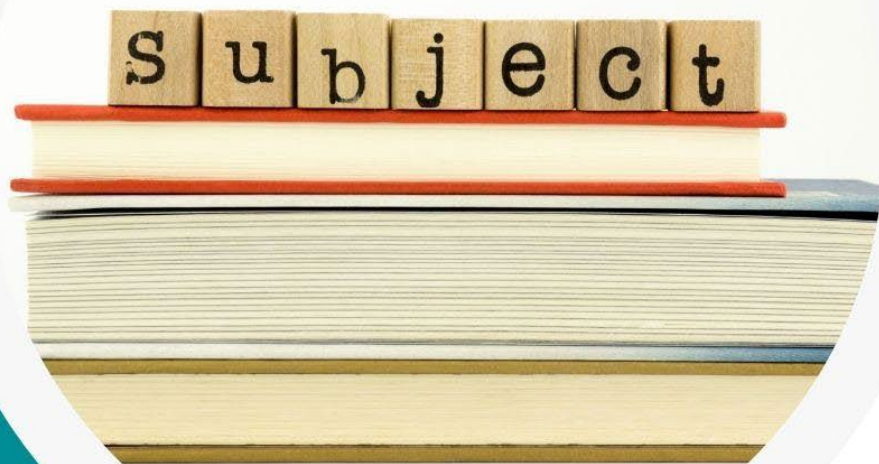




EMMANUEL  
ANGLICAN  
COLLEGE

*Learning ~ Living ~ Leading*

# 2025-2026 HSC COURSE SELECTION HANDBOOK



## **Our Purpose**

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

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CRICOS Provider Code:

Emmanuel Anglican College Council (02449F)

Emmanuel Anglican College is a Child Safe Organisation

# Contents

<b>INTRODUCTION .....</b>	<b>4</b>
<b>SECTION ONE: STUDYING FOR THE HSC .....</b>	<b>5</b>
1.1    Requirements for the Award of the HSC.....	5
1.2    Eligibility for the Higher School Certificate .....	5
1.3    Understanding Course Unit Value .....	5
1.4    Types of Stage 6 Courses .....	6
1.5    Completion of Course Requirements .....	7
1.6    Change of Course.....	7
1.7    Determination of HSC Results .....	7
1.9    Reporting in the HSC.....	8
1.10   The Australian Tertiary Admission Rank (ATAR).....	8
<b>SECTION TWO: SUBJECT SELECTION.....</b>	<b>9</b>
2.1    Introduction .....	9
2.2    Subject Selection Timeline .....	9
2.3    Summary of Subjects Offered at EAC .....	10
2.4    Studying Courses with External Providers .....	12
2.5    Course Levies and Charges.....	12
2.6    Useful Resources .....	13
<b>SECTION THREE: COURSE CONTENT OUTLINES .....</b>	<b>14</b>
Ancient History.....	15
Biology .....	16
Business Studies .....	17
Chemistry .....	18
Community and Family Studies.....	19
Dance .....	20
Drama .....	21
Economics .....	22
Engineering Studies .....	23
English.....	24
Enterprise Computing.....	26
Food Technology .....	27
Health and Movement Science .....	28
History Extension.....	29
Hospitality .....	30
Industrial Technology Multimedia.....	31
Industrial Technology Timber Products and Furniture Technologies.....	32
Investigating Science .....	33

Japanese.....	34
Legal Studies.....	35
Mathematics .....	36
Modern History .....	38
Music 1.....	39
Photography, Video and Digital Imaging .....	40
Physics.....	41
Society and Culture.....	42
Sport, Lifestyle and Recreation .....	43
Visual Arts .....	44
Work Studies .....	45

## INTRODUCTION

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

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

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

As students go through the process of deciding on their Stage 6 pathway and the subjects they plan to study, we encourage them to consider trying to balance three important factors: interest, challenge and realism. Research shows that balancing these three factors gives students the best chance for success in their Stage 6 studies.

- **Interest:** Students should choose subjects they are interested in. Stage 6 requires significant work and dedication, and students will be more motivated to commit to this hard work for subjects and topics in which they have an interest. Whilst career pathways are important, success is most likely when students are genuinely engaged in the content studied rather than completing courses because they are career prerequisites.
- **Challenge:** Students should be challenging themselves to achieve to their very best. Many HSC courses will be difficult for students, even for those students who have been successful in their prior studies and this challenge is part of the growth that happens during their senior studies. Students should not shy away from courses just because they are perceived as challenging.
- **Realism:** Students should be realistic about their capabilities and their ability to commit to the work required. This is the other side of the challenge coin: whilst we want students to challenge themselves, they also need to make sure they are not taking on too much. This includes considering the overall workload from the different subjects, such as the impact of multiple subjects with major bodies of work to complete, or multiple rigorous academic courses.



*From Professor George Cooney & Dr. John DeCourcy, 'Choosing Wisely, Choosing Well' (2016)*

## SECTION ONE: STUDYING FOR THE HSC

### 1.1 Requirements for the Award of the HSC

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

- **Satisfactorily complete Years 9 and 10** or gain other qualifications that satisfy NESA requirements
- **Complete HSC: All My Own Work** before submitting any work for Preliminary or HSC course
- Satisfactorily complete courses in the patterns of study detailed below
- Sit for and make a serious attempt at the required HSC exams
- **Meet the HSC minimum standard of literacy and numeracy** within five years of starting the HSC course

The pattern of study for HSC must include the following:

- **a minimum of 12 units of courses in Year 11**
- **a minimum of 10 units of courses in Year 12**
- At least 6 units from Board Developed Courses, including at least 2 units of a Board Developed Course in English
- At least three courses of 2 units value or greater
- 4 subject areas

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

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

### 1.2 Eligibility for the Higher School Certificate

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

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

### 1.3 Understanding Course Unit Value

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

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

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

HSC extension courses in subjects other than English and Mathematics are offered and examined in the HSC program only. Students must demonstrate an aptitude for the Extension subject to be considered for enrolment in these courses.

## 1.4 Types of Stage 6 Courses

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

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

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

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

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

For some courses the external examination at the end of the HSC course is optional. In order for the course to count towards an ATAR, students studying a Category B course must complete the optional HSC examination.

