

Trinity Anglican College

Subject Information: Years 11 & 12 2021-22



TRINITY

ANGLICAN COLLEGE

Albury • Wodonga

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Introduction

This booklet contains information on:

- The requirements for study in Year 11 and the HSC Year.
- The requirements for the Australian Tertiary Admission Rank (ATAR).
- Possible subjects offered at Trinity Anglican College.
- Vocational Educational Courses available.
- Procedures for assessment and reporting.

Information contained in this booklet should be read in conjunction with:

- University Entry Requirements 2022 Visit the UAC (Universities Admissions Centre) website and consider their advice for Year 10 students about selecting subjects for Stage 6 study. Information about the prerequisites for university courses can also be accessed at this site. This information can be accessed via: <https://www.uac.edu.au/future-applicants/year-10-students>
- Information on Victorian Tertiary Institutions available in the supplement in 'The Age' and 'Herald Sun' newspapers during July or you can visit the VTAC website on www.vtac.edu.au.
- 'Advice for Students Choosing HSC Students' at the NSW Education Standards Authority (NESA) website; it contains all rules and requirements for the HSC and can be accessed via <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

Requirements for Study in Year 11 and HSC Year

The New South Wales HSC is a two-year course. In Year 11, students study the Year 11 Course for three terms. In Year 12, students study the Higher School Certificate Course. For the majority of subjects, topics studied in Year 11 are not examinable in Year 12. However, the skills, knowledge and learning experiences are important groundwork for the Higher School Certificate year. Students must satisfactorily complete the courses in Year 11. To achieve this, students must have:

- followed the course developed or endorsed by the Board of Studies.
- applied himself/herself with diligence and sustained effort to set tasks and experiences in the course.
- achieved some or all of the course outcomes.

All courses in the HSC have a unit value. The majority of courses are of 2 Unit value. A 2 Unit subject receives a final result out of 100. There are a limited number of 1 Unit courses available. These receive a result out of 50.

Requirements for the award of the HSC

To be awarded the NSW Higher School Certificate students must:

1. Study a minimum of 12 Units in Year 11 and a minimum of 10 Units in the HSC Year (Year 12).
2. Include in Year 11 and Year 12:
 - At least 6 Units from Board Developed Courses
 - 2 Units of a Board Developed Course in English
 - 3 Courses of 2 unit value or greater
 - 4 Subjects

Requirements at Trinity Anglican College

- In Year 11 students must study a minimum of 12 units, (with the option of studying 13 Units).
- English is compulsory.
- Mathematics is not compulsory, however, it is recommended that you seriously consider including a Mathematics course in your pattern of study.
- Students select four 2 unit elective courses from the subjects listed on the final line offerings.
- In Year 12, the majority of students will study 10 units, however, it is recommended that students study 11 or 12 units if they possess the academic ability.
- 1 Unit subjects may be taught off-line. Under these circumstances, these subjects will have classes that take place before or after school; students selecting these subjects must be committed to either starting their school day earlier or completing it after the scheduled 3.10pm finish. The days and times of these 'off timetable' classes will be negotiated with students when the classes are finalised.
- Whilst the College does permit some alteration to students' patterns of study during the Year 11 Course, student requests to change subjects should take place before Week 6 of Term 1 in Year 11. In such instances, choices will be limited to the subjects offered on the same line. Requests after Week 6 of Term 1 will not usually be permitted.

The Australian Tertiary Admission Rank (ATAR)

At the end of Year 12 students may elect to receive an ATAR. This is a number between 0.00 and 99.95 that is used to rank students on their academic achievement for entry into tertiary institutions. The Universities Admission Centre (UAC) compiles this rank.

Calculation of the ATAR:

The ATAR will be based on the aggregate of scaled marks in 10 units of Board Developed Courses comprising:

- Best 2 units of English
- Best 8 units of the remaining subjects, subject to the provision that no more than 2 units of Category B Courses can be included.

To be eligible for an ATAR, students must:

1. Satisfactorily complete at least 10 Units of Board Developed Courses including at least 2 units of English.
2. Include at least three courses of 2 units or greater and at least 4 subjects.
3. Satisfactorily complete English.

Vocational Education and Training (VET)

Vocational Education and Training (VET) Courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognized across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Trinity delivers Construction, while TAFE or other providers will deliver other courses.

There are additional costs associated with studying a VET course (other than Construction).

If possible, it is the preferred option that Trinity students complete all courses on site. However, if TAFE options are considered, discussion about the choice of subjects available at TAFE and the degree to which they might be appropriate, will be conducted with individual students during the selection process. Students need to make their decision about whether to study a VET course through TAFE in the knowledge that some TAFE courses may be run at times which clash with the Trinity school timetable. **i.e. to attend TAFE, a student may need to miss some classes at the College. In these circumstances students will need to be responsible and self-disciplined, and catch up on the work missed through SEQTA.**

Travel to and from TAFE is the responsibility of the student and family. Students will be required to sign out of the College on departure to TAFE and sign in upon their return to school.

VET Curriculum Frameworks

NESA has developed curriculum frameworks for eight industries. If students wish to achieve an ATAR and include the study of a VET course, they must study a VET curriculum framework course. (At least one designated Year 11 and 12 course in each framework will contribute towards the ATAR.) A work placement must be undertaken to meet course requirements.

