



Green Point
Christian College

Equipped for Life



Years 11-12

Senior Courses

2022

Contents

Welcome	3
Introduction	4
Higher School Certificate Structure	5
Course Information	6
Pathways to Getting an HSC	11
HSC Requirements	12
Choosing Courses	14
Assessment	15
Subject Arrangement – Some Examples	15
H S C Portfolio	17
Subject Choices	22
Board Developed Courses	23
HSC Course Notes	25
Content Endorsed Courses	25
TVET Courses	26
Courses	27
General Information	28
Aboriginal Studies	29
Ancient History	30
Biology	32
Business Studies	34
Chemistry	35
Community and Family Studies	36
Drama	37
Economics	38
English	39
Food Technology	40
French Beginners	41
Geography	42
Hospitality	43
Industrial Technology – Timber Products and Furniture Technologies	45
Legal Studies	46
Mathematics	47
Modern History	49
Music	50
PDHPE	51
Photography, Video and Digital Imaging	52
Physics	53
Society and Culture	54
Software Design and Development	55
Sport, Lifestyle and Recreation	56
Studies of Religion	57
Textiles and Design	58
Veta Morphus (Certificate III in Christian Ministry and Theology)	59
Visual Arts	60
Subject Preferences for Year 11	61
Submitting your Subject Preferences for Year 11	62
Possible Year 11 Subjects	65
Intention Not to Return for Years 11 and 12	66

Welcome

Dear Parents/Carers,

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

We understand that this is also a time of growing responsibility as well as a greater commitment to learning. As your child begins on this journey towards the HSC, we encourage them to enter into Year 11 with a focus on their responsibilities as a student, to you as parents, to other students and to their teachers. As a community we have a responsibility to ensure the growth and well-being of all students within our community. As part of this process, each year we run compulsory Year 10 Interviews which involves a discussion with staff member, students and their parents, investigating the student's strength and future direction to help us gauge their needs, goals and directions in entering this two year road to the HSC.

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

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

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

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

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

With warm regards,

Peter McLellan
Head of Secondary

Introduction

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

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

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

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

Education is more than learning content and skills set down by NSW Education Standards Authority (NESA) syllabi. We have a responsibility, as well, to equip young men and women to live in society. Our College, therefore, will continue to cater for the spiritual development of each child. The real answers in life are found in and through personal relationship with the Lord Jesus Christ.

David Russell
Curriculum Co-ordinator/Student Advisor

SUBJECT CO-ORDINATORS

English	Mrs Jillian McKay	jmckay@gpcc.nsw.edu.au
Mathematics	Mr Troy Kastelan	tkastelan@gpcc.nsw.edu.au
Creative Arts	Mrs Angela Scott	ascott@gpcc.nsw.edu.au
HSIE	Mr Michael Street	michael.street@gpcc.nsw.edu.au
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Biblical Studies	Mr Greg Masters	greg.masters@gpcc.nsw.edu.au
Library	Mrs Nicole Van Wyk	NVanWyk@gpcc.nsw.edu.au

Higher School Certificate Structure

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

1. The Preliminary Courses – Preliminary Courses consist of a core of knowledge, which provides understandings, skills and attitudes, as a general basis for further study. Where Preliminary and HSC Courses exist for a subject, satisfactory completion of the Preliminary Course or its equivalent, is a prerequisite for entry into an HSC Course.
2. The Higher School Certificate Courses - Generally cover the material on which the students will be examined at the Higher School Certificate Examination. For examination purposes, the Preliminary Course is generally regarded as assumed knowledge which has been covered by all candidates. School based assessment for the Higher School Certificate (HSC) is based on the HSC Courses.

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

ACCUMULATION OF HSC

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

ACCELERATION OF HSC

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

RECOGNITION OF PRIOR LEARNING and ADVANCED STANDING

Students may gain credit towards the HSC for certain courses undertaken through TAFE or accredited by the Australian Skills Quality Authority (ASQA), which have been completed before the student embarks on HSC studies.

Students can also be granted advanced standing within a course if they can verify prior completion of aspects of the course to the Principal's satisfaction. This will allow them exemptions from various units of study within the course as is appropriate. Additional modules may need to be studied in some courses in order to meet the number of required hours in such courses.