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

Board Endorsed courses are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and **do not contribute towards the calculation of your ATAR.**

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

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

The following 240-hour framework courses have been approved by NESA as ATAR eligible, provided students **sit the optional HSC Examination** for the course. The frameworks are:

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

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

## 1.5 Completion of Course Requirements

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

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

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

## 1.6 Change of Course

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

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

- The College considers that all assessment requirements can be satisfied
- The student has consulted with the College's Guidance Counsellor
- The student has consulted with the subject teachers of classes the student proposes to exit and enter
- The student has completed and returned the relevant application form, signed by a parent, to the Director of Teaching and Learning
- Entry to the proposed course will not impact negatively on the progress of other students in that course
- The application is lodged before the deadline announced by the school at the commencement of the current year (this is the end of **Week 5, Term 1** of Year 11)

## 1.7 Determination of HSC Results

For Higher School Certificate purposes 1 unit courses have a value of 50 marks and 2 unit courses have a value of 100 marks. A student's HSC mark for 2 unit courses will be reported on a scale of 50 to 100. A mark of 50 will represent the minimum standard expected. If a student achieves the minimum standard expected in a course they will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement

Schools are required to submit an Internal Assessment Mark for student achievement in all courses. The Internal Assessment Mark will be based on the student's performance in assessment tasks that they have undertaken during the course.

The Internal Assessment Mark for each course will contribute to 50% of the student's HSC Mark for that course. The remaining 50% will be obtained from the mark achieved in the HSC examination.

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



## 1.9 Reporting in the HSC

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

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

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

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

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

## 1.10 The Australian Tertiary Admission Rank (ATAR)

The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of a student's overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated on behalf of the universities and released by the University Admission Centre (UAC). **It is important to note that the ATAR is a rank, not a mark, and is designed only to be used for tertiary selection.**

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

To be eligible for an ATAR, NSW students must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include:

- 10 units of Board Developed courses
- 2 units of English
- Three Board Developed courses of 2 units or greater
- Four subject areas

The ATAR is based on the student's scaled marks in 10 units of ATAR courses, which will include the best 2 units of English and the best 8 from the remaining courses.

**Note that the ATAR scaling process should not be used to inform student subject choices.** This can be misleading. Choosing subjects which provide the best balance of interest, challenge and realism is the best pathway for maximising a student's ATAR.

For more information about how the ATAR is calculated, see the information on p. 9-10 of the [Steps To Uni for Year 10 Students](#) booklet from UAC and the additional information at [www.uac.edu.au/atar](http://www.uac.edu.au/atar).



## SECTION TWO: SUBJECT SELECTION

### 2.1 Introduction

The process of subject selection for Year 11 in 2025 leading on to the 2026 Higher School Certificate is very significant. Students are encouraged to gather information about course options and to seek the wisdom and experience of teachers as they make choices about their pattern of study over the next 2 years.

We again emphasise that students try to select a course load that balances the three important factors discussed earlier: **interest, challenge and realism**.

To assist with making good choices students need to:

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

### 2.2 Subject Selection Timeline

#### **Tuesday 30th July**

- Year 10 Subject Information Presentation for Students
- Careers Expo
- Subject Selection Expo at school.
- The Subject Information Handbook will be emailed to all Year 10 students and parents and will be uploaded to the College website.

#### **Wednesday 31st July**

- 5:30pm Subject Selection and HSC information Presentation for Parents/Guardians
- Mrs Tanya Huish and Mr Ben McCrae will be available for questions during Parent, Teacher and Student Interviews

#### **Monday 5th August**

- Pathway Interviews
- First round of subject selections will open

#### **Monday 12th August**

- First round of subject selections will close

#### **Monday 26th August**

- Course Confirmation Sessions

#### **Start of Term Four**

- An email will be sent to all students and parents confirming their subject selections for 2025

## 2.3 Summary of Subjects Offered at EAC

Area	Course	Units	Years	Course Type	Notes
English	English Standard	2	11 & 12	Board Developed	Students cannot enrol in both English Standard and English Advanced
	English Advanced	2	11 & 12	Board Developed	
	English Studies	2	11 & 12	Board Developed	Exam Optional (required for ATAR)
	English Extension 1	1	11 & 12	Board Developed	Only available to Advanced English students
	HSC English Extension 2	1	12 only	Board Developed	Only available to English Extension 1 students
Creative Arts	Drama	2	11 & 12	Board Developed	
	Music 1	2	11 & 12	Board Developed	
	Photography, Video and Digital Imaging	2	11 & 12*	Content Endorsed	Not ATAR eligible. *May be offered in Year 12 subject to student numbers.
	Dance	2	11 & 12	Board Developed	
	Visual Arts	2	11 & 12	Board Developed	
Human Society and Its Environment	Ancient History	2	11 & 12	Board Developed	
	Business Studies	2	11 & 12	Board Developed	
	Economics	2	11 & 12	Board Developed	
	Society & Culture	2	11 & 12	Board Developed	
	Legal Studies	2	11 & 12	Board Developed	
	Modern History	2	11 & 12	Board Developed	
	HSC History Extension	1	12 only	Board Developed	Only available to HSC Ancient and Modern History students
	Work Studies	2	11 & 12*	Content Endorsed	Not ATAR eligible *May be offered in Year 12 subject to student numbers.
Languages	Japanese (Continuers)	2	11 & 12	Board Developed	
	Japanese (Beginners)	2	11 & 12	Board Developed	
VET	Hospitality	2	11 & 12	Board Developed	Exam Optional (required for ATAR)

Area	Course	Units	Years	Course Type	Notes
Mathematics	Mathematics Standard	2	11	Board Developed	
	Mathematics Standard 1	2	12	Board Developed	Exam Optional (required for ATAR)
	Mathematics Standard 2	2	12	Board Developed	Students cannot enrol in both Standard Mathematics and Advanced Mathematics.
	Mathematics Advanced	2	11 & 12	Board Developed	
	Mathematics Extension 1	1	11 & 12	Board Developed	Only available to Advanced Mathematics students
	Mathematics Extension 2	1	12 only	Board Developed	Only available to Mathematics Extension 1 students
PDHPE	Health and Movement Science	2	11 & 12	Board Developed	
	Community and Family Studies	2	11 & 12	Board Developed	
	Sport, Lifestyle and Recreation	2	11 & 12*	Content Endorsed	Not ATAR eligible *May be offered in Year 12 subject to student numbers.
Science	Biology	2	11 & 12	Board Developed	
	Chemistry	2	11 & 12	Board Developed	
	Physics	2	11 & 12	Board Developed	
	Investigating Science	2	11 & 12	Board Developed	
	Science Extension	1	12 only	Board Developed	Only available to students who are already studying one of the other Science courses.
Technology and Applied Science	Engineering Studies	2	11 & 12	Board Developed	
	Food Technology	2	11 & 12	Board Developed	
	Enterprise Computing	2	11 & 12	Board Developed	
	Industrial Technology Multimedia	2	11 & 12	Board Developed	Students can only study 2 units of Industrial Technology
	Industrial Technology Timber	2	11 & 12	Board Developed	

A detailed outline for each of the courses listed follows in Section 3.