Please note: Some VET courses studied through TAFE are not framework courses. These courses can contribute to the Higher School Certificate but cannot be included in the calculation of the ATAR.

Information on VET courses can be obtained by speaking with Mr Mark Dicketts who can be contacted on: mark.dicketts@trinityac.nsw.edu.au

Guidelines for Subject Selection

There are wide ranges of subjects available. Students should make certain that they keep their options open. Often, students will significantly change their minds about their career aspirations in the interval between now and the HSC.

When selecting courses, students should keep in mind:

- **Interest and motivation:** the subjects that students have enjoyed are also those to which they will devote time.
- **Career aspirations:** students should consider the subjects that will help them to move into career areas of interest.
- **Suggested subjects for further study:** students should consider whether certain subjects will be pursued at a tertiary level and whether HSC study of these subjects will smooth this pathway.
- **Realism:** students should be realistic about their subject choices.
- **Information:** students should find out about all courses available and pose questions to the teachers who specialize in these courses.
- **Specialisation should occur at tertiary level:** Students should try to ensure that they have a balanced program of study.
- Subjects **should not be** selected because a group of their friends are doing a course, or because their brother or sister says to do it or has done it.

Help and Advice on Course Selection

Courses listed in this booklet will not necessarily be included in the final lines for 2021. Student demand and staff availability will determine the final courses offered.

If you have any questions concerning course selection or combination of subjects, please contact either, Mrs Adele Guy (Dean of Teaching and Learning), Ms Armstrong (Head of Academic Administration), or the relevant Head of Department.

Assessment and Reporting

- The HSC reports will provide students with detailed descriptions of the knowledge, skills and understanding they have attained in each subject.
- Teachers are provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabuses, along with assessment and examination information and performance scales, provide descriptions of the standards that are expected.
- School-based assessment tasks will contribute to 50% of a student's HSC mark. The school assessment mark will be based on student performance in the assessment tasks they have undertaken during the course.

- The other 50% will come from the external HSC Examination.
- The HSC mark for 2 Unit Courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If students achieve the minimum standard expected in a course they will receive a mark of 50. There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90–100 corresponds to the highest level of achievement (Band 6).
- On satisfactory completion of the HSC, students will receive a portfolio containing:
 - **The HSC Testamur**
This is the official certificate confirming student achievement of all requirements for the award.
 - **The Record of Achievement**
This document lists the courses students have studied and reports the marks and bands students have achieved.
 - **Course Reports**
For every HSC Board Developed Course, students will receive a course report showing marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.

Summary of Stage 6 Courses on Offer in 2021-22

Year 11 2021 (Preliminary)	Year 12 2022 (HSC)
English Board Developed Courses English Standard English Advanced English Extension (1 unit) Mathematics Board Developed Courses Mathematics Standard Mathematics Advanced Mathematics Extension 1 Science Board Developed Courses Biology Chemistry Physics Psychology I (Board Endorsed Course, Non-ATAR, 1 Unit) Psychology II (Board Endorsed Course, Non-ATAR, 2 Units) Technologies Board Developed Courses Design and Technology Engineering Food Technology Information Processes and Technology Human Society and Its Environment (HSIE) Board Developed Courses Business Studies Geography Legal Studies Modern History Studies of Religion 1 Studies of Religion 2 Creative Arts Board Developed Courses Drama Music 1 (2 Unit Course) Visual Arts Personal Development, Health and Physical Education (PDHPE) Board Developed Courses Community and Family Studies PDHPE Languages Board Developed Courses French Continuers Vocational Education and Training (VET) Course Construction (counts as a Board Developed Course for the HSC and if students elect to sit the HSC exam it will also count towards an ATAR)	English Board Developed Courses English Standard English Advanced English Extension 1 English Extension 2 Mathematics Board Developed Courses Mathematics Standard Mathematics Advanced Mathematics Extension 1 Mathematics Extension 2 Science Board Developed Courses Biology Chemistry Physics Science Extension (1 unit) Psychology I ((Board Endorsed Course, Non-ATAR, 1 Unit) Technologies Board Developed Courses Design and Technology Engineering Food Technology Information Processes and Technology Human Society and Its Environment (HSIE) Board Developed Courses Business Studies Geography History Extension Legal Studies Modern History Studies of Religion 1 Studies of Religion 2 Creative Arts Board Developed Courses Drama Music 1 (2 Unit Course) Visual Arts Personal Development, Health and Physical Education (PDHPE) Board Developed Courses Community and Family Studies PDHPE Languages Board Developed Courses French Continuers Vocational Education and Training (VET) Course Construction (counts as a Board Developed Course for the HSC and if students elect to sit the HSC exam it will also count towards an ATAR)

Note: Unless otherwise stated, if a subject has a '1' in the title, it is a 1 Unit subject.

English Courses



English Courses

Please note that no decision needs to be made on English courses until Term 4 after consultation with the Head of English and the English teachers. However, at this stage you will be asked to indicate your likely choice.

Two Units of English are compulsory for the HSC and two units count towards both the HSC and ATAR. It is very important for students to choose the course best suited to their interests and abilities.

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

In their HSC year, students will be required to study three prescribed texts: prose fiction, poetry or drama and one drawn from film or media or non-fiction.

