. When assessed in a VET Course, students are assessed as to whether they are competent in the various skills being attempted and a record of their competency achievements is shown in their log books. If a student successfully completes the required set of competencies, the student will also receive the relevant industry certificate, eg. Certificate II in Hospitality. If only part of the required set of competencies is attained, the student will receive a Statement of Attainment.

Some VET Courses have HSC Exams (eg. 240 hour Hospitality Course and 240 hour Construction Course) – the HSC Exams in these courses are optional. It is necessary to attempt the Exam to have a VET Course counted towards the ATAR.
Hospitality is a course offered at Green Point Christian College. It is a Board Developed VET Course. Hospitality is a Category B Course in terms of counting for the ATAR. The Universities will allow students to count at most one Category B Course towards their ATAR. Hospitality involves mandatory work placements which involve 70 hours of work in the related industry (35 hours for Preliminary Course and 35 hours for HSC Course). In Year 12, students may also be offered the opportunity to complete a 60 hour Specialisation Hospitality Course (that is, an Extension Course in Hospitality) in addition to the 240 hour Course. This Extension Course has an additional work placement of 14 hours. Note that Hospitality has a Course Fee component to cover materials used.

There are many Board Developed or Board Endorsed VET Courses run by TAFE - these are called TVET Courses (that is, TAFE VET courses). Hairdressing and Tourism, Travel and Events are two examples of such TVET Courses. These courses are both delivered by TAFE. Hairdressing does not involve a work placement but Tourism, Travel and Events does. While there is some funding available from the Government for VET Courses that are provided by TAFE or other Private Providers, it should be noted that Government funding is only available for one such course each year.

SCHOOL BASED TRAINEESHIPS
Traineeships refer to situations where a student studies and works at the same time. Traineeships are only available for certain courses. If a student does one of these courses with the College or through TAFE or a Private Provider, and if they also work with an employer in the same area for a required number of days, they can complete a Traineeship in the area concerned. By doing a Traineeship, a student is ‘placing a foot in the door’ of a vocational career. An example of a Retail Traineeship is where a student works at McDonalds and also study the Retail Services HSC Course through McDonalds. Traineeships are available in a variety of subject areas such as Hospitality, Information and Digital Technology, Retail, Business Services (Office Admin.), Property Services (Real Estate), Tourism. Students need to obtain an employer who will offer the part time work involved in the Traineeship. Course costs need to be determined for the Traineeship. See Mr Russell for more details.

TVET COURSES
Most of the courses a student does will be studied at school. TAFE also offers a variety of courses which count towards Preliminary and/or HSC studies. Please be aware that students cannot study the same course at TAFE and at school, eg. Hospitality.

Please note that while some TVET Courses do count towards the ATAR, many do not. While students are invited to apply for positions in the TVET Courses, please note that obtaining a place cannot be guaranteed. Some courses are popular and not all students who apply gain entrance while other courses may be cancelled due to lack of demand. High demand courses need to be applied for in the first round of applications and also require an additional Application Form.

Please note that there is a Tuition Fee involved for students studying TVET Courses. For each student one TVET Course is partly subsidised by the Government. The Government will only subsidise one VET course - if more than one course is studied the Government subsidy will not apply to the second course e.g. some students may want to study a TVET course such as Entertainment and also a Private Provider VET course such as Interior Design at Whitehouse Institute – only one of these courses will be subsidised by the Government. TVET Courses are run by TAFE on a ‘user pays’ basis. After the Government subsidy is applied, the remaining cost of the course (note that some courses are more expensive than others) will be divided so that the College will pay 50% (to a maximum of $850) and the student’s parents will pay the balance. The resulting amount for parents to pay will be added to the student’s fee account. As mentioned earlier, please note that Government funding is only available for one VET course per year.

Course Information cont’d

Course costs vary and can range from approximately $1800 for Tourism, Travel and Events to over $3000 for Manufacturing (Engineering). A course costing $1800 would result in a parent contribution of approximately $560.

Please also note that a student can withdraw from a TVET Course class early in the year without incurring the cost of the course. After the cut off date has occurred, no new enrolments are generally accepted and the student is committed for the cost of occupying a place in the course. If the student withdraws from the course after the cut-off date, the student will still have incurred the cost of the course. In such a situation, where a student defaults on continuing with a course, the College’s cost for the course may also be passed on to the student’s parents.
Generally, the TVET Courses involve attendance at Gosford, Ourimbah or Wyong TAFE campuses. The College will provide bus/car transport to get the students to the regular Tuesday TAFE classes at these 3 campuses. Students will need to make their own way home from TAFE. Students are allowed to make their own way to TAFE (with parental permission), but we ask that the students do not leave the College before lunchtime on Tuesdays.

TVET classes are held on Tuesday afternoons. While some TVET courses are also offered by TAFE on Thursday afternoons, students from GPCC should only apply for Tuesday courses as this is the day for which time is allocated in the Green Point Christian College timetable for TVET studies. It may also be possible to study some TAFE courses running at alternative times if attending is feasible. Some courses can even be studied by flexible online delivery.

Applications for TVET courses for next year are available from Mr Russell. Applications need to be lodged at the relevant TAFE by the due date (see Mr Russell concerning the due date for first round applications).

**TAFE TVET Offline Programs (TOP) - availability to be confirmed by TAFE**
This is a new delivery method for TAFE, with some very popular courses (or even a different range of courses) being offered by TAFE. All courses will count towards the HSC. The courses will be run either in a holiday block format, a mixture of Tuesdays and holiday blocks, or even on a different day or times during the week or evening.

Advantages of TOP Courses include: Help with reducing school workload (can be completed early); students shouldn’t miss any actual school time; students may complete a subject they enjoy; these courses may give a taste for future careers. The subsidy arrangements for the TOP Courses are the same as for the regular TAFE Courses. Students attending these courses at TAFE will need to arrange their own transport.

**PRIVATE PROVIDER VET COURSES**
Apart from TAFE, it is possible to study various VET Courses that count towards an HSC study program at private institutions. Some of these courses are run in blocks during school holidays in Sydney. While there are costs for these courses, subsidy arrangements for courses at private institutions are the same as for those at TAFE, noting that the Government subsidy is limited to only one VET course. Students attending courses at private institutions will need to arrange their own transport and textbooks. Some examples of Private Provider Courses that have previously been available include Human Services (e.g. through the Certificate III Health Services Assistance (Acute Care) Course with Gosford Hospital), Interior Decoration (e.g. through Whitehouse Institute), 3D Animation (e.g. through the Academy of Interactive Entertainment) and Retail Services (e.g. through McDonalds as part of a traineeship).

**DISTANCE EDUCATION AS A STUDY OPTION**
Generally, we do not encourage students to study by correspondence as it is difficult to sustain an individual disciplined effort over 2 years. Please be aware that there are costs associated with studying a course by correspondence. Information about course costs is available on request. As with other Senior courses, students will need to purchase the required textbooks for any course studied by correspondence.

**Government’s Distance Education Schools**
If there is a subject that you particularly want to do but it is not available through the school (eg. Italian), or there are too few numbers to form a class for that particular subject in the school, you may be able to study the subject by correspondence. Not all subjects, however, are available by correspondence. For most subjects offered by the Government’s Distance Education schools, there are a limited number of places available for us to access, so not all students can necessarily gain a place in a Correspondence Course. In many instances a student cannot study a course with one of the Government’s Distance Education schools if the course being applied for is also available in the student’s home school. Please speak to Mrs Parks regarding correspondence courses.
OTEN
Another Distance Education provider is the distance education arm of TAFE. A variety of courses are available through OTEN – some are listed below. There is a fee involved for students studying OTEN courses. The fees and subsidy arrangements for OTEN VET courses are the same as for TVET courses mentioned earlier in this booklet, noting that the Government subsidy is limited to only one VET course. For courses that are not VET courses such as General Mathematics, Ancient History, Chemistry, Economics, Food Technology, Modern History, PDHPE and Senior Science there is NO Government VET subsidy and these courses have the same cost arrangements as other correspondence courses. Please speak to Mrs Parks if you are interested in any of these courses.

Non-ATAR Courses
Business – Advertising Media
Children’s Services
Maritime Operations
Marketing
Media – News Journalism
Property Services – Real Estate

** See Mrs Parks for a full list of available courses.

Courses that Can Count Towards an ATAR
Business Services
Information Technology
Retail Services
Tourism
General Mathematics
Ancient History
Chemistry
Economics
Food Technology
Modern History
PDHPE
Senior Science
*plus a variety of other Preliminary & HSC Courses

ONLINE COURSES
Northern Beaches Christian School offers some courses across the Internet which provides another avenue to study some courses. Fees apply for these courses. For more information, please see Mrs Parks.

OTHER COURSE OPPORTUNITIES

Outside Tutor
In some instances such as where a course is not available in a particular subject area, students may elect to study the course privately with an outside Tutor. Such situations need to be arranged on an individual basis with the College. The private tuition costs for the Tutor are to be met by the parents.

Saturday School
If a particular language is not offered at our school, students with a native language other than English may want to study their home language (eg. Italian, Japanese, Chinese, Korean), at one of the Government Saturday Schools if it is one of the many languages available. Costs for such courses will need to be confirmed.
Pathways to Getting an HSC

You can take several years to accumulate subjects. You can also accelerate your studies.

BOARD OF STUDIES, TEACHING AND EDUCATIONAL STANDARDS (BOSTES)
MINIMUM REQUIREMENTS

12 Preliminary Units including:

- English
  - At least 4 subjects
  - 3 Courses of 2 Units or more
  - No more than 6 Science Units

10 HSC Units including:

- English
  - At least 4 subjects
  - 3 Courses of 2 Units or more
  - No more than 6 Science Units

Vocational Education & Training (VET) Courses,
School, TAFE or Private Provider (eg. Hospitality)

- Board Developed Courses
  - (eg Physics, Music)

- School Developed Courses
  - courses developed by individual Schools and approved

- Content Endorsed Courses
  - (eg. Photography)

- Self Tuition (no HSC, only a Result Notice)

- Traineeship courses Eg. Retail Services

- Outside Tutor Courses

- Open High School and other Distance Education Correspondence courses
  - (eg OTEN, Online courses)

- Saturday School of Community Languages
  - (eg Korean)
The following information outlines some important points in choosing your pattern of study in Years 11 and 12. In making your choices, please remember to pray about your decisions.

Candidates for the Higher School Certificate must undertake a program of study comprising at least:

12 Units of Preliminary Courses; and
10 Units of Higher School Certificate Courses.

Both the Preliminary Course pattern and the HSC Course pattern must include:

At least six Units of Board Developed Courses
At least two Units of a Board Developed Course in English
At least three courses of two Units value (or greater); and
At least four subjects.

No more than six Units of courses in Science can contribute to Higher School Certificate eligibility.

Where a subject has both Preliminary and HSC Courses, the Preliminary subject must be completed before taking the relevant HSC subject. Some subjects are not divided into Preliminary and HSC components, eg. Hospitality, Information and Digital Technology, Photography, Exploring Early Childhood and TVET Courses. These courses can be counted as either Preliminary or HSC Units or both.

Certain exclusions apply in various instances, eg. Preliminary Senior Science is mutually exclusive with 2 Unit Physics, Chemistry or Biology. Interestingly, HSC Senior Science is allowed with HSC Biology, Chemistry and/or Physics. If it is available, HSC Senior Science can be studied after a Preliminary Course in any of Preliminary Physics, Preliminary Chemistry or Preliminary Biology.

The HSC Record of Achievement is awarded by the BOSTES on completion of HSC Courses.

ATAR
(Australian Tertiary Admission Rank)

Students who wish to gain an HSC that gives them entrance to University, need to gain a sufficiently high standard of achievement, when compared with all other students in the State. The process that ranks students on HSC performance for University entrance is done by the University Admission Centre (UAC). The rank a student receives is known as the Australian Tertiary Admission Rank (ATAR).

The ATAR is a rank awarded to students across NSW and ACT to indicate where they are ranked compared to all students that began Year 7 in their cohort of peers. An ATAR of 99.95 is the highest rank achievable and indicates that a student with this rank is in the top group of students. ATAR results are transferable nationally (except Qld, where it is converted to their system) and will allow students to apply to universities in other States.

In order to receive an ATAR, a student must satisfy the University requirements. These requirements are listed below.

Rule 1 – Eligibility for an ATAR
To be eligible for an ATAR a student must complete at least ten units of HSC Board Developed Courses including at least two Units of English. The Board Developed Courses must include at least three courses of two Units or greater, at least 8 Units of Category A Courses and at least four subjects; see 1. on next page.

Rule 2 – Calculation of the ATAR
The ATAR will be based on an aggregate of scaled marks in ten units of HSC Board Developed Courses comprising:
The best two Units of English, and
The best eight Units from the remaining Units, subject to the provision that no more than two Units of Category B Courses be included.
**HSC Requirements cont’d**

Note that the ATAR is calculated based on a ‘per Unit basis’. If it is to the student’s advantage to count only one Unit of a 2 Unit subject, then UAC will do so. In this way, if a student does particularly well in a one Unit subject such as Extension History, then this Unit will count and possibly only one Unit of a lower scoring two Unit subject.