***Please note all offerings may not run.***

***Those subjects with the most student interest will be prioritised.***

## 2.4 Studying Courses with External Providers

Students are able to access a broad range of courses offered by NESA Registered and Accredited Providers in order to broaden their Pattern of Study. This includes EVET Courses, Distance Education and Traineeships.

Students can elect to enrol in a 2 unit course provided by an External Provider but must ensure that at all times more than 50% of their Pattern of Study consists of courses delivered by the College.

Students seeking learning and assessment materials or advice about course content and requirements must liaise directly with the teacher of the course and the External Provider delivering the course. This includes when a student may be undertaking a course externally that is currently offered by the College.

Students must note that the College has no involvement in the assessment policies, procedures and requirements relating to externally delivered courses. The College will support students with advice and administrative requirements of externally provided courses where appropriate.

Students are advised to ensure they understand the assessment policies, procedures and requirements relating to courses undertaken externally. This advice will be available from the External Provider. In particular, students are to note that each External Provider will have its own procedures relating to special consideration, illness and misadventure. A student seeking special consideration for a course component relating to an externally provided course, must deal directly with the External Provider. EAC has no role or jurisdiction in relation to the requirements of externally delivered courses.

Each External Provider will provide the student with formal reports detailing the student's achievement in the Course. The College does not report on student progress in externally delivered courses and does not provide awards for achievement in such courses. If reports and awards are delivered to the College, they will be passed onto the student.

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

## 2.5 Course Levies and Charges

It is important for students and families to consider the relevant costs associated with the courses they select as part of the pattern of study.

Subject levies related to courses offered by the college in 2024 can be viewed in the [2024 Fees Schedule](#) on the College website. These are subject to change in 2025.

All External Providers charge course fees.

- Distance Education Fees in 2024 were \$800 per course per year
- EVET courses can range from \$1000 to \$6000 per year. Some government subsidies are available but families will still be responsible for at least 32% of the total course cost. Government subsidies are only available for one course. Full fees are paid on additional courses.

Please contact the Pathways and Partnerships Student Support Officer Mr Ben McRae at [bmcr@eac.nsw.edu.au](mailto:bmcr@eac.nsw.edu.au) for further detail.

## 2.6 Useful Resources

**NESA's web site:**

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

**TAFE web site:**

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

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

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

**UAC *Steps To Uni for Year 10 Students* booklet:**

<https://www.uac.edu.au/assets/documents/year-10/year-10-booklet-2027.pdf>

**Southern Cross School Distance Education Centre:**

<https://sthcrossc-d.schools.nsw.gov.au/>

**NSW School of Languages:**

<https://nwschoollang.schools.nsw.gov.au/>

## SECTION THREE: COURSE CONTENT OUTLINES

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

- Course structure
- Course description
- Main topics covered
- Assessment requirements
- Post school opportunities

A detailed overview of all courses offered at EAC follows.



## Ancient History

### Course Structure

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

### Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of history. A wide variety of interesting options are available for study to provide students with a fast paced and engaging study of the ancient world. It is not just a study of the past, history is highly relevant to the world we live in today. Important skills are developed in regard to research, independent learning, collaboration and searching for answers. So much more than writing essays, Ancient History is a platform for discovery and self directed learning.

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

### Main Topics Studied

The Year 11 course comprises three sections.

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

The Year 12 course comprises four sections.

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

### Assessment Requirements

For the Year 11 and HSC courses students will complete a range of assessment tasks with a balance between source-based skills, historical inquiry and self directed authentic research. Focus is on developing skills in both collaborative learning and thinking interdependently.

### Post School Opportunities

The study of Ancient History provides students with knowledge, understanding and skills that are easily transferable to other fields of study and form a valuable foundation for a range of courses at university and other tertiary institutions. They are 'real world' skills that can also be applied in the workforce and in particular, skills in communication and collaboration can be valuable in public relations, marketing, politics and business.





## Biology

### Course Structure

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

### Course Description

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



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

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

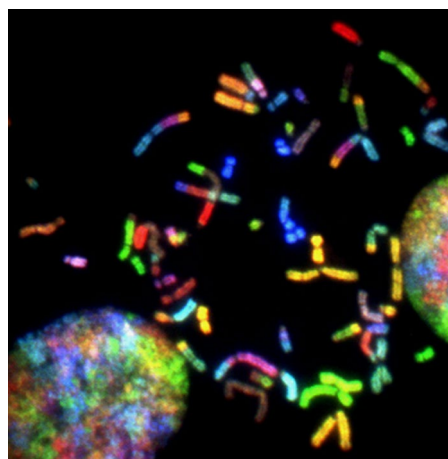
### Main Topics Studied

The Year 11 course incorporates the study of:

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

The Year 12 course incorporates the study of:

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



### Assessment Requirements

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

### Post School Opportunities

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



## Business Studies

### Course Structure

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

### Course Description

Business Studies encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Students also investigate business planning and use a range of information to assess and evaluate business performance. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.