In **English - Advanced**, students continue to explore complex and evocative ideas in challenging texts. They learn to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives.

In their HSC year, students will need to study four prescribed texts, including at least one from each of the following: prose fiction, Shakespearean drama, and poetry or drama. The remaining prescribed text can be drawn from the categories listed above or it could be film, media or non-fiction.

This course is recommended for capable English students who wish to maximize their range of choices for tertiary study.

Students should check 2022 university entry requirements concerning prerequisites and assumed knowledge for specific tertiary courses. It is important that they discuss their choice of course with their English teacher and if necessary with the Careers Counsellor, Mr Dicketts.

English Electives. In addition to the Standard and Advanced Courses, students may select/be invited to study the 1 Unit elective in Year 11:

- **English – Extension 1** is designed for students undertaking English (Advanced) and who are accomplished in their use of English. The course provides students with the opportunity to extend their use of language and self-expression in creative and critical ways. The Year 11 Extension Course is a prerequisite to studying the HSC Extension 1 and HSC Extension 2 Courses.

The Extension 2 course in Year 12 comprises a Major Work Module.

At Trinity Anglican College, Extension courses may be taught outside the normal timetable. In these circumstances, **a commitment to before or after school classes is essential.**

English Standard

Course No: 11130

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

Exclusions: English Advanced; English (ESL); English Life Skills;
English Extension

Course Description

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

Main Topics Covered

The **Year 11 Course** is comprised of three modules:

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

The **HSC Course** is comprised of four modules:

- Common module – Texts and Human Experiences
- Module A: Language, Identity and Culture
- Module B: Close Study of Literature
- Module C: The Craft of Writing: This module may be studied concurrently with the common module and/or Modules A and B

Particular Course Requirements

In the **Year 11 English (Standard) Course**, there are no prescribed texts.

Students are required to study:

- ONE complex multimodal or digital text in Module A. (This may include the study of film.)
- ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.
- A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- A wide range of additional texts and textual forms.

The Year 11 course requires students to support the study of texts with their own wide reading.

In the **HSC English (Standard) Course**, students are required to closely study three types of prescribed texts, one drawn from each of the following categories:

- Prose fiction
- Poetry or drama
- Film or media or nonfiction

The selection of texts for Module C: The Craft of Writing does not contribute to the required pattern of prescribed texts for the course.

Students must study ONE related text in the Common module: Texts and Human Experiences.

English Advanced

Course No: 11140

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

Exclusions: English Standard; English – Life Skills; English (ESL)

Course Description

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

Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

Main Topics Covered

The **Year 11 Course** is comprised of three modules:

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

The **HSC Course** is comprised of four modules:

- Common module: Texts and Human Experiences
- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: The Craft of Writing: This module may be studied concurrently with the common module and/or Modules A and B

Particular Course Requirements

In the **Year 11 English (Advanced) Course**:

- A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- A wide range of additional texts and textual forms.

In the **HSC English (Advanced) Course**:

Students are required to study:

- At least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry OR drama. The remaining text may be film or media or a nonfiction text OR may be selected from one of the categories already used
- At least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- At least one related text in the Common module: Texts and Human Experiences.

English Extension 1

English Extension 2

Course No: 11150

1 unit of study for each of Year 11 and HSC

Prerequisites:

- (a) English (Advanced)
- (b) Year 11 English Extension is a prerequisite for English Extension Course 1
- (c) English Extension Course 1 is a prerequisite for English Extension Course 2

Exclusions: English (Standard); Fundamentals of English; English (ESL)

Course Description

The **English Extension 1** course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

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

Main Topics Covered

In the **Year 11 Extension Course**, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. The course has one mandatory module: Texts, Culture and Value as well as a related research project.

In the **English Extension 1 Year 12** course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

In the **English Extension 2 Year 12** course, students develop a sustained composition, and document their reflection on this process. The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Particular Course Requirements

In the **Year 11 English (Extension) Course**, students are required to:

- Examine a key text from the past and its manifestations in one or more recent cultures
- Explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- Undertake a related research project.

In the **HSC English Extension Course 1**, students are required to study:

- At least THREE prescribed texts for the elective study which must include two print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)
- At least TWO related texts.

In the **HSC English Extension Course 2**, students are required to:

- complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Mathematics Courses



Mathematics Courses

All courses commence at the start of Year 11. After satisfactory completion of the Year 11 Course, students progress to the HSC level course. It is necessary and advisable that all students are placed in the correct Mathematics course by the end of Term 1 in Year 11. This will enable students to meet NSW Board of Studies' requirements and complete their Mathematics course with optimum success.

Please note that no decision needs to be made on Mathematics courses until Term 4 after consultation with the Head of Mathematics and the Mathematics teachers. However, at this stage you will be asked to indicate your likely choice.

The **Mathematics Standard Courses** are focused on enabling students to use Mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of Mathematics through a large variety of real-world applications for a range of concurrent HSC subjects. Students who have completed the Mathematics 5.2 Course in Year 9 and 10 will find Mathematics Standard a suitable, relevant and useful HSC Mathematics course. This is a non-calculus course.

Mathematics Advanced is a course that develops concepts which have been studied in the Year 10 course. It is expected that students have demonstrated general competence in **ALL** the skills at Year 10 Mathematics 5.3 Level. Outstanding students in the Year 10 Mathematics 5.2 course could also consider the course.