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

REPEATING A COURSE

If a course is repeated, the most recent result for that course is the one counted towards the Australian Tertiary Admission Rank (ATAR).

Course Information

There are a variety of courses approved for study for the Higher School Certificate:

BOARD DEVELOPED COURSES

These courses are developed by NESA. There is a syllabus for each course. NESA provides information about:

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

All students entered for the HSC who are studying these courses follow the NESA syllabi. Generally, the Board Developed Courses, (apart from Life Skills Courses), are examined externally at the end of the HSC Courses except for English Studies, Mathematics Standard 1 and Curriculum Framework 240 hour VET Courses (Vocational And Education Training Courses) where HSC VET Exams are optional. Within the Universities' guidelines, all of the HSC Board Developed Courses (apart from Life Skills Course) can count towards the calculation of the Australian Tertiary Admission Rank (ATAR). In the case of English Studies, Mathematics Standard 1 and VET Courses (all of these courses are referred to as Category B Courses), students must do the optional HSC Exam for the course to count for the ATAR and at most only one Category B Course can count for the ATAR.

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

The following courses are examples of Board Developed Courses:

Aboriginal Studies	Economics	Geography	Mathematics Advanced	PDHPE
Ancient History	English Advanced	History Extension	Maths Extension	Physics
Biology	English Extension	Hospitality (VET)	Maths Standard 1 & 2	Society & Culture
Business Studies	English Standard	Industrial Technology – Timber	Modern History	Software Design & Development
Community & Family Studies	English Studies	Information Processes & Technology	Music 1 & 2	Studies of Religion 2U
Chemistry	Food Technology	Legal Studies	Music Extension	Textiles & Design
Drama	French Beginners			Visual Arts

Some TVET Courses eg Construction

Only HSC Courses count towards the ATAR. Preliminary courses are not used in calculating the ATAR.

Board Developed Life Skills Courses are available in most subject areas including English, Mathematics, Science, Creative Arts, Human Society and Its Environment, Technology, PDHPE. Life Skills Courses are those designed for students with Special Needs, allowing them to work successfully towards an HSC qualification. More information about Life Skills Courses can be obtained from the Enrichment Department.

BOARD ENDORSED COURSES (BEC)

There are two main types of BEC's – Content Endorsed Courses and School Designed Courses.

Content Endorsed Courses (CECs) - Have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses. Some examples are Photography, Marine Studies, Sport, Lifestyle and Recreational Studies (SLR), Exploring Early Childhood and Veta Morphus (Cert 3 in Christian Ministry and Theology). Many courses delivered by TAFE are Content Endorsed Courses.

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

Some Board Endorsed Courses may only be one year courses. There is no external HSC Examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR.

WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 Unit or 2 Units. Most courses are 2 Units. Each Unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each Unit generally has a value of 50 marks. Hence a 2 Unit course has a value of 100 marks. The following is a guideline outlining the Unit structure of courses.

2 UNIT COURSES

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

1 UNIT COURSES

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

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

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Year 11 Extension Course in these subjects before proceeding to either of the two Year 12 Extension Courses (Extension 1 and/or Extension 2). The Extension 2 Course requires students to work beyond the level of the Extension 1 Course. Extension Courses in History, Music and Languages are offered in Year 12 only. Extension Music can only be studied if the student has been studying the Music 2 Course. Extension Language courses, where available, can only be studied if the student has been studying the Continuers Language Course (not the Beginners Course).

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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

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

Some VET Courses have HSC Exams (eg. 240 hour Hospitality Course and 240 hour Construction Course) – the HSC Exams in these courses are optional. It is necessary to attempt the Exam to have a VET Course count towards the ATAR.

Hospitality is a course offered at Green Point Christian College. It is a Board Developed VET Course. Hospitality is a Category B Course in terms of counting for the ATAR. The Universities will allow students to count at most one Category B Course towards their ATAR. Hospitality involves mandatory work placements which comprise 70 hours of work in the related industry (35 hours for the Year 11 Course and 35 hours for Year 12 Course).

External VET Courses are those offered through TAFE or other private providers, in contrast to internal VET Courses such as Hospitality, which is run by the College. There are many Board Developed or Board Endorsed VET Courses run by external providers. The VET courses run by TAFE for school students are called TVET Courses, (that is TAFE VET courses). While there is some funding available from the Government for VET Courses that are provided by TAFE or other external Private Providers, **it should be noted that Government funding is only available for a student for one such course each year.**

TVET COURSES

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

Please note that while some TVET Courses do count towards the ATAR, many do not.