### Main Topics Studied

#### Year 11

- Nature of business
- Business management
- Business planning

#### Year 12

- Operations
- Marketing
- Finance
- Human Resources

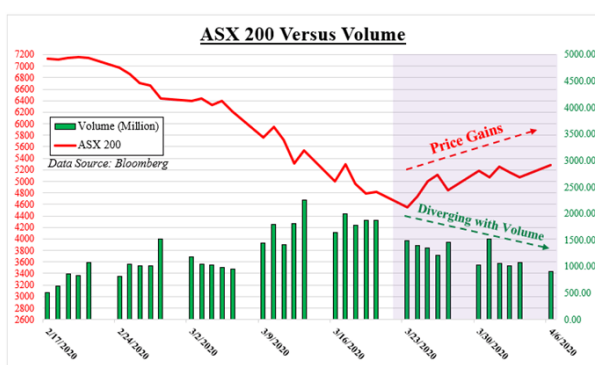


### Assessment Requirements

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

### Post School Opportunities

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



## Chemistry

### Course Structure

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

### Course Description

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



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

### Main Topics Studied

The Year 11 course incorporates the study of:

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

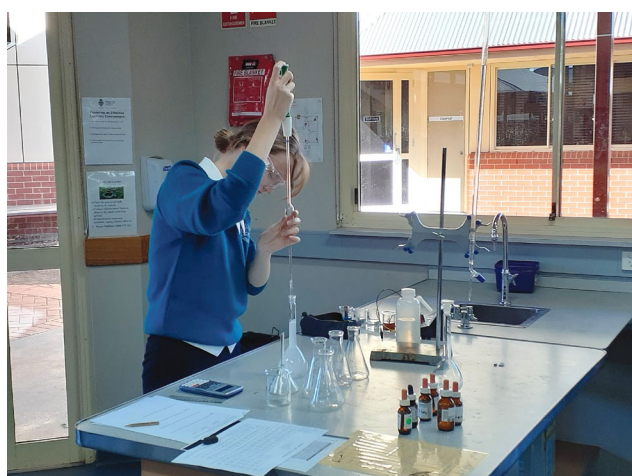
The Year 12 course incorporates the study of:

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



### Assessment Requirements

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



### Post School Opportunities

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



## Community and Family Studies

### **Course Structure**

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

### **Course Description**

The course 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.



Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

### **Main Topics Studies**

The Year 11 course incorporates the study of:

#### Core Topics

- Resource Management
- Individuals and Groups
- Families and Communities

#### Year 12

#### Core Topics

- Research Methodology
- Groups in Context
- Parenting and Caring

#### Optional Component

- Students study one of the following:
  - Family and Societal Interactions
  - Social Impact of Technology
  - Individuals and Work



### **Assessment Requirements**

Students are required to complete a range of assessment tasks including: Oral presentations, Independent Research Project (IRP), Case Studies and Examinations.

### **Post School Options**

The study of Community and Family Studies Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions including Family Law, Social Justice, Nursing, Child Care, Teaching, Counselling, Psychology and Support Work.

## Dance

### Course Structure

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

### Course Description

Dance in Stage 6 is designed for students to experience, understand and value dance as an artform through the study of the performance, composition and appreciation of dance. In Dance Stage 6, students are able to study dance as a unique artform in which the body is the instrument for non-verbal communication and expression. The study of dance as an artform within the school environment is of special educational value to the students' total development, as it offers students new ways of learning through the performance, composition and appreciation of dance. The Dance Stage 6 course is designed for students who have completed the Dance 7–10 Syllabus, for those with other previous dance experience and for those who are studying dance for the first time.

### Main Components Covered

#### Year 11

120 indicative hours  
All components to be completed — 100% of total course time

Core Performance	40%
Core Composition	20%
Core Appreciation	20%
Core Additional	20% to be allocated by the teacher to suit the specific circumstances/context of the class



#### Year 12

120 indicative hours

Core Performance	20%
Core Composition	20%
Core Appreciation	20%
Major Study	40%

Major Study: One to be completed — 40% of total course time

Major Study Performance 40%	OR	Major Study Composition 40%	OR	Major Study Appreciation 40%	OR	Major Study Dance and Technology 40%
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### Assessment Requirements

School Based Assessment - Students will complete three assessment tasks in Year 11 and four in Year 12 including a Trial HSC Examination. These will be developed to cover the different components of the course as outlined above.

HSC Examination - They will be required to complete a Major Study in their selected area and complete an examination, a composition and a performance as part of the Core Study.

### Post School Options

The Dance Stage 6 course equips students with life skills while also providing continuity with many tertiary and industry courses. Students who study the Dance Stage 6 course acquire skills and knowledge that give them access to professional employment in dance, the performing arts and the entertainment and leisure industries.

## Drama

### Course Structure

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

### Course Description

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

### Main Topics Studied

#### Year 11 Course Content

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

#### HSC Course Content

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



### Assessment Requirements

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

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

### Post School Opportunities

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



## Economics

### Course Structure

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

### Course Description

Year 11 is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Two key markets, the labour market and the financial market, are examined in detail.



Year 12 focuses on the management of an economy and is therefore essentially macroeconomic in nature. It investigates the impact of the global economy on the Australian economy and the link between economic issues and the management of an economy, with specific reference to the Australian economy.

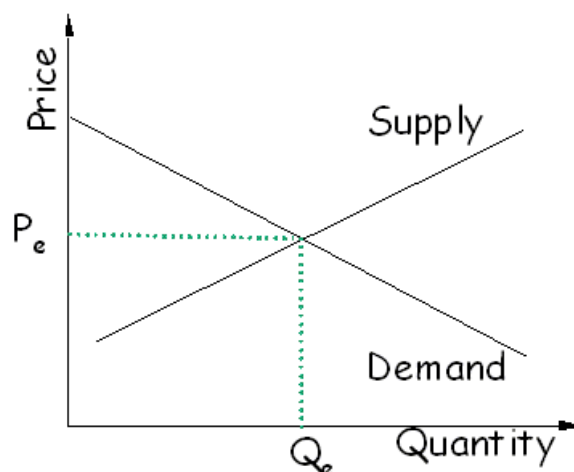
### Main Topics Studied

Year 11:

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

Year 12:

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



### Post School Opportunities

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





## Engineering Studies

### Course Structure

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

### Course Description

The Engineering Studies Stage 6 Syllabus is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team. Engineering application modules develop knowledge and understanding of engineering concepts and impacts through the study of engineered products. Engineering focus modules develop knowledge and appreciation of the role of engineers by studying the nature of the engineering profession and emphasising the scope of engineering activities in a given field.