This is the minimum requirement for tertiary students in any field requiring Mathematics, e.g. Economic Courses, Business Administration, at Universities in New South Wales. Students wishing to study at Sydney University are advised to consult entrance requirements for that institution regarding the level of Mathematics required. Mathematics Advanced should be completed by students undertaking HSC Physics and Chemistry.

Mathematics Extension 1 is studied from the start of Year 11.

This course is designed for students who have studied at Mathematics 5.3 Level in Year 10. It is expected that students have demonstrated a very high level of competency in the Mathematics 5.3 course in Year 10.

The course covers the entire Mathematics course in more depth and breadth and a further four topics. The course will generally be taken by students who are also studying Chemistry and/or Physics.

The course provides a basis for tertiary study in Mathematics and other related fields such as Physical and Engineering Sciences.

Mathematics Extension 2 is a course which commences in Term 4 of Year 11 and outstanding Mathematics Extension 1 students will be invited to undertake this course at this time.

Mathematics Standard

Course No: 11236 Mathematics Standard (2 units – Year 11), 15236 Mathematics Standard 2 (2 units – Year 12)

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

Prerequisites: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability

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

Course Description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training

Main Topics Covered

Year 11 Course

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

HSC Course

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

Topic: Financial Mathematics

- Investments and Loans
- Annuities

Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Topic: Networks

- Network Concepts
- Critical Path Analysis

Mathematics - Advanced

Course No: 11255 Mathematics Advanced (2 units – Year 11), 15255 Mathematics Advanced (2 units – Year 12)

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

Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, and the following substrands of Stage 5.3:

- Algebraic techniques
 - Surds and indices
 - Equations
 - Linear relationships
 - Trigonometry and Pythagoras' theorem
 - Single variable data analysis
- and at least some of the content from the following substrands of Stage 5.3:
- Non-linear relationships
 - Properties of Geometrical Shapes.

Exclusions: Mathematics Standard

Course Description

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level

Main Topics Covered

Year 11 Course

Topic: Functions

- Working with Functions

Topic: Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Topic: Calculus

- Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

- Logarithms and Exponentials

Topic: Statistical Analysis

- Probability and Discrete Probability Distributions

HSC Course

Topic: Functions

- Graphing Techniques

Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

Topic: Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Topic: Financial Mathematics

- Modelling Financial Situations

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

Mathematics Extension 1

Course No: 11250 Mathematics Extension (1 unit – Year 11), 15250 Mathematics Extension 1 (1 unit – Year 12)

1 unit in each of the Year 11 (*Mathematics Extension*) and HSC Board Developed Course

Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry

Exclusions: Mathematics Standard

Course Description

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Main Topics Covered

Year 11 Course

Topic: Functions

- Further Work with Functions
- Polynomials

Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Topic: Calculus

- Rates of Change

Topic: Combinatorics

- Working with Combinatorics

HSC Course

Topic: Proof

- Proof by Mathematical Induction

Topic: Vectors

- Introduction to Vectors

Topic: Trigonometric Functions

- Trigonometric Equations

Topic: Calculus

- Further Calculus Skills
- Applications of Calculus

Topic: Statistical Analysis

- The Binomial Distribution

Mathematics Extension 2

Course No: 15260 Mathematics Extension 2 (1 unit – Year 12)

1 unit for the HSC Board Developed Course

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

Prerequisites: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced Year 12 course and the Mathematics Extension 1 Year 12 course.

Exclusions: Mathematics Standard

Course Description

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum. All students studying the Mathematics Extension 2 course will sit for an HSC examination

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

Main Topics Covered

- Topic: Proof
 - The Nature of Proof
 - Further Proof by Mathematical Induction
- Topic: Vectors
 - Further Work with Vectors
- Topic: Complex Numbers
 - Introduction to Complex Numbers
 - Using Complex Numbers
- Topic: Calculus
 - Further Integration
- Topic: Mechanics
 - Applications of Calculus to Mechanics

Science Courses



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Science Courses

Biology	
Course No: 11030	
2 units for each of the Year 11 and Year 12 Board Developed Course	
<p>Course Description</p> <p>The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p> <p>The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.</p> <p>The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.</p>	
<p>Topics Covered</p> <p>Year 11 Course</p> <p>Working Scientifically Skills</p> <p>Modules</p> <p>Module 1 - Cells as the Basis of Life</p> <p>Module 2 - Organisation of Living Things</p> <p>Module 3 - Biological Diversity</p> <p>Module 4 - Ecosystem Dynamics</p>	<p>Year 12 Course</p> <p>Working Scientifically Skills</p> <p>Modules</p> <p>Module 5 - Heredity</p> <p>Module 6 - Genetic Change</p> <p>Module 7 - Infectious Disease</p> <p>Module 8 - Non-infectious Disease and Disorders</p>
<p>Particular Course Requirements</p> <p>In the Year 11 Course, 15 hours must be allocated to depth studies across Modules 1-4 within the 120 indicative course hours. In the Year 11 Course, scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> • undertaking laboratory experiments, including the use of appropriate digital technologies • fieldwork. <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> • locating and accessing a wide range of secondary data and/or information • using and reorganising secondary data and/or information. <p>One fieldwork exercise must be completed in Year 11.</p> <p>In the Year 12 Course, 15 hours must be allocated to depth studies across Modules 5-8 within the 120 indicative course hours. In the Year 12 Course, scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> • undertaking laboratory experiments, including the use of appropriate digital technologies • fieldwork. <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> • locating and accessing a wide range of secondary data and/or information • using and reorganising secondary data and/or information. 	