Important notes:

A subject is the general name given to an area of study. A course is a branch of study within a subject. A subject may have several different courses, for example, with the subject English the courses will include English Standard, English Advanced, HSC English Extension 1, etc.

All Board Developed Courses are Category A Courses except the following subjects which are listed as Category B Courses (from time to time, new Category B VET Courses are added to this list):

**CATEGORY B COURSES**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Unit Value</th>
<th>Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services (240 hours)</td>
<td>2</td>
<td>Business Services</td>
</tr>
<tr>
<td>Construction (240 hours)</td>
<td>2</td>
<td>Construction</td>
</tr>
<tr>
<td>Information and Digital Technology (240 hours)</td>
<td>2</td>
<td>Information and Digital Technology</td>
</tr>
<tr>
<td>Metal and Engineering (240 hours)</td>
<td>2</td>
<td>Metal and Engineering</td>
</tr>
<tr>
<td>Primary Industries (240 hours)</td>
<td>2</td>
<td>Primary Industries</td>
</tr>
<tr>
<td>Retail Services (240 hours)</td>
<td>2</td>
<td>Retail Services</td>
</tr>
<tr>
<td>Hospitality (240 hours)</td>
<td>2</td>
<td>Hospitality</td>
</tr>
<tr>
<td>Tourism, Travel and Events (240 hours)</td>
<td>2</td>
<td>Tourism, Travel and Events</td>
</tr>
<tr>
<td>Entertainment Industry (240 hours)</td>
<td>2</td>
<td>Entertainment Industry</td>
</tr>
<tr>
<td>Automotive (240 hours)</td>
<td>2</td>
<td>Automotive</td>
</tr>
<tr>
<td>Electrotechnology (240 hours)</td>
<td>2</td>
<td>Electrotechnology</td>
</tr>
<tr>
<td>Financial Services (240 hours)</td>
<td>2</td>
<td>Financial Services</td>
</tr>
<tr>
<td>Human Services (240 hours)</td>
<td>2</td>
<td>Human Services</td>
</tr>
</tbody>
</table>

Note:

These are 240 hour Vocational Education and Training (VET) Courses. An optional written examination will be offered for the HSC. If students want the results from these courses to be available for inclusion (subject to the ATAR Rules) in the calculation of their ATAR, they must undertake the optional written examination.

It is not necessary to obtain an ATAR. Most students in NSW, however, choose a pattern of study that enables them to receive an ATAR. If a student wants to go to University straight after school, then it is advisable to choose a pattern of study that will receive an ATAR.

Students should note that 50% of their ATAR is based on marks gained in School Assessment Tasks, earned throughout the HSC Course, and 50% on the actual HSC Exam Marks.
Choosing Courses

Some guidelines for choosing courses are:

Is the course:

- Within a student’s capability
- Interesting or enjoyable
- Satisfying University course prerequisites, recommendations and/or assumed knowledge

In awarding a tertiary entrance ranking, UAC re-scales HSC marks. Rumours abound as to the exact process of scaling and some students believe that by choosing certain subjects their results will automatically be scaled up. Students who choose courses not suited to their needs, interest or abilities, in the mistaken belief that they will maximise their ATAR, may very well disadvantage themselves by performing relatively poorly, achieving a lower mark than expected.

Students need to focus their endeavours on the HSC so that they work consistently and diligently throughout both the Preliminary and HSC years, so as to achieve to the level of their capability. This may involve some hard decisions being made about priorities with regard to work, leisure time and other extracurricular activities.

Students are encouraged to set clear goals before they commence their course and write them down as a reminder reflecting on their progress in such areas from time to time.

Note that if students are wishing to choose more than two subjects that require a major work, they must receive permission from the Head of Secondary School.

At GPCC, students in Year 11 are expected to study 12 Units unless there are exceptional circumstances which will need to be discussed with the Head of Secondary School and/or the Curriculum Co-Ordinator/Student Advisor.

In terms of changing courses once Year 11 has begun next year, students are allowed to change courses until the end of Week 2 unless exceptional circumstances exist.

Assessment

Assessment Tasks are an important part of Senior study. Each subject teacher is required to provide an Assessment Mark for each student in each HSC Course, except for VET Courses, such as Hospitality, where records of student competencies are kept in a student log book.

An HSC Assessment Mark in a subject is made up from a set of Assessment Tasks, given during the HSC Course. Assessment results achieved in the Preliminary Courses do not contribute to the HSC Assessment Marks.

Early in Year 11, students will be given an overview of Preliminary Assessment Tasks to be done. A minimum of two weeks notice will generally be given for the exact date of any Assessment Task. Students will receive feedback on all tasks. A similar process will occur for HSC Assessment details, with an overview of HSC Assessment Tasks given to students early in Term 4 next year.

STUDENTS ABSENT FROM TASKS

Students missing an Assessment Task because of illness will generally require a Doctor’s Certificate. Without a valid reason, late work handed in will receive a mark of zero. Such work will generally still need to be completed in order for the student to satisfactorily complete the course being studied. Missing a test without a valid reason will also result in no marks being awarded for the test. Should a student want to appeal an Assessment Task for illness or misadventure reasons, appropriate documentation should be attached to an appeal form. Appeal forms are available from the College Office. A copy is also included in the Preliminary Assessment Handbook and the HSC Assessment Handbook.
There is flexibility in the way students can put together Year 11 and Year 12 subject arrangements to meet the requirements for an HSC. The following examples illustrate HSC and ATAR eligibility. Immediately following these is an example illustrating that the ATAR is based on HSC subjects, not Preliminary subjects. (The subject arrangement lists are an example only and do not necessarily reflect an available combination of subjects for next year.)

**Eg. 1** If studying 12 units next year, a study pattern may continue with 12 units the following year.

<table>
<thead>
<tr>
<th>Preliminary</th>
<th>HSC</th>
<th>Eligible for</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 2U</td>
<td>English 2U</td>
<td>HSC &amp; ATAR</td>
</tr>
<tr>
<td>Maths 2U</td>
<td>Maths 2U</td>
<td></td>
</tr>
<tr>
<td>Anc. History 2U</td>
<td>Anc. History 2U</td>
<td></td>
</tr>
<tr>
<td>Geography 2U</td>
<td>Geography 2U</td>
<td></td>
</tr>
<tr>
<td>Biology 2U</td>
<td>Biology 2U</td>
<td></td>
</tr>
<tr>
<td>Drama 2U</td>
<td>Drama 2U</td>
<td></td>
</tr>
<tr>
<td><strong>12 units</strong></td>
<td><strong>12 units</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Eg. 2** If studying 12 units next year, a study pattern may discontinue 2 units the following year.

<table>
<thead>
<tr>
<th>Preliminary</th>
<th>HSC</th>
<th>Eligible for</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 2U</td>
<td>English 2U</td>
<td>HSC &amp; ATAR</td>
</tr>
<tr>
<td>Maths 2U</td>
<td>Maths 2U</td>
<td></td>
</tr>
<tr>
<td>Anc. History 2U</td>
<td>Anc. History 2U</td>
<td></td>
</tr>
<tr>
<td>Geography 2U</td>
<td>Biology 2U</td>
<td></td>
</tr>
<tr>
<td>Biology 2U</td>
<td>Drama 2U</td>
<td></td>
</tr>
<tr>
<td><strong>10 units</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Eg. 3** Some subjects have 3 units, eg. History in Year 12, (also 4 units of Maths, 4 units of English).

If a student achieves well enough in a subject that has an extension component, as long as the student is eligible, a change in study pattern could result.

<table>
<thead>
<tr>
<th>Preliminary</th>
<th>HSC</th>
<th>Eligible for</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 2U</td>
<td>English 2U</td>
<td>HSC &amp; ATAR</td>
</tr>
<tr>
<td>Maths 3U</td>
<td>Maths 2U</td>
<td></td>
</tr>
<tr>
<td>Anc. History 2U</td>
<td>Anc. History 2U</td>
<td></td>
</tr>
<tr>
<td>Geography 2U</td>
<td>Ext History 1U</td>
<td></td>
</tr>
<tr>
<td>Biology 2U</td>
<td>Geography 2U</td>
<td></td>
</tr>
<tr>
<td>Drama 2U</td>
<td>Drama 2U</td>
<td></td>
</tr>
<tr>
<td><strong>13 units</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By having more than 10 HSC Units, this gives the student a broader range of subjects from which UAC can draw to determine their final ranking for the ATAR. Also of importance is consideration as to the student’s ability to handle the overall quantity of work involved in the number of Units being studied.
A student must finish the Preliminary Course in a subject in order to enter an HSC Course in the subject.

Eg. A student cannot do the HSC Biology Course unless he/she has done the Preliminary Biology Course.

Eg. If a student changes from 2 Unit Maths to 2 Unit General Maths, he/she has to catch up on topics in the General Mathematics Course that have been missed.

The following example illustrates that the ATAR is based on HSC Courses not Preliminary Courses. It is important if you want an ATAR, to plan your studies to ensure that your HSC subject arrangement will result in you receiving an ATAR. Especially be aware of how many Category A and Category B Courses you might be studying. 10 Units of Board Developed Courses are needed – this should include 8 or more Units of Category A Courses. Note that at most only 2 Units of Category B Courses can be counted.

### Study Pattern in Year 11

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Unit English</td>
<td>(Preliminary)</td>
</tr>
<tr>
<td>3 Unit Maths</td>
<td></td>
</tr>
<tr>
<td>2 Unit Ancient History</td>
<td></td>
</tr>
<tr>
<td>2 Unit Hospitality</td>
<td></td>
</tr>
<tr>
<td>1 Unit Fundamentals of English</td>
<td></td>
</tr>
<tr>
<td>2 Unit Animal Care (TVET)</td>
<td></td>
</tr>
</tbody>
</table>

### Study Pattern in Year 12

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Unit English</td>
<td>(HSC)</td>
</tr>
<tr>
<td>3 Unit Maths</td>
<td></td>
</tr>
<tr>
<td>2 Unit Ancient History</td>
<td></td>
</tr>
<tr>
<td>2 Unit Hospitality</td>
<td></td>
</tr>
<tr>
<td>1 Unit Extension History</td>
<td></td>
</tr>
<tr>
<td>2 Unit Hospitality</td>
<td></td>
</tr>
</tbody>
</table>

If a student continues these subjects for HSC in Year 12 he/she will be ineligible for an ATAR.

Eligible for ATAR
10 Board Developed Units including English, at least 4 subjects, 8 Units of Category A Courses, three courses of 2 Units or more.
ON THE FOLLOWING PAGES ARE SAMPLES OF THE DOCUMENTS STUDENTS WILL RECEIVE HAVING COMPLETED A SATISFACTORY PATTERN OF HSC STUDY

HIGHER SCHOOL CERTIFICATE

HIGHER SCHOOL CERTIFICATE COURSE REPORT
(Example of one Subject Report)

RECORD OF ACHIEVEMENT

STUDENT eRECORD

RECORD OF SCHOOL ACHIEVEMENT (RoSA)
(THESE CERTIFICATES ARE AWARDED TO STUDENTS WHO LEAVE SCHOOL BEFORE COMPLETING THEIR HSC)
This is to certify that

Sample Student

who attended

Sample High School

has met the requirements for the award of a Higher School Certificate

Dated at Sydney on 11th January 2011

The Higher School Certificate is accredited by the Board of Studies NSW and is recognised as a Senior Secondary Certificate of Education within the Australian Qualifications Framework.

Issued by the Board of Studies without alteration or erasure.
Students receive an HSC Course Report for each course with an external examination that has been completed satisfactorily. The Course Report shows the student’s Assessment Mark, Examination Mark, HSC Mark and Performance Band with a description of what a student within that band typically knows, understands and can do. In most courses, it also has a graph showing where the student’s HSC Mark lies within the State distribution of all student performances in that course.
HIGHER SCHOOL CERTIFICATE

Record of Achievement

This is to certify that Sample Student of Sample High School has satisfactorily completed courses listed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Examination Mark</th>
<th>Assessment Mark</th>
<th>HSC Mark</th>
<th>Performance Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Board Developed Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 unit Ancient History</td>
<td>79/100</td>
<td>82/100</td>
<td>81</td>
<td>5</td>
</tr>
<tr>
<td>2 unit Biology</td>
<td>78/100</td>
<td>76/100</td>
<td>76</td>
<td>4</td>
</tr>
<tr>
<td>2 unit Economics</td>
<td>67/100</td>
<td>72/100</td>
<td>70</td>
<td>4</td>
</tr>
<tr>
<td>2 unit English (Advanced)</td>
<td>74/100</td>
<td>74/100</td>
<td>74</td>
<td>4</td>
</tr>
<tr>
<td>2 unit General Mathematics</td>
<td>89/100</td>
<td>82/100</td>
<td>86</td>
<td>5</td>
</tr>
<tr>
<td>2 unit Information Technology</td>
<td>Refer to Vocational Documentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Technology Examination</td>
<td>90/100</td>
<td>N/A</td>
<td>90</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013 Board Developed Courses (Preliminary)</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 unit Ancient History</td>
<td>B</td>
</tr>
<tr>
<td>2 unit Biology</td>
<td>B</td>
</tr>
<tr>
<td>2 unit Economics</td>
<td>C</td>
</tr>
<tr>
<td>2 unit English (Advanced)</td>
<td>B</td>
</tr>
<tr>
<td>2 unit General Mathematics</td>
<td>B</td>
</tr>
<tr>
<td>2 unit Information Technology</td>
<td>A</td>
</tr>
</tbody>
</table>

ELIGIBLE FOR HIGHER SCHOOL CERTIFICATE

Student Number: 999999999

Dated at Sydney on 11th January 2015
Issued by the Board of Studies without alteration or erasure.