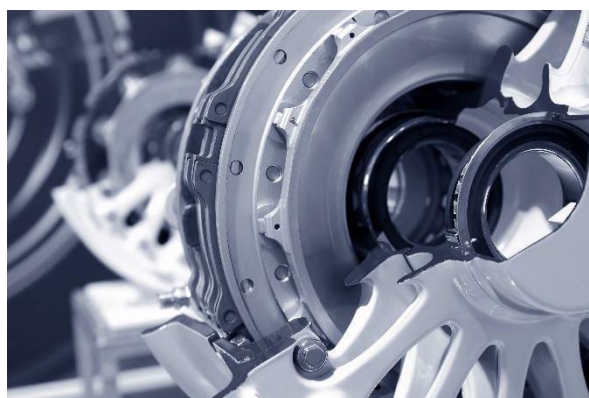
### Main Topics Studied

Year 11:

- Engineering fundamentals
- Engineered products
- Braking systems
- Biomedical engineering

Year 12:

- Civil structures
- Personal and public transport
- Aeronautical engineering
- Telecommunications engineering



### Assessment Requirements

In Year 11 there will be three assessment tasks and in Year 12 there will be four assessment tasks. Students will complete a range of assessments, including engineering reports and examinations, with a balance between the assessment of knowledge and understanding of course content and the assessment of knowledge and skills in research, problem solving and communication related to engineering practice.



### Post School Opportunities

Students undertaking Engineering Studies Stage 6 will have the opportunity to follow a number of pathways. These include tertiary study, vocational education and training, and the world of work. For those following a pathway of further study, the insight and experience associated with a study of engineering will be beneficial in their presumed knowledge of the area of study. Students entering into the world of work will benefit from understanding what engineers do, as the work of engineers affects us all.

## English

### Course Structure

All students at Emmanuel Anglican College must complete English as a 2 unit course that is studied in both Year 11 and Year 12. For their compulsory English studies, they can choose from:

- English Advanced
- English Standard
- English Studies.



Optional extension studies consist of the following, available to students studying English Advanced:

- Extension English 1 (1 unit), offered in both Year 11 and Year 12.
- Extension English 2 (1 unit), offered in Year 12.



### Course Descriptions

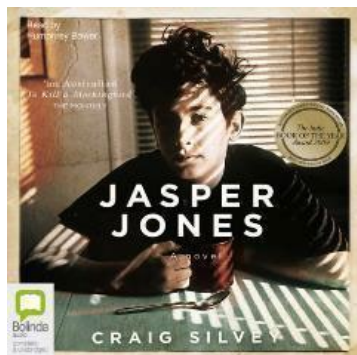
The study of English in Stage 6 develops in students an understanding of literary expression and nurtures an appreciation of aesthetic values. It develops skills to enable students to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect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

### English Studies

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



The English Studies course is for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training. It can count towards an ATAR if students sit the optional HSC Examination.



### Standard English

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.



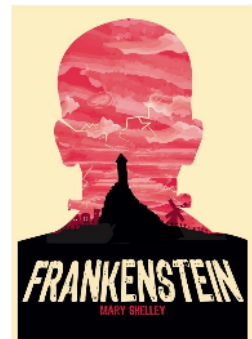
### Advanced English

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

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

### English Extension 1

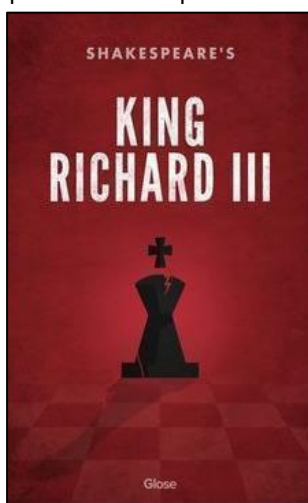
The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range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



### English Extension 2

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

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



**Please note, students should consider university prerequisites when making choices regarding the level of English they choose to study.**





## Enterprise Computing

### Course Structure

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

### Course Description

Students develop an understanding of how computing technologies can be harnessed to provide compelling user interaction and efficient access to information that supports commercial, industrial, social, and environmental initiatives. Students perform project work and apply their knowledge and skills in interactive media and the user experience, networking systems and social connections, cybersecurity principles, data science, data visualisations, and intelligent systems.



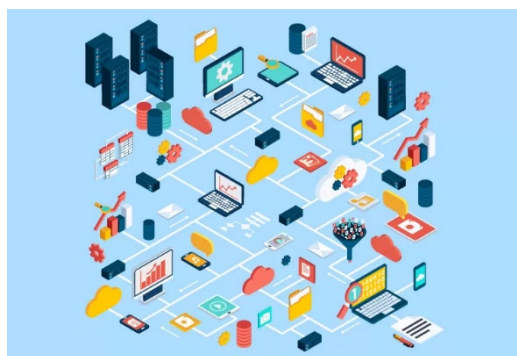
### Main Topics Studied

Year 11:

- Interactive media and the user experience
- Networking systems and social computing
- Principles of cybersecurity

Year 12:

- Data science
- Data visualisation
- Intelligent systems
- Enterprise project



### Assessment Requirements

Students will complete a variety of project based assessments, requiring them to solve real life scenarios. They will be required to create a relational database, construct a website for a local business and undertake written examinations and tests.

### Post School Opportunities

Enterprise Computing stage 6 empowers students with a comprehensive understanding of technology and its influence on the world around us across all facets of life work, personal and leisure. Through hands-on experience, students will learn to solve real-world problems using digital tools and processes, while also being mindful of the social, ethical, and legal implications.

Enterprise computing is a buzzword that refers to business-oriented information technology critical to a company's operations. Whether you are interested in starting your own business or just working in one it is a fundamental advantage to understand how the technology works best for the business requirements.



## Food Technology

### Course Structure

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

### Course Description

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



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

### Main Topics Studied

Year 11:

- Food Availability and Selection
- Food Quality
- Nutrition

Year 12:

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



### Assessment Requirements

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

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

### Post School Opportunities

University study - food technology, health and nutrition, applied science, food safety. TAFE – hospitality certificates. Obtaining work in the food and hospitality industry.

## Health and Movement Science

### Course Structure

Emmanuel Anglican College offers Health and Movement Science (HMS) as a 2-unit course studied in Year 11 and Year 12.

### Course Description

Health and Movement Science aims to develop in each student a capacity to think about and act critically regarding key issues related to health and movement. The course enables them to make informed decisions that contribute to healthy and active lifestyles for individuals and communities and support wellbeing.



The Year 11 course comprises four components, and students must study all of these. Year 11 is organised into two focus areas: (1) Health for individuals and communities and (2) The body and mind in motion. Plus, (3) Depth Studies and (4) Collaborative Investigation components also need to be studied, enabling further development of skills in collaboration, analysis, communication, creative thinking, problem-solving, and research that underpin the syllabus content.

The Year 12 course comprises three components, and students must study all of these. Year 12 is also organised into two focus areas: (1) Health in an Australian and global context and (2) training for improved performance. Plus, students engage with two Depth Studies (3).