Chemistry

Course No: 11050

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

Course Description

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

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

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

Topics Covered

Year 11 Course

Working Scientifically Skills

Modules

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

Year 12 Course

Working Scientifically Skills

Modules

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

Particular Course Requirements

In the **Year 11 Course**, 15 hours must be allocated to depth studies across Modules 1-4 within the 120 indicative course hours. In the **Year 11 Course**, scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.

In the **Year 12 Course**, 15 hours must be allocated to depth studies across Modules 5-8 within the 120 indicative course hours. In the **Year 12 Course**, scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.

Physics

Course No: 11310

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

Course Description

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

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

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

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

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

Topics Covered

Year 11 Course

Working Scientifically Skills

Modules

Module 1 - Kinematics

Module 2 - Dynamics

Module 3 - Waves and Thermodynamics

Module 4 - Electricity and Magnetism

Year 12 Course

Working Scientifically Skills

Modules

Module 5 - Advanced Mechanics

Module 6 - Electromagnetism

Module 7 - The Nature of Light

Module 8 - From the Universe to the Atom

Particular Course Requirements

In the **Year 11 Course**, 15 hours must be allocated to depth studies across Modules 1-4 within the 120 indicative course hours.

In the **Year 11 Course**, scientific investigations include both practical investigations and secondary-sourced investigations.

Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.

In the **Year 12 Course**, 15 hours must be allocated to depth studies across Modules 5-8 within the 120 indicative course hours.

In the **Year 12 Course**, scientific investigations include both practical investigations and secondary-sourced investigations.

Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.

Science Extension

Course No: 15345 Year 12 Science Extension (will be offered for the first time in Year 12 in 2021)

1 unit for Year 12

Board Developed Course

Exclusions: Nil

Course Description

Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

Main Topics Covered

Module 1 The Foundations of Scientific Thinking

Module 2 The Scientific Research Proposal

Module 3 The Data, Evidence and Decisions

Module 4 The Scientific Research Report

Particular Course Requirements

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio. Students may design a first-hand investigation to collect original data or may obtain a suitable raw data set by liaising with scientists or industry experts. The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

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

Psychology I (Board Endorsed Course – Non ATAR – 1 Unit)

Psychology II (Board Endorsed Course – Non ATAR – 2 Units)

Prerequisites: Nil

Exclusions: Nil

There is an option to study Psychology as a Unit 1 or Unit 2 course.

Both these courses are on offer, however, students cannot study both the 1 and 2 Unit course.

Course Description

This is a fascinating course where students will develop an understanding of human behaviour and how our brains work. Students will undertake a broad study of Psychology that will develop students' knowledge, understanding and skills to enable them to comprehend the functioning of the mind, human relationships, emotions, perception and the diversity of human behaviour. In Psychology, students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

Psychology provides for continuing study pathways within the discipline beyond school and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. This course will also provide students with the opportunity to conduct independent research.

Main Topics Covered in the two unit course:

- Mental Processes and Behaviour
- Brain Function
- Psychology Development
- Visual Perception
- Sensation and Perception
- Social Attitudes
- Nervous System (Stress)
- Memory
- Learning
- States of Consciousness
- Sleep
- Mental Health and Wellbeing
- Independent Research

Particular Course Requirements:

An open mind and willingness to explore ideas.

Laptop and Textbook

There will be an excursion to Melbourne.

Assessment: 2 Unit Course

No external assessment, but students will complete three formative assessments throughout Year 11. In Year 12, students will complete four formative assessments.

Technologies Courses



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Technologies Courses

Design and Technology (D&T)

Course No: 15080

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

Exclusions: Nil

Course Description

The **Year 11 course** involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Year 11 course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The **HSC course** applies the knowledge and understanding of designing and producing from the Year 11 course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. A case study of an innovation is also required with students identifying the factors underlying the success of the innovation, analyse associated ethical issues and discuss its impact on Australian society.

Main Topics Covered

Year 11 Course

Involves both theory and practical work in Designing and Producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC Course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses 3 key areas: project proposal and project management, project development and realisation, and project evaluation.

Particular Course Requirements

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

In the HSC course the activities of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Year 11 course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

Engineering

Course No: 15120

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

Exclusions: Nil

Course Description

Both Year 11 and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

Main Topics Covered

Year 11 Course

Students undertake the study of four (4) compulsory modules:

- Three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems.
- One focus module relating to the field of Biomedical engineering.

HSC Course

Students undertake the study of four (4) compulsory modules:

- Two application modules relating to the fields of Civil structures and Personal and public transport.
- Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements

Engineering Report

Year 11 Course

Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

HSC Course

Students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

One engineering report from the Year 11 course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

Food Technology

Course No: 15180

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

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Year 11 Course

- Food Availability and Selection
- Food Quality
- Nutrition

HSC Course

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

Particular Course Requirements

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

Information Processes and Technology (IPT)

Course No: 15210

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

Exclusions: Computing Applications CEC

Course Description

Information Processes and Technology is the study of computer-based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

For the **Year 11 Course** students will study three topics that relate to: an Introduction to Information Skills and Systems; Tools for Information Processes; and Developing Information Systems, where students are involved in both individual and team projects. All topics and their related projects are based on the information processes and skills of collecting, organising, analysing, storing and retrieving, processing, transmitting/receiving and displaying. Significant time is spent studying the tools for Information Processes as it provides the foundation of knowledge and understanding for the HSC course.