Page: 1 of 1

President
Record of School Achievement (RoSA)
The RoSA is a cumulative credential for students who leave school before completing their HSC. The RoSA lists all mandatory and additional Stage 5 and – where applicable – Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school. The Board issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school. School leavers who are not eligible for the RoSA will receive a Transcript of Study.
Student eRecord

All students and schools will have access to a record of student results on a Student eRecord. The Student eRecord is available through Students Online for students, and Schools Online for schools. The Student eRecord is not a formal BOSTES credential, but has the same information as a RoSA and also contains information regarding Life Skills outcomes achieved and VET course competencies completed, where applicable.
ON THE FOLLOWING PAGES YOU WILL FIND TABLES
GIVING INFORMATION ABOUT BOARD DEVELOPED COURSES AND
CONTENT ENDORSED COURSES
BOARD DEVELOPED COURSES

All HSC Courses count for ATAR except those in italics
(See course notes following this table for explanation of symbols)

PLEASE NOTE: NOT ALL THESE COURSES WILL BE AVAILABLE AT GPCC

<table>
<thead>
<tr>
<th>Subject</th>
<th>Preliminary &amp; HSC Courses (2 Unit)</th>
<th>Preliminary Extension Courses (1 Unit)</th>
<th>HSC Extension Courses (1 Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>Ancient History</td>
<td></td>
<td>HSC History Extension2</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td>Business Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>Community and Family Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Technology</td>
<td>Design and Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>#</td>
<td>Preliminary English Extension</td>
<td>HSC English Extension 1</td>
</tr>
<tr>
<td></td>
<td>English Standard</td>
<td></td>
<td>HSC English Extension 2</td>
</tr>
<tr>
<td></td>
<td>English Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fundamentals of English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Fundamentals is Preliminary Units only but can be studied over 2 years – one unit for each year. Does not count for ATAR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Technology</td>
<td>Food Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>French Beginners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>Industrial Technology – Timber &amp; Furniture Products</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>Information Processes and Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese Continuers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Japanese Beginners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Legal Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>#</td>
<td>Preliminary Mathematics Extension</td>
<td>HSC Mathematics Extension 1</td>
</tr>
<tr>
<td></td>
<td>General Mathematics</td>
<td></td>
<td>HSC Mathematics Extension 2</td>
</tr>
<tr>
<td></td>
<td>HSC General Maths 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(CEC; non-ATAR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HSC General Maths 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(BDC; ATAR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern History</td>
<td>Modern History</td>
<td></td>
<td>HSC History Extension2</td>
</tr>
</tbody>
</table>

List continued on next page...
### BOARD DEVELOPED COURSES Cont’d

<table>
<thead>
<tr>
<th>Subject</th>
<th>Preliminary &amp; HSC Courses (2 Unit)</th>
<th>Preliminary Extension Courses (1 Unit)</th>
<th>HSC Extension Courses (1 Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>#</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music 1³</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PDHPE</td>
<td>PDHPE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Physics¹</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Science</td>
<td>Senior Science (can’t do Preliminary Senior Science and another Prel. Science Course)³</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society and Culture</td>
<td>Society and Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Software Design and Development</td>
<td>Software Design and Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studies of Religion</td>
<td>Studies of Religion II (2 Unit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textiles and Design</td>
<td>Textiles and Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Category B Subjects</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automotive</td>
<td>Automotive *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Services</td>
<td>Business Services *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>Construction *</td>
<td></td>
<td></td>
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* You must undertake a work placement to complete Hospitality, Information and Digital Technology, Construction and other Curriculum Framework VET Courses. Many of the Category B courses are offered by TAFE. Note that you cannot study both Entertainment and TVET Music Industry Foundation Course as there is too much overlap in the courses. Various other exclusions also exist such as with Photography and Design Fundamentals due to overlap in the courses offered. See the table that follows for more information regarding exclusions.

# You may select one course only from each of these subject groups.
HSC COURSE NOTES
These Notes and Footnotes (1 – 4) Refer to the List of Courses

- Fundamentals of English is a Preliminary Course. It cannot be studied in conjunction with English Advanced.

- A number of subjects include a requirement for the development of project work for either internal or external assessment – for example, Visual Arts, Drama, or 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.

- Exclusions exist in some instances whereby students cannot study certain combinations of subjects or parts of courses. Eg. only one of Textiles and Design and Fashion Fundamentals (TVET) can count for Preliminary or HSC Units; TVET Entertainment and TVET Music Industry Foundation course cannot both be studied as there is too much overlap in the courses; the First Aid module in SLR cannot count for both SLR and certain TVET Courses – in this instance, a substitute module may need to be studied by the student; Photography and the Design Fundamentals cannot both be studied because of the overlap with Digital Photography; Youth work cannot be studied with Marine Studies or SLR or PDHPE due to overlap in the two courses.

1. Students may elect to study either or both the 2 Unit Ancient History and the 2 Unit Modern History Courses. There is one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History.

2. Of the 12 Preliminary and 10 HSC Units required for the Higher School Certificate, no more than 6 Preliminary Units and 6 HSC Units of Science can be included. The course Senior Science may not be taken as a Preliminary Course with any of the following Preliminary Science Courses: Biology, Chemistry, Earth & Environmental Science and Physics. If at the end of the Preliminary Course students discontinue one of the other 2 Unit Science courses they can choose to take HSC Senior Science in its place. They can also pick up Senior Science as an HSC Course if they have studied one of the other Science courses as a Preliminary Course even if they also continue the other Science course in Year 12 (eg. a student can study Year 11 Biology and then Year 12 Biology and Senior Science if subject lines allow) provided they are not doing more than 6 HSC Units of Science.

3. You must study Music Course 2 if you wish to study HSC Music Extension.

4. You may not study both Studies of Religion I and Studies of Religion II.

Additional information about courses and the new HSC is available on the Board of Studies Website:
http://www.boardofstudies.nsw.edu.au
These courses can count for Preliminary and/or HSC Units. At Green Point, if they are offered, they will run in Year 11 as a One Unit Course and then in Year 12 as a One Unit Course.

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<th>Course</th>
<th>Units Per Year</th>
<th>Years Course can be studied at GPCC</th>
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<tr>
<td>Photography, Video and Digital Imaging</td>
<td>1 Unit</td>
<td>Years 11 and 12</td>
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<tr>
<td>Sport Lifestyle and Recreation Studies</td>
<td>1 Unit</td>
<td>Years 11 and 12</td>
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TVET COURSE INFORMATION

TVET COURSES – SOME CAN BE COUNTED FOR ATAR (CAT B)

Most courses are 2 Units per year and can count as either Preliminary and/or HSC Units. Some courses count for the ATAR but many do not. A 2 Unit Course with a duration of 2 years will provide 4 Units of study in total.

Some courses run for one year and some have continuing courses which run for a further year, eg. Children’s Services.

Some TVET Courses include work placement, eg Construction, Tourism, Travel and Events, Manufacturing (Engineering).

Some TVET Courses are run at times different to the standard Tuesday 2pm - 6pm. These are called TOP Courses (TVET Offline Programs) and these might run on Saturdays, in holidays or in the evenings.

• Some courses are High Demand courses which require an additional section to be added in with the applications for these particular courses. Check with Mr Russell regarding high demand courses.

• The TVET website address for students to view more information, a list of high demand courses, TOP Courses and also to obtain Application forms, is shown below. Application forms are also available from Mr Russell.

http://www.hunter.tafensw.edu.au/students/Pages/TAFE-for-Schools.aspx

Closing Dates:

• 4 September (TBC) - TVET applications for students with a confirmed disability close
• 18 September (TBC) - TVET mainstream applications close

Some possible TVET Courses for next year are listed below:

Aged Care - Human Services
Animal Studies - Introductory
Automotive Vocational Preparation
Aviation - Aircraft Operation (Theory)
Aviation Flight Operations
Bakery - Retail
Beauty Therapy
Beauty - Make-up & Skin Care
Beauty - Nail Technology
Business Services
Community Services - Introduction (Children’s Services)
Community Services - Introduction (Welfare)
Computer Aided Drafting (CAD)
Construction
Early Childhood Education and Care
Electro Technology - Career Start
Electro Technology - Computer Assembly & Repair
Engineering (Fabrication or Mechanical Trades)

Entertainment - Venue and Events
Entertainment - Live Production Theatre and Events
Financial Services Accounts Administration
Hairdressing
Hospitality - Commercial Cookery
Hospitality - Kitchen Operations
Information Technology
Laboratory Skills
Manufacturing (Engineering)
Maritime Operations
Music Industry - Introduction
Plumbing
Primary Industries - Horticulture
Primary Industries - Conservation & Land Management
Property Services (Real Estate)
Sport & Recreation - Fitness
Tourism
Tourism and Events
ON THE FOLLOWING PAGES YOU WILL FIND INFORMATION ON VARIOUS COURSES.

NOT ALL SUBJECTS APPEARING IN THIS SECTION WILL RUN NEXT YEAR.

SELECTION OF SUBJECTS TO RUN WILL BE SUBJECT TO STUDENT NUMBERS.
English is a compulsory subject in Years 11 and 12. Mathematics is not compulsory and students may choose to study an alternate subject if one is available.

Preliminary Courses are scheduled to commence in Term 1 of Year 11. When Preliminary course work is finished HSC Courses begin – usually HSC Courses commence at the start or early in Term 4.

Please note that some courses have Extension Units available. This means extra lessons each week in this subject. The Extension work is of a challenging nature, requiring greater skill on the part of the student. Students must demonstrate a capacity, interest and ability in a subject to join the Extension Course in the subject. Extensions in English and Maths can be studied in Year 11 and continued into Year 12. If the Extension in Maths or English is continued in Year 12, a further Extension in each of these subjects can be studied. Extensions in History and Music are possible in Year 12. Note that only one Extension course is available in History, whether the student has studied Ancient History or Modern History or both. The Music extension is only available to students who have studied the Music 2 course. Teachers can provide advice for students wondering about an Extension course.

Hospitality is an example of a Curriculum Framework VET course, which means that students gain credit not only for the HSC, but also in the associated industry, for example, gaining credit towards a Certificate II (and in some instances, Certificate III) in these industries. These courses involve a mandatory work placement. Where a Curriculum Framework course counts for the ATAR, it will count as a Category B course. Note that only one HSC Category B course can be included in the calculation of your ATAR.

Fundamentals of English can only be studied if the student is also studying Standard English or English as a Second Language. Fundamentals of English can only count as Preliminary units. The College can recommend which students should do this course to assist in the development of their English skills. Assuming a class is formed, one unit will be run in Year 11 and another unit in Year 12. Both units however, can only count as Preliminary units, hence the course cannot count towards the ATAR.

Biblical Studies in Years 11 and 12 is aimed at preparing students for the different worldviews they will come across upon leaving the College. Everyone has a ‘worldview’, or their way of making sense of the world and their place in it. Students are equipped with an understanding of the different religious and non-religious worldviews they will face and will explore the distinctiveness of Jesus and the Christian approach to life. Students will have the opportunity to critically reflect on the issues discussed in class and process their personal response in the light of the Bible.

Some courses, such as Biology, have compulsory excursions that form part of the course. These excursions involve additional cost to the student’s parents.

** Note: We do not recommend a student undertakes more than two subjects in the HSC that require the completion of a major work. If the subject requiring a major work is being undertaken by correspondence we recommend only one practical subject is undertaken. If a student wishes to undertake more than these recommendations the permission of the Head of Secondary School must be obtained.

** PLEASE NOTE: Some practical courses attract a Subject Levy. Costs for these Levies will be available in Term 4.
Ancient History

2 UNIT ANCIENT HISTORY

The study of Ancient History enables students to acquire an appreciation of the ancient world, to develop a lifelong appreciation for History and to understand the forces that have shaped the modern world. Through the study of Ancient History students will develop knowledge and understanding about:

- Ancient peoples, societies and events
- The forces that shape History
- How History is written

Skills to:

- Undertake historical enquiries
- Communicate historical information
- Analyse historical sources

And values and attitudes to appreciate:

The diversity and complexity of ancient societies
The influence of the past on the present and future
The value of History for personal growth and lifelong learning
The conservation of the past.