### Main Topics Studied

#### Year 11:

- Focus Areas (80 hours)
  - Health for individuals and communities (40)
  - The body and mind in motion (40)
- Depth Studies (20 hours)
- Collaborative Investigation (20 hours)

#### Year 12:

- Focus Areas (90 hours)
  - Health in an Australian and global context (45)
  - Training for improved performance (45)
- Depth Studies (30 hours)

### Assessment Requirements

Students must complete various assessment tasks, including Oral presentations, Biochemical Analysis, Research Reports, Creation of Training Programs, Case Studies and Examinations.

### Post School Opportunities

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





## History Extension

### **Course Structure**

Emmanuel Anglican College offers History Extension for study in Year 12. History Extension is a 1 unit course studied in Year 12. Students who wish to include History Extension as part of their pattern of study, must be studying Ancient or Modern History. This course is recommended to students who have a deep love for learning about history and wish to enhance their critical and reflective thinking. This course strongly appeals to students who appreciate the challenge of grappling with different areas of debate.



### **Course Description**

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

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

### **Main Topics Studied**

The Year 12 course comprises two sections.

- Constructing History: Key questions and case studies including options such as JFK, Witch Hunts and Trials, Cleopatra and many others
- History Project (undertaken simultaneously in an area of student interest)

### **Assessment Requirements**

Students will complete a range of assessment tasks with a balance between the assessment of knowledge and understanding of course content, source-based skills, historical inquiry and research and communication of historical understanding. The History Project (Essay) allows students to be more autonomous and drive their own learning in an area of interest in consultation with the teacher.

### **Post School Opportunities**

The History Extension course lays a foundation for such tertiary study by raising awareness of these issues and facilitating the transfer of higher-order thinking skills from one area of study to another. The skills developed are practical and easily transferable to other tertiary courses or areas of employment.





#### Course Structure

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

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

#### Course Description

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

#### Main Topics Studied

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



#### Assessment Requirements

Competency based assessment. Compulsory attendance and participation in class functions and activities. Assessment includes teacher observations of student performance, quizzes, portfolios, research tasks, presentations and classwork. Optional HSC Examination to attain units for an ATAR.

#### Post School Opportunities

Apprentice chef. TAFE – further hospitality qualifications. Obtaining casual or full-time work in the Food and Hospitality Industry. Kitchen hand, barista, food attendant and bar attendant.

#### Cost

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

## Industrial Technology Multimedia

### Course Structure

Emmanuel Anglican College offers Industrial Technology Multimedia as a 2 unit course that is studied in both Year 11 and Year 12. **Note: IT Multimedia cannot be studied in conjunction with IT Timber.**

### Course Description

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

The Focus Area of this stream is Multimedia.

### Main Topics Studied

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

Throughout the course students will:

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



Adobe



### Assessment Requirements

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



## Industrial Technology Timber Products and Furniture Technologies

### Course Structure

Emmanuel Anglican College offers Industrial Technology Multimedia as a 2 unit course that is studied in both Year 11 and Year 12. **Note: IT Timber cannot be studied in conjunction with IT Multimedia**

### Course Description

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



The Focus Area of this stream is Timber Products and Furniture Technologies.

### Main Topics Studied

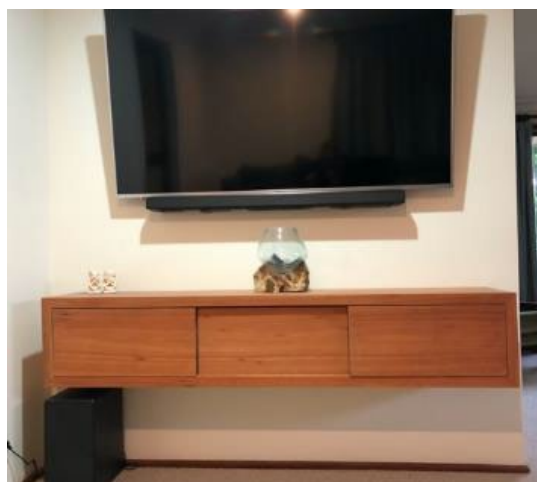
Industrial Technology is designed to develop in students a knowledge and understanding of the multimedia industry and its related technologies with an emphasis on design, management and production through practical applications.

Throughout the course students will:

- Learn about and use various timbers
- Learn about and use appropriate tools, processes and machinery for timber
- Study the organisation and management of a timber business
- Learn about project management
- Design and plan timber projects

### Assessment Requirements

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





## Investigating Science

### Course Structure

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

### Course Description

Investigating Science is a course that promotes active inquiry and explores key scientific concepts, models, and phenomena. It focuses on developing students' understanding of scientific processes and their skills in pursuing, creating, and evaluating scientific ideas. The course emphasises the importance of scientific research and encourages students to design and conduct their own investigations.

The course is designed to enhance students' understanding of the nature, practice, applications, and influences of science. It promotes critical thinking, problem-solving, and the ability to communicate scientific ideas effectively. By engaging with various scientific methodologies, students develop a deeper appreciation for the role of science in society and its potential to address contemporary issues.

### Main Topics Studied

The Year 11 course incorporates the study of:

- Module 1: Cause and Effect - Observing
- Module 2: Cause and Effect - Inferences and Generalisations
- Module 3: Scientific Models
- Module 4: Theories and Laws

The Year 12 course incorporates the study of:

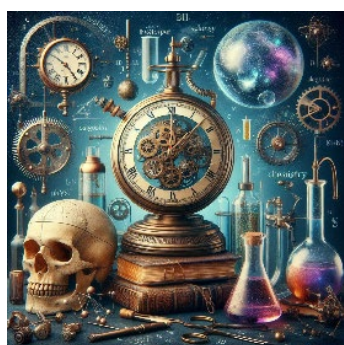
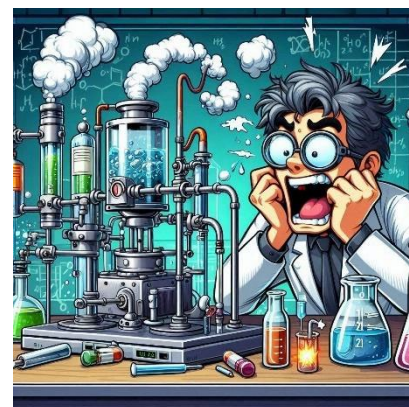
- Module 5: Scientific Investigations
- Module 6: Technologies
- Module 7: Fact or Fallacy?
- Module 8: Science and Society

### Assessment Requirements

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

### Post School Opportunities

The Investigating Science course provides students with valuable skills in scientific inquiry, critical thinking, and problem-solving that are applicable to a wide range of careers. These skills are particularly valuable in fields such as scientific research, applied science, data analysis, science communication, and science education. The course also provides a strong foundation for further studies in any scientific discipline at the tertiary level.