The **HSC Course** is organised around three core topics: Project Work; Information Systems and Databases; and Communication Systems, together with four optional strands of which two must be studied. Project work is undertaken for 40% of time and is integrated with the course content. This project work is internally assessed and provides students with an opportunity to display their knowledge and understanding using Information and Communication Technologies.

Particular Course Requirements

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit HSC course.

Human Society and Its Environment (HSIE) Courses



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Human Society and Its Environment (HSIE) Courses

Modern History

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

Course No: 11270

Course Description

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially.

Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them.

The study of Modern History requires students to understand and use historical concepts and apply skills in their investigation of people, ideas, movements, events and developments of the modern world within personal, local, national, regional and global contexts.

Students are introduced to the complexities associated with the changing nature of sources, their expanding quantity, range and form, and the distinctive characteristics of modern historical representation. They are encouraged to interpret sources for evidence, establish which evidence is relevant to an inquiry, and use evidence to construct and analyse historical accounts.

Year 11 Course – students are required to study all three sections of the course

Part 1: Investigating Modern History

(a) The Nature of Modern History – students study at least one option from

1. The Investigation of Historic Sites and Sources 2. The Contestability of the Past 3. The Construction of Modern Histories 4. History and Memory 5. The Representation and Commemoration of the Past

(b) Case Studies – students study at least two case studies: ONE from Europe, North America or Australia; ONE from Asia, the Pacific, Africa, the Middle East or Central/South America

Part 2: Historical Investigation

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.

Part 3: The Shaping of the Modern World

Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity. At least ONE study from 'The Shaping of the Modern World' is to be undertaken. Students choose from: 1. The Enlightenment 2. The French Revolution 3. The Age of Imperialism 4. The Industrial Age 5. World War I 6. The End of Empire.

HSC Course – students are required to study all four sections of the course

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

Part II: ONE 'National Studies' topic

Part III: ONE 'Peace and Conflict' Topic

Part IV: ONE 'Change in the Modern World' topic

Students are required to study at least ONE non-European/Western topic, selected from a specified list

Particular Course Requirements

Case studies, studies or investigations must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses.

History Extension

Course No: 15280

1 unit HSC
Board Developed Course

Exclusions: Nil

Course Description

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian's context, methodology and purpose shape their interpretation of a person, group, event or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.

History Extension requires students to engage with complex historiographical ideas and methodologies and to communicate sophisticated, sustained and coherent historical arguments about the nature and construction of history.

History Extension appeals to students who appreciate the intellectual challenge of grappling with an area of debate, and constructing and defending a position through a reasoned and cohesive argument. It offers students the opportunity to work independently and apply the historiographical understanding developed through the course to an individual project of personal interest.

Main Topics Covered

Part I: Constructing History - Key Questions:

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

Part 2: Constructing History – Case Studies

Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context. Students choose from:

Ancient: * Cleopatra VII * Athenian Democracy * Rome's Impact on the Provinces * The Origins of Early Christianity * The Collapse of the Western Roman Empire

Medieval and Early Modern: * The Crusades * Witch Hunts and Witch Trials * Elizabeth I and the Elizabethan Age * Spain and the Aztec Empire

Modern: * Napoleon * Western Imperialism in the 19th Century * A British Prime Minister: Winston Churchill OR Margaret Thatcher * Appeasement * John Fitzgerald Kennedy

Asia: * Genghis Khan * The Opium Wars * The Partition of India

Australia: * The Frontier in Australia * Women Convicts in New South Wales * An Australian Prime Minister: Robert Menzies OR Gough Whitlam * Representations of Anzac

Part 3: History Project

Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

Particular Course Requirements

The Year 11 course in Modern History or Ancient History is a prerequisite for this HSC course.

Business Studies

Course No: 15040

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

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

Course Description

Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life.

As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Students also investigate business planning and use a range of information to assess and evaluate business performance. The role of incentives, personal motivation and entrepreneurship, especially in small business, is recognised as a powerful influence in business success.

Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society. In addition, a significant feature of Business Studies is its relevance to the full range of HSC students, as it provides useful knowledge and competencies for life.

Topics Covered

Year 11 Course

Nature of Business (20% of course time)

Business Management (40% of course time)

Business Planning (40% of course time)

HSC Course

Operations (25% of course time)

Marketing (25% of course time)

Finance (25% of course time)

Human Resources (25% of course time)

Geography

Course No: 15190

2 units for each of Year 11 and HSC

Board Developed Course

Exclusions: Nil

Course Description

Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world.

Geography has many dimensions, two of which are emphasised in this syllabus: • the ecological dimension considers how humans interact with environments • the spatial dimension focuses on where things are, why they are there and how people interact differently with environments in different places.