Different world views about the past
The Heritage of Christianity and its impact on the world
The working of God's purpose for humanity
The ethics and morality of past actions in their historical contexts

TOPICS COVERED:

Preliminary Course
Part One:
Investigating the Past: History, Archaeology and Science (Case Study – Troy)
Case Studies in forensic archaeology: Ice Man and Bog bodies

Part Two: Ancient Societies, Sites and Sources
The Ancient Celts

Part Three: Historical Investigation
An investigation of an historical civilisation of the student’s choosing

HSC Course
Part One: Core Study – 25%
Cities of Vesuvius – Pompeii and Herculaneum

Part Two: Ancient Societies – 25%
One ancient society is to be studied – Mycenaean Greece

Part Three: Personalities in Their Times – 25%
One personality is to be studied – Egyptian Pharaoh Akhenaten

Part Four: Historical Periods – 25%
One historical period is to be studied – New Kingdom Egypt from Amenhotep III to Ramses II

EXTENSION HISTORY: (A Third Unit of History)
This course allows students to extend their study of History by learning how historians write History and to use this knowledge to conduct historical research into an area of personal interest, in either ancient or modern topic areas. It is required that students wishing to undertake this course be enrolled in either Ancient or Modern History. It is highly recommended that students wishing to undertake Extension History also be enrolled in Advanced English.

Course Structure:
Part 1
Students investigate how History is written through prescribed readings from Empiricist, Annales, Marxist, Post-Colonial and Post-Modern historians and a case study, The Crusades – Campaigns of the Cross. (60%)

Part 11
Students apply historical skills by designing and conducting their own historical investigation project in the form of a major research essay. (40%)
BIBLICAL STUDIES

YEAR 11 - RELIGIOUS WORLDVIEWS AND THE UNIQUENESS OF JESUS

Biblical Studies is a compulsory course for all students in Years 11 and 12.

The Year 11 Biblical Studies Course introduces students to some different religious worldviews and poses the questions, “Are all religions the same?” and “What is unique about Jesus and the Biblical worldview?”

This course is particularly relevant for students entering a multi-cultural society with increasing pluralism in terms of beliefs. Students will be equipped to understand some of the key teachings of other religions, with a view to enabling them to better share their Christian faith with those from other backgrounds.

Term 1 - Introduction to World Religions; Hinduism; Buddhism (Using John Dickson's Book - `A Spectator’s Guide to World Religions’)

Term 2 – Islam; Judaism (Using John Dickson's Book - `A Spectator’s Guide to World Religions’)

Term 3 – The Question of Pluralism; John’s Gospel - the uniqueness of Jesus

Term 4 – Life with God then and now - key Bible people and what we can learn from their lives

YEAR 12 - NON-RELIGIOUS WORLDVIEWS AND THE DISTINCTIVENESS OF THE CHRISTIAN WORLDVIEW

The Year 12 Biblical Studies Course seeks to help students explore key non-religious worldviews and consider an informed Christian response to these views.

This course aims to prepare students with a Christian apologetic to some of the dominant counter-Christian ideas which they may encounter in higher education or in the workplace. Students will have the opportunity to critically reflect on these worldviews in light of the Bible and consider their personal response in the form of journal entries.

We will have some guest speakers on topics of particular interest to students, with opportunities to ask questions about faith and life.

Term 1 - Introduction to World Views and Plausibility Structures; Nihilism, Secular Humanism, Modern Atheism, Communism

Term 2 – Post Modernism, Individualism, Feminism, Consumerism

Term 3 – Contemporary Science and Christianity – are they compatible?

Students will be assessed on the basis of their workbooks and journal responses.
2 UNIT BIOLOGY

A Biblically based science curriculum develops a firm foundation of truth and values, as well as an open, creative and inquiring mind able to assimilate the knowledge of God’s created world, to solve problems and make decisions about the development of society and environment.

Biology in Stage 6 Science provides students with a contemporary and coherent understanding of the present theories regarding the functioning, origins and evolution of living things. Biology Stage 6 explores the levels of organisation of life, from the molecular level through cellular to higher levels of organisational structure and function, which exhibit unity and diversity.

The study of Biology recognises that, while humans are part of nature, they continue to have a greater influence on the environment than any other species. The history and philosophy of Science, as it relates to the development of the understanding, utilisation and manipulation of living systems by the human species, is an integral part of the study of contemporary Biology and assists students to recognise their God given responsibility to conserve, protect, maintain and improve the quality of all environments for His glory and for future generations.

Course Structure
The Biology Stage 6 Syllabus has a Preliminary course and an HSC course. The Preliminary and HSC courses are organised into a number of modules. The Preliminary modules consist of core content that would be covered in 120 indicative hours. The HSC course consists of core and options organised into a number of modules. The core content covers 90 indicative hours with ONE option covering 30 indicative hours. Students are required to cover ONE of the options. Practical experiences are an essential component of both the Preliminary and HSC courses. Students will complete 80 indicative hours of practical/field work during both the Preliminary and HSC courses with no less than 35 indicative hours of practical experiences in the HSC course. Practical experiences must include at least one open ended investigation integrating skill and knowledge outcomes in both the Preliminary and HSC courses.

Preliminary Course - 120 indicative hours

The Preliminary Course incorporates the study of:
A Local Ecosystem (25 indicative hours)
Patterns in Nature (35 indicative hours)
Life on Earth (30 indicative hours)
Evolution of Australian Biota (30 indicative hours)

HSC Course - 120 indicative hours

The HSC Course builds upon the Preliminary course. The Preliminary course contains content that is considered assumed knowledge for the HSC course. The HSC course incorporates the study of:

a. The **Core** which constitutes 90 indicative hours and includes:
   Maintaining a Balance (30 indicative hours)
   Blueprint of Life (30 indicative hours)
   The Search for Better Health (30 indicative hours)

b. The **Option** constitutes 30 indicative hours and may comprise any ONE of the following:
   Communication
   Biotechnology
   Genetics: The Code Broken?
   The Human Story
   Biochemistry
2 UNIT BUSINESS STUDIES

Course Description
- Are you happy with the idea of always being employed by someone else or would you like the chance to be your own boss at some point?
- Do you have an idea for a new product or service that you might like to develop?
- Do you have skills in managing people or money that you would like to develop?
- Are you a science student hoping to work in Medicine, Dentistry, Engineering, Computer Science, etc., but who will need to be able to run their practice as a business?
- Would you like to study a subject with practical skills like planning, budgeting, etc?

If you can answer yes to any of these questions, then Business Studies is for you!

The Christian ethos, of fair reward for effort both to employees and to employers within ethical, honest, responsible and loyal business seems almost counter-cultural, yet it is these principles which are central to and espoused in the Syllabus. It is within this framework that Business Studies is taught at Green Point Christian College.

Main Topics Covered:

Preliminary Course

In Year 11, you will study:
- The nature of business - what business is and what things affect it
- Business Management - how you manage marketing, finance, employment and operations in business
- Business Planning - how you go about starting a new business

As well, you will study a real business and report on it to the class.

HSC Course

In Year 12 you will study:
- Operations - how goods and services are produced and managed
- Financial management - how to use money and use financial statements
- Marketing - how you let the world know about your great ideas
- Employment relations - how to manage and ensure employees are productive

You will learn valuable skills of thinking and report writing in Business Studies. As well, the actual content is very relevant for the 21st century.

Particular Course Requirements:
In the Preliminary Course there is a research project investigating the operation of a small business or planning the establishment of a small business.
2 UNIT CHEMISTRY

A Biblically based science curriculum develops a firm foundation of truth and values, as well as an open, creative and inquiring mind able to assimilate the knowledge of God’s created world, to solve problems and make decisions about the development of society and environment.

Chemistry in Science Stage 6 provides students with a contemporary and coherent understanding of matter and its interactions. It focuses on investigating the physical and chemical properties of substances, chemical reactions and processes, and the interaction of energy and matter and attempts to explain and predict events at the atomic and molecular level.

The study of Chemistry recognises that a study of the nature of materials includes natural and made substances, their structures, changes and environmental importance. The history and philosophy of Science as it relates to the development of the understanding, utilisation and manipulation of chemical systems is important in developing current understanding in Chemistry and its applications in the contexts of technology, society and the environment.

The study of Chemistry involves the students working individually and with others in practical, field and interactive media experiences related to the theoretical concepts considered in the course. It is expected that students studying Chemistry will apply investigative and problem solving skills, effectively communicate the theoretical concepts considered in the course and appreciate the contribution that a study of Chemistry makes to our understanding of God’s world.

Course Structure
The Chemistry Stage 6 Syllabus has a Preliminary Course and a HSC Course. The Preliminary and HSC Courses are organised into a number of modules. The Preliminary modules consist of core content that would be covered in 120 indicative hours. The HSC Course consists of core and options organised into a number of modules. The core content covers 90 indicative hours with options covering 30 indicative hours. Students are required to complete one of the options. Practical experiences are an essential component of both the Preliminary and HSC Courses. Students will complete 80 indicative hours of practical/field work during the Preliminary and HSC Courses with no less than 35 indicative hours of practical experiences in the HSC Course. Practical experiences must include at least one open ended investigation integrating the skills and knowledge and understanding outcomes in both the Preliminary and HSC Courses.

Preliminary Course - 120 indicative hours
The Preliminary course incorporates the study of:

- The Chemical Earth (30 indicative hours)
- Metals (30 indicative hours)
- Water (30 indicative hours)
- Energy (30 indicative hours)

HSC Course - 120 hours indicative time
The HSC course builds upon the Preliminary course. The Preliminary course contains content that is considered assumed knowledge for the HSC course. The HSC course incorporates the study of:

a. The Core which constitutes 90 indicative hours and includes

- The Identification and Production Of Materials (30 indicative hours)
- The Acidic Environment (30 indicative hours)
- Chemical Monitoring and Management (30 indicative hours)

b. The Option constitutes 30 indicative hours and may comprise any ONE of the following:

- Industrial Chemistry
- Shipwrecks and Salvage
- The Biochemistry of Movement
- The Chemistry of Art
Christian Ministry “Vetamorphus”
Certificate III in Christian Ministry

2 UNIT VET CHRISTIAN MINISTRY “VETAMORPHUS”

The College will offer 2 Unit VET course in 2016 called ‘Vetamorphus’. The course is a Christian leadership program with a strong emphasis on discipleship.

What qualification does it give?
Successful completion of the course will result in a Certificate III in Christian Ministry and Theology.

How long does it run for?
The course runs for ONE YEAR only. We are offering this to students entering Year 11 or 12 in 2016.

What does the course involve?
There are six areas of learning in the course:

1. Ministry practice – participation in a ministry experience of your choice, developing a heart of service and discovering and growing in your gifts. 56 hours of the course involves a ministry placement.
2. Retreats – three weekend retreats with peers from all over the state to be equipped and inspired through times of worship, prayer and reflection.
3. Peer group – meeting weekly with a supervisor and other students including group learning and discussion.
4. Bible engagement – engaging with the majority of the New Testament, journaling insights, discoveries and questions. Reflections are then discussed with the peer group.
5. Mentoring – meeting regularly with a mature Christian in a mentoring relationship designed to support and encourage you.
6. Christian community – gathering together regularly in Christian community, discovering what it means to be part of the body of Christ.

Does it give credit for the HSC?
The Certificate III in Christian Ministry and Theology counts as Board endorsed unit credit for the HSC but does not contribute towards an Australian Tertiary Admission Rank (ATAR).
- The qualification outcome is a Certificate III in Christian Ministry and Theology (10432NAT)
- Accredited for a total of 2 units at the Preliminary or HSC level (120 Indicative hours)

When does it run?
We will endeavor to timetable this course during the normal school day, but depending on other timetable needs, it may need to be timetabled offline to run afterschool or before school.

Who runs it?
Vetamorphus is a national program, run by VETA Youth Ltd. in partnership with the Australian Centre for Advanced Studies (RTO #50329). Will Richards, the Youth Pastor at Green Point Baptist Church will run the GPCC Peer Group and attend retreats with them.

How much does it cost?
The cost of the course to parents will be around $340 (2015 figure which could increase slightly in 2016). Please note that this amount is in addition to school fees. This cost includes: All workbooks, Student handbooks, NIV Study Bible & cover, 3 Weekend Retreats, Assessments and Certification. Please also note that only one external VET course is able to receive a subsidy from the Government and a second VET course will incur an increased fee.
Community and Family Studies

2 UNIT CAFS

Community and Family Studies is a course intended to make living in today's society more manageable. Today's society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. This course combines Sociology, Economics, Health Studies, Family Studies and the Law as well as our own life experiences.

Community and Family Studies provides students with opportunities to develop confidence and competence in solving practical problems in the management of everyday living. Community and Family Studies explores life issues that are important to all young people and of equal relevance to female and male students.