## Japanese

### Course Structure

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

### Japanese Continuers (For students who have studied Japanese in Stage 5)

#### Course Description

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

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

#### Main Topics Studied

There are three prescribed themes:

- The individual
- The Japanese-speaking community
- The changing world



### Japanese Beginners (For students who have not studied Japanese in Stage 5)

#### Course Description

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics covered provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

#### Main Topics Studied

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

#### Assessment Requirements

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



## Legal Studies

### **Course Structure**

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

### **Course Description**

Legal Studies provides students the opportunity to explore Australia's legal system through open discussions of contemporary issues that are shaping our world today. Students' knowledge and understanding is developed through the study of national and world events, criminal case studies, and vulnerable groups in society. Examples of areas which may be studied include Lindt Cafe Siege, Children and the Law, sexual consent laws and the legal implications of the #MeToo movement. Students are also introduced to fundamental legal concepts such as equity, justice and the rule of law but are also encouraged to consider broader themes such as social justice, morality and the effectiveness of the law.



### **Main Topics Studied**

In Year 11 students learn about the Australian and NSW legal systems, including the sources of our laws, law reform, the court system and the rights and responsibilities of individuals. In Year 12 students' study two compulsory units titled Crime and Human Rights as well as two options chosen from any of the following options: Consumers, Global Environmental Protection, Family, Indigenous Peoples, Shelter, Workplace and World Order. There is also an opportunity for students to see the law in action when they visit the courts.

### **Assessment Requirements**

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

### **Post School Opportunities**

Students acquire a range of transferable skills including research and communication skills, essay writing skills, formulating opinions, appreciating different viewpoints, evaluation skills, problem solving and the ability to advocate for people and causes.

Awareness of the law creates better informed members of society, and a knowledge of the legal system is increasingly important in the workplace. Job opportunities include, but are not limited to, working in law, business, government and social work.





## Mathematics

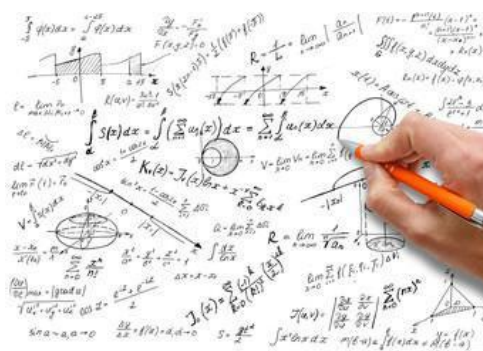
### Course Structure

Emmanuel Anglican College offers two 2 unit courses in Mathematics that are studied in both Year 11 and Year 12:

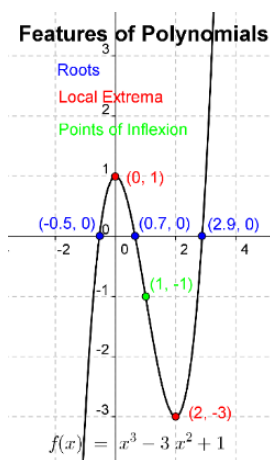
- Advanced Mathematics
- Standard Mathematics (Year 11)
- Standard Mathematics 1 & 2 (Year 12)

Optional extension studies consist of the following, available to students studying Advanced Mathematics:

- Mathematics Extension 1 (1 unit), offered in both Year 11 and Year 12
- Mathematics Extension 2 (1 unit), offered in Year 12



### Features of Polynomials



### Assessment Requirements

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

### Post School Opportunities

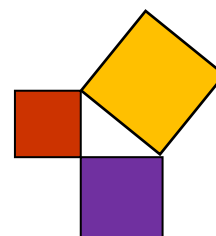
All the mathematics courses provide a strong foundation for students who wish to enter occupations that require the use of a variety of mathematical and statistical techniques. The study of the higher level Mathematics and Mathematics Extension courses have particular relevance to careers in Science,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

**Please note, students should consider university prerequisites when making choices regarding the level of mathematics they choose to study.**

### Course Descriptions

#### Standard Mathematics

Standard Mathematics enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling. Students use these models to solve problems related to their present and future needs. In Year 12 students can choose Standard Mathematics 1 or 2. We do not guarantee that both courses will run as it is dependent on final numbers.

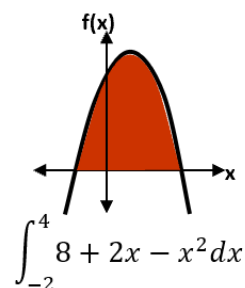


Main Topics Studied	
Year 11	Year 12
<b>Algebra</b> <ul style="list-style-type: none"> <li>• Formulae and Equations</li> <li>• Linear Relationships</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>• Applications of Measurement</li> <li>• Working with Time</li> </ul> <b>Financial Mathematics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



## Advanced Mathematics

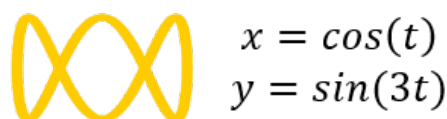
Advanced Mathematics is a basic calculus based course aimed at students who demonstrate a general mastery of all skills covered in Stage 5 Mathematics. This course is sufficient for further studies in mathematics as a minor discipline at the tertiary level, in support of such courses as commerce, economics,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



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

## Mathematics Extension 1

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



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

## Modern History

### Course Structure

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

### Course Description

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



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

### Main Topics Studied

The Year 11 course comprises three sections:

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

The Year 12 course comprises four sections:

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



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



### Assessment Requirements

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

## Music 1

### Course Structure

Emmanuel Anglican College offers Music 1 as a 2 unit course that is studied in both Year 11 and Year 12.

### Course Description

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



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

### Main Topics Studied

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

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



### Assessment Requirements

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

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

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



### Post School Opportunities

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

## Photography, Video and Digital Imaging

### Course Structure

Emmanuel Anglican College offers Photography, Video and Digital Imaging as a 2 unit course. This is a Content Endorsed Course and will not count towards the attainment of an ATAR.