Studies in both physical and human geography provide an important information base on which students investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society. Clarifying, analysing, acquiring and judging values and attitudes allows students to respond to geographical issues, questions and problems. Studying Geography Stage 6 prepares students for post-school studies and future employment, and for active participation as informed citizens.

The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

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

Topics Covered

Year 11 Course

Biophysical Interactions – how biophysical processes contribute to sustainable management.

Global Challenges – geographical study of issues at a global scale.

Senior Geography Project – a geographical study of student's own choosing.

HSC Course

Ecosystems at Risk – the functioning of ecosystems, their management and protection.

Urban Places – study of cities and urban dynamics.

People and Economic Activity – geographic study of economic activity in a local and global context.

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Particular Course Requirements

Students complete a senior geography project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and HSC courses.

Legal Studies

Course No: 15220

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

Exclusions: Nil

Course Description

Our society is regulated by a complex set of rules and regulations which both guide and protect individual and community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students of Legal Studies Stage 6 will develop an understanding of legal concepts and the way the law functions in our society.

The syllabus focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it.

Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all.

The Legal Studies Stage 6 course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.

Year 11 Course

Core Part I – The Legal System (40% of course time)

Core Part II – The Individual and the Law (30% of course time)

Core Part III – The Law in Practice (30% of course time)

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. **This section may be integrated with Part I and Part II.**

HSC Course

Core Part I - Law and Society (25% of course time)

Core Part II - Focus Study: Crime (25% of course time)

Part III - Options (50% of course time)

Students will study Options two focus studies chosen from:

- Consumers
- Family
- Global environmental protection
- Indigenous peoples
- Shelter
- Workplace
- World order

Particular Course Requirements

No special requirements

Studies of Religion 1

Course No: 15370

1 unit for each of the Year 11 and HSC
Board Developed Course (60 hours)

Exclusions: Studies of Religion II

Course Description

Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture. The Stage 6 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.

Studies of Religion emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners. Studies of Religion provides a learning experience that prepares students for further education and training, employment and full and active participation as citizens within society.

Studies of Religion 1 promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Year 11 Course

Nature of Religion and Beliefs

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

Two Religious Traditions Studies from:

Buddhism, Christianity, Hinduism, Islam, Judaism

- Origins
- Principal beliefs
- Sacred texts and writings
- Core ethical teachings
- Personal devotion/expression of faith/observance.

HSC Course

Religion and Belief Systems in Australia post-1945

- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Two Religious Tradition Depth Studies from:

Buddhism, Christianity, Hinduism, Islam, Judaism

- Significant people and ideas
- Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
- Significant practices in the life of adherents.

Studies of Religion 2

Course No: 15380

2 units for each of the Year 11 and HSC
Board Developed Course (120 hours)

Exclusions: Studies of Religion I

Course Description

Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture. The Stage 6 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.

Studies of Religion emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners. Studies of Religion provides a learning experience that prepares students for further education and training, employment and full and active participation as citizens within society.

Studies of Religion 2 promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Year 11 Course

Nature of Religion and Beliefs

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

Three Religious Traditions Studies from:

Buddhism, Christianity, Hinduism, Islam, Judaism

- Origins
- Principal beliefs
- Sacred texts and writings
- Core ethical teachings
- Personal devotion/expression of faith/observance.

Religions of Ancient Origin

- The response to the human search for ultimate meaning in two religions of ancient origin from:
 - Aztec or Inca or Mayan
 - Celtic
 - Nordic
 - Shinto
 - Taoism
 - an Indigenous religion from outside Australia

Religion in Australia pre-1945

- The arrival, establishment and development of religious traditions in Australia prior to 1945.

HSC Course

Religion and Belief Systems in Australia post-1945

- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Three Religious Tradition Depth Studies from:

Buddhism, Christianity, Hinduism, Islam, Judaism

- Significant people and ideas
- A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
- Significant practices in the life of adherents.

Religion and Peace

- The distinctive response of religious traditions to the issue of peace.

Religion and Non-Religion

- The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

Creative Arts Courses



Creative Arts Courses

Drama

Course No: 15090

2 units for each of the Year 11 and HSC

Board Developed Course

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

Course Description

Students in Drama study the practices of Making, Performing and Critically Studying. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

Preliminary Course

Students engage with these components through collaborative and individual experiences.

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

HSC Course

Australian Drama and Theatre, and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.

Group Performance

Three to six students create a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

Individual Project

Students demonstrate their expertise in a particular area. They choose one project from:

- Critical Analysis
- Design
- Performance
- Script-writing
- Video Drama

Topics

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

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, the published COURSE PRESCRIPTIONS include a topic list which 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 must base their work on one of the texts listed in the published text list. This list changes every three 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.

Students selecting Drama are required to keep a logbook of the development of each of the components Group Performance and Individual Project.

Music 1

Course No: 15290

2 units for each of the Year 11 and HSC

Board Developed Course

Exclusions: Music 2

Course Description

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

Preliminary Course

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

Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

HSC Course

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

Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

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

Course Requirements

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition

Visual Arts

Course No: 15400

2 units for each of the Year 11 and HSC

Board Developed Course

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

Course Description

Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop their own artworks, culminating in a 'body of work' in the HSC course.

Preliminary Course

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

Preliminary course learning opportunities focus on:

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

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

HSC Course

HSC course learning opportunities focus on:

- how students may develop their practice in artmaking, art criticism and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

Particular Course Requirements

Year 11 Course:

- artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in artmaking, art criticism and art history.