One aspect of this course is research and you will develop and use various research skills, which are invaluable to you during the Senior years at school and beyond. In the HSC Course in Year 12 there is an Independent Research Project to be undertaken which is usually of an issue of personal interest to the student. The HSC Course builds on the foundations of the Preliminary Course by examining how the well-being of individuals, families and communities are affected by broader societal influences including cultural, economic, physical, emotional, spiritual and social factors.

Topic areas in this course include Resource Management, Individuals and Groups, Families and Communities, Research Methodology, Groups in Context, Parenting and Caring as well as the option, Individuals and Work. As well as using a textbook we also use a wide range of other resources including the newspaper, journals and current affairs programs.

This course is great for anyone looking at doing Social Work, Health Work, teaching or whose career will mean dealing with families and their situations. Once leaving school it is possible to gain recognition for completing Community and Family Studies in some industry training packages and gain credit points at TAFE.

Aim: Community and Family Studies Stage 6 aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

Objectives:

Students will develop:

- Knowledge and understanding about resource management and its role in ensuring individual, group, family and community well-being
- Knowledge and understanding about the contribution positive relationships make to individual, group, family and community well-being
- Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
- Knowledge and understanding about research methodology and skills in researching, analysing and communicating
- Skills in the application of management processes to meet the needs of individuals, groups, families and communities
- Skills in critical thinking and the ability to take responsible action to promote well-being
- An appreciation of the diversity and interdependence of individuals, groups, families and communities.
2 UNIT DRAMA

Drama is a wonderful flourishing area in our College. It is a rapidly growing area of study with exciting possibilities in self expression and self awareness. Students are provided with experiences in which the intellect, the emotions, the imagination and the body are all involved in developing expressive performance, theatrical observation and personal reflection. Drama, as a Creative Arts subject, challenges students to use and develop their gifts. Throughout the Drama Course students gain skills in a wide variety of Drama forms including: voice, movement, character role exploration, body language and performance, both as individuals and in small ensemble groups. The study of Drama provides opportunities for students to share experiences that enrich their understanding, values and historical and cultural awareness. Students develop confidence in performing in front of others, which is valuable not only for a career on stage or in the media, but in public speaking and job interviews. Students can also use their dramatic gifts in outreach and ministry.

An Excursion to “HSC On Stage” is undertaken during the course as well as visits to see dramatic performances. 2 Unit Drama is designed to suit students who have completed the Year 10 Drama Course and also for students who are studying Drama for the first time.

Course Description:
Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

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

HSC Course Content:
‘Australian Drama and Theatre’ and ‘Studies in Drama and Theatre’ are studied through practical exploration of themes, issues, styles, movements and traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The Group Performance - (Between three and six students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

The Individual Project - Students demonstrate their expertise in a particular area. They choose one project from Critical Analysis, or Design, or Performance, or Script writing, or Video Drama.

Main Topics Covered:
Preliminary Course
• Improvisation, Playbuilding, Acting
• Elements of Production in Performance
• Theatrical Traditions and Performance Styles

HSC Course
• Australian Drama and Theatre (Core Content) 20%
• Studies in Drama and Theatre 20%
• Group Performance (Core Content) 30%
• Individual Project 30%

Particular Course Requirements:
The Preliminary Course informs learning in the HSC Course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC Course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC Course when choosing Individual Projects.
2 UNIT ECONOMICS

Economics is an incredibly relevant course in today's world, which leads to many varied, exciting and rewarding careers. It helps you make sense of what is going on in the world around you and gives the tools to improve your own life and make a positive difference to the lives of others. Economic decisions underlie all financial and business events and the quality of economic decision-making underpins the quality of government and the lives of the people they govern. Issues of economic equity and social justice are also considered from a Christian perspective.

Course Description
Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life.

As a subject, Economics Stage 6 is distinctive because of the range of problems and issues that it investigates and the skills that it develops. A student who has completed the Preliminary and HSC Courses should have knowledge and skills enabling them to:

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

Preliminary Course
The Preliminary Course is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Much of this behaviour is influenced by the operation of markets. Two key markets, the labour market and the financial market, are examined in detail. The Preliminary Course provides an essential foundation for the HSC Course.

Topics covered include:

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

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

Topics covered include:

- The Global Economy
- Australia’s Place in the Global Economy
- Economic Issues
- Economic Policies and Management
There are four English Courses: English Advanced, English Standard, English Fundamentals and English Extension 1. These courses reflect the Christian worldview upheld by the College in its mission and vision statement.

At the beginning of Year 11 classes will study a common core. This will involve looking at an area of study where students will explore, analyse and experiment with text. Teachers will present material in such a way that students can understand and test the Christian ethics and morals of life. Staff will aim to develop character in students alongside a sound academic proficiency and a sense of responsibility as Christians as they gain mastery over both the spoken and written word.

2 Unit Advance English
In the Preliminary English (Advanced) Course, students are required to:
- Study Australian and other texts.
- Explore a range of types of text drawn from prose fiction, drama, poetry, non fiction, film, media and/or multimedia texts.
- Undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts.
- Integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate.
- Engage in the integrated study of language and text.

Students may continue in 2 Unit Advanced English to HSC level, or may transfer into 2 Unit Standard English if the requirements for 2 Unit Advanced English prove too difficult. Assessment will involve a variety of tasks during Year 11. Assessment of HSC courses begins early in Term 4 Year 11. Year 11 is a year of wide reading with closer study of a selection of texts. Part of the course requirements of 2 Unit Advanced English is the study of Shakespeare.

2 Unit Standard English
In the Preliminary English (Standard) Course, students are required to:
- Study Australian and other texts.
- Explore a range of types of text drawn from Prose, Fiction, Drama, Poetry, Non Fiction, Film, Media and/or Multimedia texts.
- Undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts.
- Integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate.
- Engage in the integrated study of language and text.

Students will continue with 2 Unit Standard English to HSC level. Assessment will involve a variety of tasks during Year 11. Assessment of HSC Courses begins early in Term 4, Year 11. Year 11 is a year of wide reading with closer study of a selection of texts.

1 Unit Fundamentals of English
The Fundamentals of English Course is one that addresses the literary needs of students undertaking the course and assists students to use English language effectively. It is taken in conjunction with 2 Unit Standard English.

1 Unit Extension English
In the Preliminary Extension Course a student understands how and why texts are valued in and appropriated into a range of contexts. A student develops skills in independent investigation, involving particular texts and their manifestations in various forms, and within particular cultural contexts. A student develops skills in extended composition in a range of modes and media for different audiences and purposes. In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. For those who are successful in the Extension Course, an opportunity exists in Year 12 to study a second extension in English (making a total of 4 Units of English).

General Comments
Students in Year 10 will be given guidance as to the level of English that best suits their abilities. Students who choose English Standard are unable to undertake Extension English. Students may undertake English Advanced without undertaking English Extension.
Food Technology

2 UNIT FOOD TECHNOLOGY

Course Description

Food Technology aims to develop an understanding about food systems and skills that enable students to make informed decisions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

The study of Food Technology will develop:
- Knowledge and understanding about Food Systems in the production, processing and consumption of food and an appreciation of their impact on society.
- Knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to health
- Skills in researching, analysing and communicating food issues
- Skills in experimenting with and preparing food by applying theoretical concepts
- Skills in designing, implementing and evaluating solutions to food situations.

A range of activities are undertaken, both in class and for assessment, for example case studies, fieldwork and industry visits, food photography, surveys and research, experimental work, design briefs.

Assessment: The HSC Course is assessed by school assessment tasks and the HSC Examination.

Course Structure

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
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<tr>
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<td><strong>The Australian Food Industry</strong></td>
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<tr>
<td>• Influences on food availability</td>
<td>• Sectors and aspects of the AFI</td>
</tr>
<tr>
<td>• Factors affecting food selection</td>
<td>• Policy and Legislation</td>
</tr>
<tr>
<td><strong>Food Quality</strong></td>
<td><strong>Food Manufacture</strong></td>
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<tr>
<td>• Safe storage and preparation of food</td>
<td>• Production, processing and preservation</td>
</tr>
<tr>
<td>• Sensory characteristics of food and food presentation</td>
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<td>• Functional properties of food</td>
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<tr>
<td><strong>Nutrition</strong></td>
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<tr>
<td>• Food Nutrients</td>
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<td></td>
<td>development</td>
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<td></td>
<td>• Steps in food product development</td>
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<td></td>
<td>• Marketing plans</td>
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<td><strong>Contemporary Nutrition Issues</strong></td>
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<td>• Options for managing nutritional fitness</td>
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<td>• Influences on nutritional status</td>
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There is no prerequisite study for the 2 Unit Preliminary Course. Completion of the 2 Unit Preliminary Course is a prerequisite to the study of the 2 Unit HSC Course.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand.
French Beginners

2 UNIT FRENCH BEGINNERS

2 Units for each of Preliminary and HSC
Board Developed Course

Exclusions: French Continuers

Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.

Rationale of Course

Language and culture are interdependent. The study of another language develops in students the ability to move successfully across and within cultures and, in the process, to experience, value and embrace the diversity of humanity.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem solving.

Course Description

In the Preliminary Course, students will begin to develop their knowledge and understanding of French. During this course, students must acquire some knowledge of the French language as a system through topics such as Social Interaction and Personal Identification, and through the integrated use of the four skills:

- Listening
- Speaking
- Reading
- Writing

In the HSC Course, students will continue to develop their knowledge and understanding of French through the four skills above. All topics listed in the syllabus must be studied for the HSC. Topics previously studied during the Preliminary Course will be studied in greater depth for the HSC Course.

Depending on numbers there is the potential for an excursion to New Caledonia. This would include lessons in a local Language School and being hosted by a local family as well as a few tourist activities.

Main Topics Covered:

- The personal world
- The French speaking communities

Specific areas of study include:

- Family life, home and neighbour
- People, places and communities
- Education and work
- Friends, recreations and pastimes
- Holidays, travel and tourism
- Future plans and aspirations
2 UNIT GEOGRAPHY

Course Description:
If you are interested in a career in Travel, Tourism, International Aid, Politics, Forestry, Land Management, GIS, Urban Planning or Environmental Studies (to name a few) then you should consider including Geography in your HSC Portfolio.

The study of Geography offers wide ranging research and analytical skills that are highly valued by employers and easily transferable in today's competitive work force. It provides a powerful context within which the key competencies necessary for further education, work and everyday life can be developed.

Geography gives students a holistic view of the world, combining both the natural and social sciences. By offering a Christian framework, students are provided with the opportunity to develop a Christian perspective on a range of complex geographical issues such as climate change, urban growth, globalization, ageing populations and global inequalities that will assist them to participate actively in a changing world.

The study of Geography helps the student in understanding the local environment in which he/she lives. It locates that local environment in the wider global system in which all places and people are interdependent. It also calls us to become 'Green Christians' who want to look after the world and take an active part in caring for it. Therefore the study of Geography has an interest in God, the planet and people. Firstly, concern for the state of the environment, whether local, national or global; and secondly, concern for the plight and condition of people in other places. Christ gave us the Great Commandment – to love others – and geography can help in creating empathy and compassion for the human condition, especially in distant places. Christ also gave us the Great Commission – to go into the entire world.

The Preliminary Course
Focuses on both Biophysical and Human Geography, emphasizing human interactions with environments in different places. It uses enquiry methodologies to investigate the unique characteristics of our world through field work, mastery of geographical skills and the study of contemporary geographical issues.

Preliminary Topics include:
• Biophysical Interactions – Biophysical Processes and sustainable management (45% course time)
• Global Challenges – Population Geography and 2 options from: Cultural Integration, Political Geography, Development Geography, Natural Resource Use (45% course time)
• Senior Geography Project - applying geographical enquiry to a practical research project (10% course time)

The HSC Course
Enables students to understand and appreciate geographical perspectives about the contemporary world through the study of biophysical and human processes, interaction and trends. It involves the application of enquiry methodologies through fieldwork and a variety of case studies.

HSC Topics include:
• Ecosystems at Risk – ecosystem functioning, management and protection (33%)
• Urban Places- world cities, mega cities and urban dynamics (33% course time)
• People and Economic Activity – Tourism in its local and global context (33% course time)

Course Requirements:
Students complete a Senior Geography Project (SGP) in the Preliminary Course and must undertake 10 hours of fieldwork in both the Preliminary and HSC Courses. This will incur additional costs. Students will be required to submit both oral and written geographic reports.
2 UNIT HOSPITALITY

This is a comprehensive two year course designed to explore a specific area of Hospitality in depth. Students are given the opportunity to acquire knowledge and skills required to perform a range of tasks in a variety of industry environments.

The course has been designed to comply with a range of national profiles and the competencies achieved are recorded. Competencies may only be signed off by a qualified industry assessor once the student has achieved all elements of the specific competency. It is possible to gain recognition for prior knowledge when wishing to extend training in the industry.