### Course Description

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

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

### Main Topics Studied

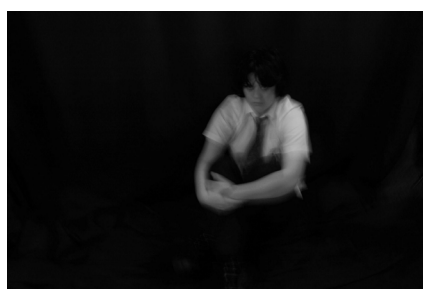
Year 11 students' complete modules selected from the three broad fields of Photography, Digital Imaging, and Video. Modules include Health and Safety, Introduction to the Field, Developing a Point of View, Traditions, Conventions, Styles and Genres, Manipulated Forms, The Arranged Image, Temporal Accounts,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

### Assessment Requirements

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

### Post School Opportunities

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





## Physics

### Course Structure

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

### Course Description

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

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

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

### Main Topics Studied

The Year 11 course incorporates the study of:

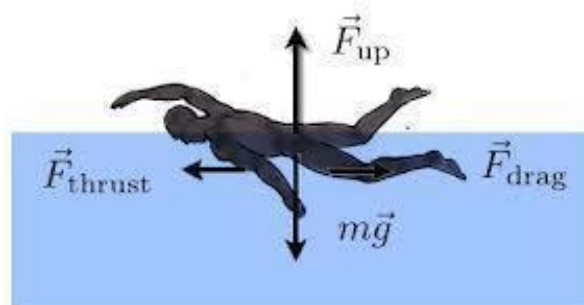
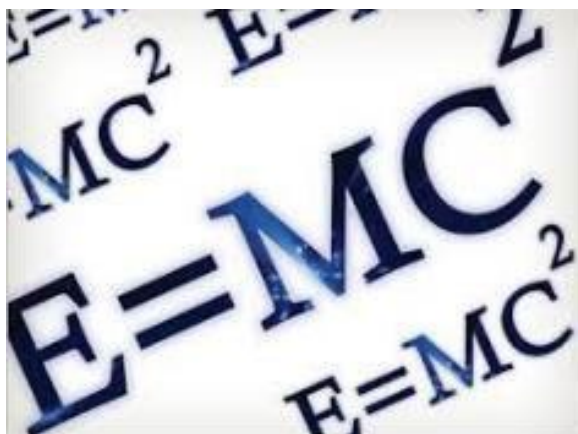
- Module 1: Kinematics
- Module 2: Dynamics
- Module 3: Waves and Thermodynamics
- Module 4: Electricity and Magnetism

The Year 12 course incorporates the study of:

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

### Assessment Requirements

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



### Post School Opportunities

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



## Society and Culture

### Course Structure

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

### Course Description

Society and Culture promotes students' awareness of the cultural continuities and changes within societies and cultures. It encourages students to manage their own learning, including opportunities to experience working within teams. In allowing students to study in areas of direct relevance to their lives, Society and Culture contributes greatly to the promotion of lifelong learning, providing opportunities for students to acquire a range of skills to support such learning. The study of Society and Culture prepares students for adult life by developing knowledge, understanding, skills and other qualities associated with effective citizenship at local, national, regional and global levels. In so doing, it forms a basis for moving towards a more just society through positive participation in community life and attaining social and cultural literacy.

### Main Topics Studied

The Year 11 course comprises of:

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

The Year 12 course comprises of:

- Core
- Personal Interest Project
- Social and Cultural Continuity and Change

- Depth studies

TWO to be chosen from the following:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Nonconformity



### Assessment Requirements

Students will complete a range of assessment tasks with a balance between knowledge and understanding of course content, application of social and cultural research methods and communication of ideas and issues in collaborative and creative formats.

Society and Culture students must each undertake, on an individual basis, a Personal Interest Project worth 40% of the HSC examination mark. The PIP requires students to select a suitable topic related to the course, develop and apply appropriate research methods and submit a completed project containing the required components. Development of the PIP may commence from the beginning of the HSC course.



## Sport, Lifestyle and Recreation

### Course Structure

Emmanuel Anglican College offers Sports, Lifestyle and Recreation (SLR) as a 2 unit course. This is a Content Endorsed Course and will not count towards the attainment of an ATAR.

### Course Description

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

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

### Course Structure

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

The modules in SLR are:

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



### Assessment Requirements

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



### Post School Opportunities

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



## Visual Arts

### **Course Structure**

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

### **Course Description**

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



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

### **Main Topics Studied**

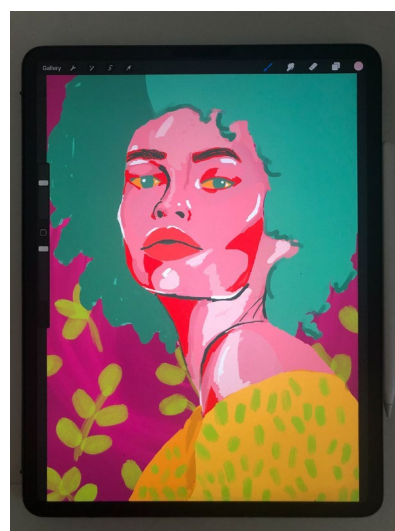
Year 11 students' complete studies of Modernism, Post Modernism, and Contemporary Australian Art.

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

### **Assessment Requirements**

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

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



### **Post School Opportunities**

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





## Work Studies

### **Course Structure**

Emmanuel Anglican College offers Work Studies as a 2 unit course. This is a Content Endorsed Course and will not count towards the attainment of an ATAR.

### **Course Description**

The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

The Work Studies course assists students to:

- recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- develop an understanding of the changing nature of work and the implications for individuals and society
- undertake work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

### **Modules which may be studied include:**

- My Working Life (Compulsory Core Module)
- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues
- Self-Employment
- Team Enterprise Project
- Experiencing Work



### **Assessment Requirements**

Students will be assessed in a variety of ways which could include:

- records of the achievement of workplace skills
- research reports
- work placement logbook
- individual and group presentations and reports
- portfolios of students' work prepared over time
- in-class tests
- multiple-choice and short answer tests
- written and/or oral reports related to work placements or other work experiences in the community or excursions.

The development of workplace skills in Work Studies may occur in the context of class work, work placements, work experience, casual work, volunteer work, community projects, business competitions or participation in school and business links. There is no external examination.