HSC Course:

- development of a body of work and use of a process diary
- a minimum of five case studies (4–10 hours each)
- deeper and more complex investigations in artmaking, art criticism and art history.

Personal Development, Health and Physical Education Courses



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Personal Development, Health and Physical Education Courses

Community and Family Studies (CAFS)	
Course No: 15060	
2 units for each of the Year 11 and HSC Board Developed Course	Exclusions: Nil
Course Description Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.	
Year 11 Course <ul style="list-style-type: none"> • Resource Management: Basic concepts of the resource management process (approximately 20% of course time). • Individuals and Groups: The individual's roles, relationships and tasks within groups (approximately 40% of course time). • Families and Communities: Family structures and functions and the interaction between family and community (approximately 40% of course time). 	HSC Course <ul style="list-style-type: none"> • Research Methodology: Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). • Groups in Context: The characteristics and needs of specific community groups (approximately 25% of course time). • Parenting and Caring: Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). HSC Option Modules Select one of the following (approximately 25% of course time): <ul style="list-style-type: none"> • Family and Societal Interactions: Government and community structures that support and protect family members throughout their lifespan. • Social Impact of Technology: The impact of evolving technologies on individuals and lifestyle. • Individuals and Work: Contemporary issues confronting individuals as they manage roles within both their family and work environments.
Particular Course Requirements Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.	

Personal Development, Health and Physical Education (PDHPE)

Course No: 15320

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

Exclusions: Nil

Course Description

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

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

Year 11 Course

Core Topics (60%)

Better Health for Individuals
The Body in Motion

Optional Component (40%)

Students select **two** of the following options:

First Aid
Composition and Performance
Fitness Choices
Outdoor Recreation

HSC Course

Core Topics (60%)

Health Priorities in Australia
Factors Affecting Performance

Optional Component (40%)

Students select **two** of the following options:

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

Particular Course Requirements

In addition to core studies, students select **two** options in each of the Year 11 and HSC courses.

Language Courses



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Language Courses

French Continuers

Course No: 15680

2 units for each of the Year 11 and HSC

Board Developed Course

Prerequisites: School Certificate French or equivalent knowledge is assumed.

Exclusions: French Beginners

Course Description

The Year 11 and HSC courses focus on themes and topics related to young people and their world.

The students' skills in French will be developed through tasks based on a range of texts and text types, which reflect the themes and topics. This includes films, books, newspapers, blogs, and emails.

Students will also gain an insight into the culture and language of French-speaking communities by a study of a wide range of texts, and where possible, authentic materials and contact with native French speakers.

Themes:

- the individual
- the French-speaking communities
- the changing world


Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying the culture of French-speaking communities through texts

Particular Course Requirements: Nil

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Construction (counts as a Board Developed Course for the HSC and if students elect to sit the HSC exam it will also count towards an ATAR)

Construction Course Structure			Delivery Period: 2021-2022	
Units of Competency to be Delivered (approved by the AIS NSW RTO): Units are correct at time of printing				
Unit Code	Unit Title	AQF Category Core/Elective	HSC Hours	Timing Yr 11/Yr 12
CPCCWHS1001	Prepare to work safely in the construction industry	(HSC/NESA requirement)	10	Year 11
CPCCOHS2001A	Apply OHS requirements, policies and processes on the construction industry	Core	15	Year 11
CPCCCM2005B	Use construction tools and equipment Prerequisite CPCCOHS2001A	(HSC/NESA requirement)	20	Year 11
CPCCCM1012A	Work effectively and sustainably in the construction industry	Core	25	Year 11
CPCCCM1013A	Plan and organise work	Core	10	Year 11
CPCCCM1014A	Conduct workplace communication	Core	10	Year 11
CPCCCM1015A	Carry out measurements and calculations	Core	20	Year 11
CPCCCM2001A	Read and interpret plans and specifications	Core	20	Year 11
CPCCCM2006B	Apply basic levelling procedures Prerequisite CPCCOHS2001A	Elective	15	Year 12
CPCCCM2004A	Handle construction materials Prerequisite CPCCOHS2001A	Elective	20	Year 12
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground Prerequisite CPCCOHS2001A	Elective	25	Year 12
CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials	Elective	20	Year 12
CPCCBL2002A	Use bricklaying and blocklaying tools and equipment	Elective	10	Year 12
CPCCCA2002B	Use carpentry tools and equipment Prerequisite CPCCOHS2001A	Elective	10	Year 12
CPCCCA2011A	Handle carpentry materials	Elective	20	Year 12
Course Costs				
Year 11	\$	Year 12	\$	Payable with school fees
Uniform, Personal Protective Equipment, Tools and Resources				
Steel capped boots, construction work wear				
Delivery Arrangements				
Integrated into normal school timetable				
Further Information				
Title: Teacher of Construction	Name: Mr Paul Trebilcock	Email: paul.trebilcock@trinityac.nsw.edu.au	Phone: 02 6049 3400	
 The Association of Independent Schools NSW - RTO: 90413				

Thank you.

For any questions or enquiries,
please get in touch with
Dean of Teaching and Learning,
Mrs Adele Guy: adele.guy@trinityac.nsw.edu.au