The course has a core component which covers basic industry related skills such as working with customers and colleagues, working in a socially diverse environment, workplace health and safety, communication, workplace hygiene procedures and a working knowledge of the industry. At GPCC we study Hospitality which is the Commercial Cookery strand.

An important component of the course structure is the mandatory minimum 105 hours of work placement which is undertaken in two 35 hour blocks, as well as the various College catering activities. Should students be short of the mandatory 105 hours then they will have to undertake extra external work placement in order to achieve this requirement. Student are also given the opportunity to participate in a number of school based catering activities.

The school has a kitchen which allows students to gain experience with commercial grade equipment within the College as well as out in the workplace.

This course has a fee to cover the cost of consumables used by students and students are expected to purchase a chef’s uniform. Students are provided with commercial standard equipment including a tool box for their personal use while they are enrolled in the course. One of the units of work undertaken is Prepare and Serve Espresso Coffee. This is delivered both on and off the school premises and attracts an extra fee for this unit.

The HSC Examination in Hospitality is optional. In the HSC year students may elect to undertake a 2 hour written HSC examination in Hospitality if they are seeking an ATAR. This examination is independent of the competency based assessment. There is no HSC Practical Examination, however in both Years 11 and 12 internal practical examinations are given in order to assess a range of competencies in the commercial practical environment.

EXTENSION HOSPITALITY

In Year 12 students may undertake the 60 hour 1 Unit Specialisation Hospitality Course (that is, an Extension Course in Hospitality) which gives credit towards Certificate III. This course is in addition to the 240 hour 2 Unit Hospitality Course. While there is no exam in this unit there is competency assessment work to be undertaken.

The Units studied are Prepare Hot and Cold Desserts, and Prepare Pastry, Cakes and Yeast Goods. This course may be run as two blocks of three periods in order to complete more complex recipes. There is a course fee to cover consumables and students will be required to purchase the book and CD package that covers the course.
2 UNIT INDUSTRIAL TECHNOLOGY - Timber Products and Furniture Technologies

Overview:
This course seeks to help students gain knowledge, skills and appropriate attitudes about technology and industry specifically related to Timber Product and Furniture based industries. In terms of marks, the course is equally divided between practical and theoretical tasks, however most lessons are practical in nature to allow students the necessary time to develop their woodworking skills through practise. Students construct projects primarily from timber, developing associated skills in the use of tools and machines, as well as graphical communication skills from sketching through to workshop drawings.

PRELIMINARY COURSE

The Preliminary Course contains five areas:

Industry Study (15%)
Study of the organisation and management of an individual business

Design (10%)
Design and plan projects through the completion of an associated folio

Management and Communication (20%)
Manage work through the completion of a management folio

Production (40%)
Developing knowledge and skills through the construction of a number of projects and the acquisition of relevant practical skills

Industry Related Manufacturing Technology (15%)
Developing knowledge and understanding of a range of materials, processes, tools, equipment and machinery.

HSC COURSE

The HSC Course contains 3 areas:

Industry Study (15%)
Study of the organisation and management of an individual business

Major Project (60%)
Design, Management, Communication and Production of a Major Work

Industry Related Manufacturing Technology (25%)
Developing knowledge and understanding of a range of materials, processes, tools, equipment and machinery.
Japanese Continuers

2 UNIT JAPANESE CONTINUERS

The Japanese Continuers Stage 6 Course is a two-year course, which has been designed for students who wish to continue their study of Japanese in Year 11.

The aim of the Japanese Continuers Stage 6 Syllabus is to enable students to develop skills in effective communication, knowledge of the nature of language and an understanding of the interdependence of language and culture.

Eligibility:
To be eligible for this course, students must have completed a Year 9 or Year 10 course of study in Japanese. Students who are native speakers or students who have spent longer than a year living in Japan are not eligible for this course.

Topics:
The main topics of study include:
- Personal world
- Daily life
- Leisure
- Future plans
- Travelling in Japan
- Living in Japan
- Cultural life
- The world of work
- Current issues

These topics are approached from the perspective of the individual, Japanese speaking communities, and the changing world.

Assessment:
Assessment at HSC level includes all four major skill areas as shown below:

1. Listening 25%
2. Reading 40%
3. Speaking 20%
4. Writing 15%

A major part of the course is the Exchange Program with Shizuoka Kita High School in Japan. Students who choose Japanese Continuers will be invited to take part in the 2016 Japan Study Tour in September next year. It is a travel and home-stay experience that helps students to make deep linguistic and cultural connections with Japan and its people. Our Sister School will visit Australia in March 2016, and Green Point students will have the opportunity to host Shizuoka students and build lasting international friendships.

The Japanese Continuers course is an exciting opportunity for students to continue their study of a second language and opens up many opportunities for students to understand the culture of one of Australia’s most significant trading partners.
2 UNIT LEGAL STUDIES

Course Description:

Legal Studies is a thought provoking subject designed to equip the learner with deep insights into the manner in which our society operates. From a Biblical perspective we have an excellent opportunity to acquire significant skills and knowledge which can be of assistance to the weak and vulnerable within society. The Legal Studies course provides a comprehensive overview of how the key institutions within our society operate.

Would you like to make a thoughtful contribution to some of the big issues confronting Australia – reconciliation with Aboriginals, the Republic debate, the environment, technology, human rights? All these topics and more are covered in one of the most interesting and practical subjects taught at Green Point Christian College.

Students are challenged to not only respect counter-culture but also question their personal beliefs in relation to the state and the church. These separate entities often bring with them moral dilemmas. We encourage students to remain faithful to God and His word even when laws may make this difficult.

Main Topics Covered:

In the Year 11 Course, you will look at:

- Our Legal System - how it works and how it came to be (40% of course time)
- The individual and the law - what are your rights as a citizen (what can you do if you get an unjust decision from the Government) (30% of course time)
- The law in practice - how effective is the law in dealing with such groups as children and young people, the disabled, migrants, etc. (30% of course time)

As well, your thinking and speaking skills will be sharpened in Mock Trial, where we will argue cases with another school before a magistrate.

In the HSC Course, you will examine:

- Human Rights - how does the law protect our human rights? (20% of course time)
- Crime - how is it detected; tried and punished? (30% of course time)
- Options - you can choose to study the law of 2 areas from: Family, Consumers, Environment, Workplace, Technology, World Order etc. (50% of course time)

If you want an exciting, challenging and interesting subject that will give you head start in the 21st century, then choose Legal Studies! Two Options will be studied, Consumers and Family. Key themes incorporated across all topics: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.
Mathematics

The HSC offers FOUR Board of Studies courses:

1. **2 UNIT GENERAL MATHEMATICS**

   To achieve the state average in General Maths, you are most likely a student who is doing well in the 5.2 Course or struggling with the 5.3 Course, (I would define ‘struggling with the 5.3 Course’ as someone who is getting results less than 65% consistently). General Mathematics focuses on Mathematical skills and techniques which have direct application to everyday activity. The course is divided into five topic areas: Financial Mathematics, Data Analysis, Measurement, Probability and Algebraic Modelling.

   The course is designed to support TAFE and other vocational courses. It provides an appropriate Mathematical background for students who do not wish to pursue the formal study of Mathematics at Tertiary level, while giving a strong foundation for University study in the areas of Business, Humanities, Nursing and Paramedical Sciences. The trends show that the majority of students choose the General Mathematics Course.

2. **2 UNIT MATHEMATICS**

   This is an advanced Mathematics Course. To achieve the State average in the Advanced Mathematics Course, you will need to be a student who is doing well in the 5.3 Course and achieving consistent results around 70% or higher in this course. The Advanced 2 Unit Mathematics, as it is commonly known, is a common course taken by Mathematics students and Mathematics Extension 1 (3U) students. Mathematics Extension 1 students do all the 2 Unit work plus extra topics. The course looks at: Algebra, Geometry, Probability, Functions, Trigonometry, Linear Functions, Series and Applications, Tangents and Derivatives, the Quadratic Polynomial and the Parabola, Geometrical Applications of Differentiation, Integration, Logarithmic and Exponential Functions, Trigonometric Functions and Applications of Calculus to the Physical World.

3. **1 UNIT MATHEMATICS EXTENSION 1**

   This is the old 3U Mathematics Course. To achieve the State average in the Extension 1 Mathematics Course you will need to be a student who is doing well in the 5.3 Course and achieving consistent results around 80% or higher in this course. More importantly, you will need to make sure that your ranking in the Year 10 Assessment Tasks are consistently in the top 10-15 places for the grade, as it is normally only these students who cope long term with the difficulty of the Extension 1 Course. Mathematics Extension 1 is a common course taken by both Extension 1 students and Extension 2 students. The Mathematics Extension 2 (4 Unit) students do all the 2U and 3U work as well as extra Mathematics Extension 2 work. The course requires students to know the 2U Mathematics work at a much higher level as well as studying further extension work such as: Harder Inequalities, Circle Geometry, Parametric Equations, Polynomials, Mathematical Induction, Inverse Functions, Projectile Motion and Simple Harmonic Motion.

4. **1 UNIT MATHEMATICS EXTENSION 2**

   This is the old 4U Mathematics Course. This course commences in the HSC year and may only be taken by students who are doing the 3U course. It is for the absolute top few Maths students. This course is for those who love punishment! Students will live and breathe Mathematics for the year! It is a course that is taken by the cream of Mathematics students. The course commences at the start of the HSC year (Year 11, Term 4) and the decision to opt for Mathematics Extension 2 would be made during Term 3 in Year 11. The course requires students to know all the Mathematics and Mathematics Extension 1 work at a higher level as well as studying further topics such as: Graphs, Complex Numbers, Conics, Integration, Volumes, Mechanics and Polynomials.

If you have any further questions then please consult with the class teacher or Mr Kastelan.
Modern History

2 UNIT MODERN HISTORY

Course Description:

The Preliminary Course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background to the studies they will do in their HSC course. The HSC Course is designed for students to investigate forces of change and continuity in the Twentieth Century.

The students will develop skills that help them to interpret written documents and visual images, evaluate sources from a historian's perspective and to write with purpose. The course allows students to understand cultural and political diversity today through a study of events that occurred last century.

Students are encouraged to understand and value their cultural heritage through a study of the past from a perspective that recognises God as active and sovereign in History. Through looking at the pivotal, omnipresent role that God has served in their past, students are to be affirmed that their future is in His loving hands.

Topics Covered:

Preliminary Course

- Part One: Depth Study – 50%
  Slave Trade in Africa and the Caribbean
  Personal Choice Research Project

- Part Two: Historical Investigation – 20%
  French and Russian Revolutions

- Part Three: Core Study – 30%
  The World at the Beginning of the Twentieth Century

HSC Course

- Part One: Core Study – 25%
  World War One 1914-1919: A Source-based Study

- Part Two: National Study – 25%
  Germany 1918-1939

- Part Three: Personalities in the Twentieth Century – 25%
  Students will study one individual, choosing between:
  Albert Speer
  Leni Riefenstahl

- Part Four: International Studies in Peace and Conflict – 25%
  Conflict in the Pacific 1937 - 1951

1 UNIT HISTORY EXTENSION

For students who show strong ability in this subject, there is an Extension Unit available in Year 12 for History. A student can only do one Extension Unit in History whether the student is studying Ancient or Modern History, or both. More information is provided on the page for Ancient History.
Music

BOSTES has two Music Courses available for study in Years 11 and 12, Music 1 and Music 2 (with the possibility of studying the HSC Music Extension Course). GPCC is offering the Music 1 Course for students who would like to pursue study in this area. Throughout the course, students will be involved in the processes of creating music through Performance, Composition, Musicology and Aural.

2 UNIT MUSIC 1

This course is designed with the aim to develop Performance, Composition, Musicology and Aural skills. It caters for students who have diverse musical backgrounds and interests, including those with an interest in Popular Music. It is suitable for students with a formal musical background as well as those with little experience. Students will have the opportunity to study three topics in the Preliminary Course and another three topics for the HSC Course which best suits the interests of the student. The topics available for study include:

- Australian Music
- Music of the 20th Century
- Baroque Music for Large Ensembles
- An Instrument and its Repertoire
- Music and Religion
- Jazz Music for Small Ensembles
- Medieval Music
- Popular Music
- Methods of Notating Music
- Music of the 19th Century
- Renaissance Music
- Music and the Related Arts
- Rock Music
- Music in Education
- Theatre Music
- Technology and its Influence on Music
- Music for Radio, Film & Television
- Music of the 18th Century
- Traditional Music of a Culture

Students have the opportunity to choose electives based upon their musical strengths. All students considering taking music as an elective will need to arrange to meet with Mr Muir for an interview before subject submissions are placed, to discuss your musical strengths.

The written (Aural Skills) examination is worth 30 marks and the practical components (core performance and three electives) are each worth 20 marks. The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

There are many elective combinations possible, and upon consultation with the teacher, the student may devise a HSC examination program that best represents their abilities. For example, if a student is particularly interested in Performance they may elect to choose three performance electives.

Excursions: A visit is planned to the HSC performances, "Encore", and to live performances. Students will record a CD of HSC Performances.

2 UNIT MUSIC 2

Assumed Knowledge: Year 9 and 10 Music (or extensive Musical training)

The purpose of Music 2 is to provide students with the opportunity to build on the knowledge, skills and understanding gained in Music Years 7-10 and to encourage the desire to continue learning after school. The course provides students with opportunities to extend their musical knowledge with a focus on Western Art Music and will serve as a pathway for further formal study in tertiary institutions or in fields where they can use their musical knowledge.

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). In addition to core studies in Performance, Composition, Musicology and Aural, students nominate one elective study in Performance, Composition or Musicology.

HSC 1 UNIT EXTENSION COURSE

The purpose of the Extension Course is to expand on the studies undertaken in Music 2 and is designed to focus on the continuing development and refinement of each student’s advanced Music knowledge and skills towards independent musicianship. Students will specialise in Performance, Composition or Musicology and will follow an individual program of study which will be negotiated between the teacher and the student.
PDHPE

2 UNIT PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

The aim of the PDHPE 2 Unit Course is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

The Course looks at areas such as:

- Health for individuals and the role of physical activity
- How the body reacts to exercise
- How to improve performance
- Health in Australia
- Fitness and Sports Medicine

This course enables students to learn to critically analyse information in areas such as health, personal development and physical activity. It allows for the study of the development of the individual and the role of God in that development.

This is a challenging course, with a wide range of study options to meet the needs of individuals as well as a wide range of interests. All aspects of PDHPE are of relevance to all young people and, as such, the syllabus prescribes a core of study that represents the breadth of the learning area. It is acknowledged, however, that senior students will have particular areas of interest that they wish to pursue in greater depth. Consequently, the syllabus offers a significant options component designed to enable students to specialise in chosen areas.

The syllabus provides a direct link with study and vocational pathways in the areas of recreational, paramedical, movement and health sciences. Related career opportunities are expanding and gaining recognition throughout the community as legitimate fields of endeavour.

It is through the study of the individual we are able to see the need for a relationship with our Creator. The study of the social influences on our development heightens this need. It also allows a view of the wonderful way in which we have been created and how our bodies have been so fantastically designed to meet the needs of activity and exercise.

Aim

The aim of PDHPE at Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

Objectives

Through the study of PDHPE, students will develop:

- Values and attitudes that promote healthy and active lifestyles and communities
- Knowledge and understanding of the factors that affect health
- A capacity to exercise influence over personal and community health outcomes
- Knowledge and understanding about the way the body moves
- An ability to take action to improve participation and performance in physical activity
- An ability to apply the skills of critical thinking, research and analysis.
Photography, Video and Digital Imaging

1 UNIT PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING
(1U each year over two years)
Non – ATAR Course 1 Unit Content Endorsed Course

Students can choose to study Photography, Video and Digital Imaging in Year 11 and 12 as a 1 Unit course running for two years. The subject is internally assessed and does not contribute towards a student’s final ATAR mark.

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 with students’ experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice.

Photography, Video and Digital Imaging also offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in visual arts and design, television, film, video, the mass media, social media and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved over the twentieth century.

Photography, Video and Digital Imaging acknowledges that traditionally accepted boundaries of photography are changing as a consequence of the widespread use of digital technologies.

Photography as a medium in everyday lives, and as a fine art form, has been understood as documentary, reproductive and world-bound in character. In the public imagination it often continues to be understood in these terms. Increasingly, however, advanced digital technologies and the digital image seek not only to represent aspects of reality, but also to simulate the real in worlds of virtual reality and the hyper-real. Today, images can be manipulated, transformed, captured, stored and managed in ways that are unprecedented. Students will use Photoshop and other Digital Imaging Programs to manipulate photos.

Course Objectives:
Students will develop knowledge, skills and understanding that demonstrate conceptual and technical accomplishment and accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Components and Weightings:
Making 70% Critical and historical studies 30%

Excursions
Visits are planned to local photography exhibitions, “Art Express” at the Art Gallery of NSW, workshops at the Real Film Festival, Newcastle, as well as an incursion workshop with a guest film maker.

Equipment
It is not essential for you to have your DSLR camera or Video Camera as the school has equipment that can be borrowed by students. However, having your own camera will give you greater opportunities to take photos and video as the borrowing of equipment is always subject to availability. Students will need to have their own Memory Cards (2 x 8gb is recommended) and USB to bring to each lesson. Depending on timetables the course may be held after school hours.
Physics

2 UNIT PHYSICS

A Biblically based science curriculum develops a firm foundation of truth and values, as well as an open, creative and inquiring mind able to assimilate the knowledge of God’s created world, to solve problems and make decisions about the development of society and environment.

Physics in Science Stage 6 provides students with a contemporary and coherent understanding of energy, matter, and their interrelationships. It focuses on investigating natural phenomena and then applying patterns, models (including mathematical ones), principles, theories and laws to explain the physical behaviour of the universe. It uses an understanding of simple systems (single particles and pairs of particles) to make predictions about a range of objects from sub atomic particles to the entire universe and aims to reveal the simplicity underlying the divine complexity.

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

Course Structure
This Physics Stage 6 Syllabus has a Preliminary Course and an HSC Course. The Preliminary and HSC Courses are organised into a number of modules. The Preliminary modules consist of core content that will be covered in 120 indicative hours. The HSC Course consists of core and options organised into a number of modules. The core content covers 90 indicative hours with options covering 30 indicative hours. Students are required to complete one of the options. Practical experiences are an essential component of both the Preliminary and HSC Courses. Students will complete 80 indicative hours of practical/field work during the Preliminary and HSC Courses with no less than 35 indicative hours of practical experiences in the HSC Course. Practical experiences must include at least one open ended investigation integrating the knowledge and understanding, and skills outcomes in both the Preliminary and HSC Courses.

Preliminary Course - 120 indicative hours
The Preliminary Course incorporates the study of:

- The World Communicates (30 indicative hours)
- Electrical Energy in the Home (30 indicative hours)
- Moving About (30 indicative hours)
- The Cosmic Engine (30 indicative hours)

HSC Course - 120 indicative hours
The HSC Course builds upon the Preliminary Course. Preliminary Course content is a prerequisite for the HSC.

Core:
- Space (30 indicative hours)
- Motors and Generators (30 indicative hours)
- From Ideas to Implementation (30 indicative hours)

Option constitutes 30 indicative hours and may comprise any ONE of the following:
- Geophysics
- Medical Physics
- Astrophysics
- From Quanta to Quarks
- The Age of Silicon
2 UNIT SENIOR SCIENCE

A Biblically based science curriculum develops a firm foundation of truth and values, as well as an open, creative and inquiring mind able to assimilate the knowledge of God’s created world, to solve problems and make decisions about the development of society and environment.

The study of Senior Science Stage 6 provides students with a contemporary and coherent understanding of some of the basic laws, theories and principles of Biology, Chemistry, Physics and Earth and Environmental Science and their application. It includes an examination of the technology that uses these laws, theories and principles and the impact of this Science and Technology on Society. It reflects the interdisciplinary nature of Science with a focus on the interdependence of Science, Technology and Society.

Senior Science Stage 6 caters to a wide range of students who wish to become scientifically literate citizens. The course encourages students to develop a range of practical skills including the use of current instrumentation, information technology and an increased ability to communicate understanding. Senior Science Stage 6 focuses on all of these areas framed within the principles of Biology, Chemistry, Physics and Earth and Environmental Science.

Students who have completed the Biology, Chemistry, Earth and Environmental Science or Physics Preliminary Course but do not wish to continue on to the HSC in that course can elect to undertake the Senior Science HSC Course. Additionally, students who have completed a Preliminary Course in another of the Sciences may elect to pick up Stage 6 HSC Senior Science as long as their total units for Science does not exceed 6.

Course Structure

This Senior Science Stage 6 Syllabus has a Preliminary Course and an HSC Course. The Preliminary and HSC Courses are organised into a number of modules.

The Preliminary Course modules consist of core content that would be covered in 120 indicative hours.

The HSC Course consists of core and options organised into a number of modules. The core content covers 90 indicative hours, with options covering 30 indicative hours. Students are required to cover one of the options.

Practical experiences are an essential component of both the Preliminary and HSC Courses. Students will complete 80 indicative hours of practical/field work during the Preliminary and HSC Courses, with no less than 35 indicative hours of practical experiences in the HSC course. Practical experiences must include at least one open ended investigation, integrating skill and knowledge outcomes, in both the Preliminary and HSC Courses.

Preliminary Course — 120 indicative hours

The Preliminary course incorporates the study of:

- Water for Living (30 indicative hours)
- Plants (30 indicative hours)
- Humans at Work (30 indicative hours)
- The Local Environment (30 indicative hours).

The HSC Course builds upon the Preliminary Course. The Preliminary Course contains content that is considered assumed knowledge for the HSC Course. The HSC Course incorporates the study of:

a. The Core which constitutes 90 indicative hours and includes:
   - Lifestyle Chemistry (30 indicative hours)
   - Medical Technology — Bionics (30 indicative hours)
   - Information Systems (30 indicative hours)

b. The Option constitutes 30 indicative hours and may comprise any ONE of the following:
   - Polymers
   - Preservatives and Additives
   - Pharmaceuticals
   - Disasters
   - Space Science
Society and Culture

2 UNIT SOCIETY AND CULTURE

Course Description:
The aim of Society and Culture Stage 6 is to develop a student’s knowledge, understanding, skills, values and attitudes essential to achieving social and cultural literacy by examining the interactions between persons, societies, cultures and environments across time.

Through the study of Society and Culture Stage 6, students will develop:

Knowledge and understanding about:
• Personal, social and cultural identity
• Interactions of persons, societies, cultures and environments across time
• The role of power, authority, gender and technology in societies and cultures
• The methodologies of social and cultural research

Skills to:
• Apply and evaluate social and cultural research
• Investigate and engage in effective evaluation, analysis and synthesis of information from a variety of sources
• Communicate information, ideas and issues in appropriate forms to different audiences

Study of human societies and cultures, gives students an improved intercultural understanding and empathy as well as an understanding of the Christian basis for informed and active citizenship, ethical research practices and social justice issues facing the modern multicultural world.

Preliminary Course:

- The Social and Cultural World (20% of course time)
- Personal and Social Identity (40% of course time)
- Intercultural Communication (40% of course time)

HSC Course:

Core:
• Personal Interest Project (30% of course time)
• Social and Cultural Continuity and Change (30% of course time)

Depth Studies

TWO to be chosen from the following: (40% of course time)
• Popular Culture
• Belief Systems
• Equality and Difference
• Work and Leisure
2 UNIT SOFTWARE DESIGN AND DEVELOPMENT

The field of Information Technology is one of ever increasing significance in our society. In recent years it has proven a major area of job growth. Fields which traditionally have not been associated with computers, but in which processing information is a vital function, are emerging as exciting new areas of employment. The Internet and the developing E-Commerce field is another significant area of job growth for those interested in pursuing a course in this area. The diagram below shows the continuum of learning for computer based elective courses at Green Point.

Software Design and Development refers to the creativity, knowledge, values and communication skills required to develop computer programs. The subject exists to provide a systematic approach to problem solving, an opportunity to be creative, excellent career prospects and interesting content. Software Development is a distinct field within the Computing Discipline. There are many different approaches that can be taken to develop software. An understanding of these and the situations in which they are applied is essential in software development as is an understanding of how hardware and software are interrelated and need each other to function. In order to develop solutions that meet the needs of those who will use them, communication, personal and team skills are required by the developers.

The Preliminary Course introduces students to the basic concepts of Computer Software Design and Development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The HSC builds on the Preliminary course and asks students to develop and document software using a variety of data structures and language facilities.

The Course Outline is shown below:

<table>
<thead>
<tr>
<th>2 Unit Preliminary Course</th>
<th>2 Unit HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concepts and Issues in the Design and Development of Software (30%)</td>
<td>• Development and Impact of Software Solutions (15%)</td>
</tr>
<tr>
<td>• Software Development Cycle (50%)</td>
<td>• Software Development Cycle (40%)</td>
</tr>
<tr>
<td>• Developing Software Solutions (20%) – project work</td>
<td>• Developing a Solution Package (25%) – project work</td>
</tr>
<tr>
<td></td>
<td>• Option Strand (20%)</td>
</tr>
</tbody>
</table>
1 UNIT SPORT, LIFESTYLE & RECREATION (1 Unit in Year 11, 1 Unit in Year 12)

Non – ATAR Course

This is a 1 Unit course that will be offered in Year 11 and 1 Unit in Year 12 which is designed to meet the needs of those students who have a real love of sport and recreation.

It is designed to be highly practical with two to four modules being studied in a year.

The modules include:

- Aquatics
- Athletics
- Dance
- First Aid and Sport Injuries
- Fitness
- Games and Sports
- Gymnastics
- Outdoor Recreation
- Resistance Training

...and many more

If you love sport and recreation this is the course for you.
Studies of Religion

2 UNIT STUDIES OF RELIGION

Studies of Religion provides a learning experience that enables young people to gain insight into a variety of world religions and assists them to become more informed about their own faith.

The Studies of Religion syllabus acknowledges religion as a distinctive answer to the human need for meaning in life. An understanding of religion provides a perspective for the human view of reality and deals with daily living as well as with the ultimate source, meaning and goal of life. Religion is generally characterised by a worldview that recognises a supernatural dimension – belief in divinity or powers beyond the human and/or dwelling within the human.

The Studies of Religion syllabus encourages students to investigate the role of religion in society, especially in Australia. It provides students with an insight into Aboriginal spirituality and enables students to understand other faiths within an increasingly multi-cultural society. Students are able to study three world religions in depth. At GPCC we are also able to draw out the uniqueness of Christ and points of contact for sharing the Gospel with others.

Topics Covered:

Preliminary Course

SOR II
Nature of Religion and Beliefs
Religious Tradition Study 1 (Christianity)
Religious Tradition Study 2 (Islam)
Religious Tradition Study 3 (Judaism)
Religions of Ancient Origin (Shinto/Aztecs)

Course Content:

HSC Course

SOR II
Religion and Belief Systems in Australia post-1945
Religious Tradition Depth Study 1 (Christianity)
Religious Tradition Depth Study 2 (Islam)
Religious Tradition Depth Study 3 (Judaism)
Religion and Peace
Religion and Non Religion

Assessment Weighting for the HSC COURSE - Studies of Religion II

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding of Course Content</td>
<td>40</td>
</tr>
<tr>
<td>Source Based Skills</td>
<td>20</td>
</tr>
<tr>
<td>Investigation and Research</td>
<td>20</td>
</tr>
<tr>
<td>Communication of Information, Ideas, Issues in Appropriate Forms</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
2 UNIT TEXTILES AND DESIGN

Textiles and Design is designed to enable students to understand and appreciate the nature and significance of textiles. This will help to develop confidence and competence in the selection, manufacture and application of textile items.

Textiles and Design involves study within the areas of Design, Properties and Performance of Textiles and the Australian Textile Industry.

Within these areas of study students will develop practical skills in the design and manipulation of textiles, learn about the properties of textiles, experiment and analyse textiles for specific end uses, and appreciate the significance of textiles in society. Students will learn fashion drawing and production drawing techniques to enable them to design and communicate ideas.

Assessment
The HSC Course is assessed with an Examination worth 50% and a Major Textiles Project worth 50%.

Course Structure:

Preliminary Course

**Design**
- Elements and Principles of Design
- Types of Design
- Communication Techniques
- Manufacturing Methods
- Preliminary Textile Project 1

**Properties and Performance of Textiles**
- Fabric, yarn and fibre structures
- Types, classification and identification of fabrics, fibres and yarns.
- Fabric, Yarn and fibre properties
- Preliminary Textile Project 2

**Australian Textile, Clothing, Footwear and Allied Industries**
- Industry Overview
- Quality and Value of Textiles

HSC Course

**Design**
- Historical Design Development
- Fabric Decoration
- Influence of Culture on Design
- Contemporary Designers

**Properties and Performance of Textiles**
- End use applications
- Innovations and emerging textile technologies

**Australian Textile, Clothing, Footwear and Allied Industries**
- Appropriate textile technology and environmental sustainability.
- Current issues
- Marketplace

**Major Textile Project**
Students select one focus area through which they develop a project, which includes supporting documentation and textile item/s;
- Apparel
- Furnishings
- Costume
- Textile Arts
- Non-apparel
Visual Arts

2 UNIT VISUAL ARTS

Fostering interest and enjoyment in the doing, production and consumption of art, Visual Arts seeks to build informed citizens and discerning audiences for Art and to raise the standard of cultural awareness in Australia. Visual Arts acknowledges the need to respect cultural diversity within Australia and in other regions and cultures. Visual Arts builds understanding of the role of Art in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many types of knowledge are increasingly managed through imagery and spectacle and much of students’ knowledge is acquired in this way. Visual Arts serves to facilitate the interpretation of such information.

Visual Arts places a high regard on how students develop an informed point of view and encourages tolerance, diversity and empathy in the expression of different points of view. Visual Arts is of great relevance to students’ lives, enabling them to gain increasing intellectual autonomy, evident in interpretations of their own work and the work of others. Visual Arts rewards individual thinking in the representations of students’ ideas, both aesthetically and persuasively. It offers students opportunities to engage in creative and inductive forms of inquiry and to be assessed on their production, through the making of artworks, as well as on their critical and historical understanding of Art, demonstrated in their writing and talking about Art.

Visual Arts provides a school context to foster students’ physical and spiritual development. In a holistic sense, experiences in creative activity offer engagement with material things and provide for physical actions (eg painting, drawing, sculpture, ceramics, photography, film making, constructing, building). The bringing together of ideas and materials invested with meaning may lead to spiritual significance in the art produced and for the student. The study of artworks in historical and contemporary cultures reflects an ongoing interest in representations of the spiritual. The knowledge, understanding, skills and values gained from Visual Arts assists students in building conceptual and practical skills which can be applied in art, craft, design and related careers, and other real world contexts. Students’ critical skills of analysis, reflection, judgement and appreciation of the visual arts and the world, can be applied in a range of contexts.

Excursions will include; visits to Art Express, Art Galleries, Film Festivals and Art Sites as well as workshops with practising artists.

Course: Visual Arts (Board Developed Course) - 2 Units for each of Preliminary and HSC

Course Description:
Visual Arts involves students in the practices of Artmaking, Art Criticism and Art History. Students develop their own artworks, culminating in a ‘Body of Work’ in the HSC Course that reflects students’ knowledge and understanding. Students critically and historically investigate artworks, critics, historians and artists from Australia and other cultures, traditions and times. This course is designed for students who have studied Visual Arts as an elective in Years 9 and 10 and also for students new to Visual Arts.

Course Requirements:

Preliminary Course
• Artworks in at least two expressive forms and use of a Visual and 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 Visual and Process Diary
• A minimum of five Case Studies (4–10 hours each)
• Deeper and more complex investigations of ideas in Art Criticism and Art History

Assessment:

HSC Course Only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1½ hour written paper</td>
<td>50</td>
<td>Development of the body of work</td>
<td>50</td>
</tr>
<tr>
<td>Submission of a body of work</td>
<td>50</td>
<td>Art Criticism and Art History</td>
<td>50</td>
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<td></td>
<td>100</td>
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<td>100</td>
</tr>
</tbody>
</table>
Subject Preferences for Year 11

Students should choose a pattern of study that is consistent with BOSTES guidelines to obtain an HSC that is within their ability and interest. Should tertiary entrance be the goal after leaving school, a student should also make sure they are both eligible for an ATAR and that any particular University entrance prerequisites are fulfilled. While many University courses do not have prerequisite HSC courses, it is wise to study courses in line with the assumed or recommended knowledge for any particular tertiary course.

English is a compulsory subject – you must study Advanced or Standard English. Select one of these courses by placing a “1” next to the course of your choice. Please see Mrs Crook regarding her recommendation as to which level is most suited to you. Fundamentals of English is only available to students studying the Standard course. Fundamentals is a course for students who would benefit from extra help in English. Mrs Crook can recommend students who should select this option.

After selecting Advanced or Standard English, for all of the remaining subjects indicate your preferred pattern of study by numbering the relevant courses in your priority order beginning with the number “2”. You need to choose a total of 12 units for Year 11. It is also helpful for the College to know some of your additional preferences in case you are not able to study your preferred subject arrangement. Please mark some additional courses as “Reserve 1” and “Reserve 2”. In some instances, before school and/or after school classes are run in Years 11 and 12 to provide greater flexibility for students in their subject choices.

If you select a Mathematics Course, please see Mr Kastelan for his recommendation as to which level is best for you. If you want to select a Science Course, please see Mr Drennan regarding his recommendation. If you want to select a HSIE Course, please see Dr Pearson for his recommendation.

Please see Mr Russell if you need information about tertiary study requirements or vocational requirements and remember to pray about your choices.

This form should be taken to the College Office to be handed in on the date indicated on the Subject Selection Form.

*Note that as this is a survey of preferences, there is no guarantee that each of the subjects listed will run next year.

The subject choices you indicate are not final. Decisions will be made as to which courses will run next year and the way these subjects will be grouped within the school timetable. A final selection form will be issued on which students can choose from among the subjects on offer. Various groups of subjects will contain courses that are to run simultaneously in the timetable so choices will need to be made where only one subject can be selected from each group. This is one of the reasons listing reserve subjects is important since it indicates demand for fallback courses when choices between other subjects need to be made. In some instances, after school classes are run in Years 11 and 12 to provide greater flexibility for students in their subject choices.

It is expected that all existing Year 10 students will fill in the Subject Preference Form, even if you are unsure as to whether you are continuing at school for Years 11 and 12. New students should also fill this form in and send back to the College on or after the specified return date. At GPCC, students in Year 11 are expected to study at least 12 units unless there are exceptional circumstances which will need to be discussed with the Head of Secondary School and/or the Curriculum Co-ordinator/Student Advisor.
Expressions of Interest for Year 11 Subjects

Student’s name: ________________________________ Date: __________________

Pray about your choices. Choose either Advanced or Standard English as Preference “1”. Choose remaining preferences in order from “2” onwards to a total of at least 12 units. Please list two reserve choices: “Res 1” and “Res 2”.

**Note:** Please fill in both sides of this form. Forms should be submitted to the College Office on Friday 14th August.

Note that **not** all of these subjects will necessarily run next year. This survey will help determine student interest.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PREFERENCE</th>
<th>SUBJECT</th>
<th>PREFERENCE</th>
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</thead>
<tbody>
<tr>
<td>English - Advanced</td>
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<td>English - Standard</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of English - 1 Unit non-ATAR</td>
<td></td>
<td>Mathematics</td>
<td>General Mathematics</td>
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<tr>
<td>Mathematics</td>
<td></td>
<td>Extension 1 Mathematics - 1 Unit</td>
<td>Biology</td>
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<tr>
<td>Chemistry</td>
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<td>Physics</td>
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<tr>
<td>Senior Science</td>
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<td>Legal Studies</td>
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<td>Business Studies</td>
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<td>Economics</td>
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<tr>
<td>Geography</td>
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<td>Ancient History</td>
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<tr>
<td>Modern History</td>
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<td>Studies of Religion</td>
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<tr>
<td>PDHPE</td>
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<td>Community &amp; Family Studies</td>
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<tr>
<td>Music 1</td>
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<td>Drama</td>
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<tr>
<td>Visual Arts</td>
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<td>French Beginners</td>
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<tr>
<td>Photography, Video and Digital Imaging - 1U non-ATAR</td>
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<td>Textiles &amp; Design</td>
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<tr>
<td>Japanese Continuers</td>
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<td>Sport, Lifestyle &amp; Recreational Studies</td>
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<tr>
<td>Industrial Technology - Timber</td>
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<td>1 Unit non-ATAR</td>
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<tr>
<td>Hospitality (VET) (ATAR - Cat. B)</td>
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<td>Society &amp; Culture</td>
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<tr>
<td>Distance Education Course*</td>
<td></td>
<td>Software Design &amp; Development</td>
<td></td>
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<tr>
<td>Food Technology</td>
<td></td>
<td>TVET Course* (Some ATAR-Cat B and some non-ATAR)</td>
<td></td>
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<tr>
<td>Christian Ministry “Vetamorphus” - 2 Unit</td>
<td></td>
<td>Private Provider Course* (Some ATAR-Cat B and some non-ATAR)</td>
<td></td>
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<tr>
<td><strong>Year 11 only</strong></td>
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</tbody>
</table>

I have seen the Curriculum Co-ordinator/Student Advisor

☐ YES  ☐ NO

Do you particularly want to follow a study program that will give you an ATAR?

☐ YES  ☐ NO

*For TVET, Distance Education and Private Provider Courses (or if you are wanting to do a Traineeship or a course with an Outside Tutor), please list the courses and the organisation through which you wish to study:

________________________________________________________________________________________________________

________________________________________________________________________________________________________

Parent’s Signature: ________________________________ Date: ________________ *Please turn sheet over...
At this stage, do you intend for your son/daughter to study in Year 11 at GPCC next year?

☐ YES  ☐ NO  ☐ MAYBE

Please note that if you mark the “No” box you need to let the College Registrar, Mrs Michele Drover, know separately in writing of your decision not to return to GPCC next year. If you mark the “Maybe” box you need to write to the Registrar to indicate your child MAY not be continuing next year. If this notice is not given in writing you may be liable to pay Term 1 fees next year if your child does not return to school.

Student’s Name: ________________________________________________________________

Parent’s Signature ........................................................................................................ Date ......................................