While students may apply for positions in the TVET Courses, please note that obtaining a place cannot be guaranteed. Some courses are popular and not all students who apply gain entrance while other courses may be cancelled due to lack of demand.

Hairdressing is an example of a TVET course, Tourism, Travel and Events is another. While both these courses are delivered by TAFE, they may not necessarily be offered by the local TAFE campuses. Note that the Distance Education arm of TAFE, known as TAFE Digital, offers some courses online. Hairdressing does not involve a work placement but Tourism, Travel and Events does. More information is available at [TAFE NSW TVET Guide 2022](#)

Courses available at the local TAFE campuses include Construction, Tourism, Electrotechnology, Animal Studies. These run on Tuesday afternoons, the time allocated in our school timetable for students who want to attend on campus TAFE courses.

Online courses available at TAFE Digital include Animal Studies, Business Services, Design Fundamentals, Early Childhood Education and Care, Accounts Administration, Horticulture, Community Pharmacy, Events, Tourism, and Information, Digital Media and Technology. Other online courses delivered by Northern Region TAFE include Applied Fashion Design and Technology, Real Estate Practice, although these two courses will overlap with some of Tuesday period 3 school classes.

Recently, the NSW Government announced the introduction of a new suite of twenty VET courses to be delivered by TAFE known as the LaunchPad courses. These TVET courses are comprised of virtual classes held via computer once per week, workshops for some courses held on TAFE campuses and Work Placement for all courses. Study of the LaunchPad courses is limited by timetable constraints e.g. some courses involve a 3 hour weekly virtual computer lesson held on Tuesdays from 12:00pm to 3:00pm. The following LaunchPad courses are scheduled to run on Tuesdays from 12:00pm to 3:00pm except the Construction course which starts at 1:00pm.... Courses with online classes and Work Placement: Big Data, Cyber Security, Accounting, Game Design, Web Development, Social Media, Health Administration. The following two courses additionally have workshops held at TAFE: Construction and Virtual Design, Events and Virtual Experiences. More information is available at [TAFE NSW Schools Launchpad - Program for high school students - TAFE NSW](#)

Please note that there is a Tuition Fee involved for students studying TVET Courses. For each student, only one external VET Course is subsidised by the Government. e.g. some students may want to study a TVET course such as Tourism and also a Private Provider VET course such as Interior Design at Whitehouse Institute – only one of these courses will be subsidised by the Government. TVET Courses are run by TAFE on a ‘user pays’ basis. The subsidy only covers part of the course cost. Note the subsidy amount is determined each year. After the Government subsidy is applied, half of the remaining course enrolment cost (note that some courses are more expensive than others) will be paid by the College up to a maximum of \$850 per 2 units. The student’s parents will pay the balance owing. The amount for parents to pay will be added to the student’s fee account. As mentioned earlier, please note that Government funding is only available for one external VET course per year. As external courses have both a cost to the parent and also for the College, the expectation is that for any student who wants to enrol in an external course, the student’s College fee account will be up-to-date and not in arrears.

Course costs vary, but can be quite expensive. A course costing \$2600 with a Government subsidy of \$800 (the amount provided in 2021) would result in a parent contribution of \$800 towards the enrolment cost.

As well as the tuition costs indicated above, some courses have a compulsory work placement component. The Association of Independent Schools (AIS) charges an administration fee for work placements. The fee in 2021 was \$165 per work placement. For students who have compulsory work placements, the AIS fee will be passed on to parents via their College fee account. The fee is a fixed amount and is charged by AIS whether a student finds their own Work Placement or has this organised by a Work Placement Service Provider.

Please also note that a student can withdraw from a TVET Course early in the year without incurring the cost of the course. After the cut off date has occurred, however, the student is committed for the cost of occupying a place in the course. The cut-off date is usually in early February, before TVET classes have commenced. If the student withdraws from the course after the cut-off date, the student will still have incurred the cost of the course. In such a situation, where a student defaults on continuing with a course, the College’s cost for the course may also be passed on to the student’s parents.

****** Please be aware that the TVET course offering list supplied by TAFE is a list of *proposed* courses that may be offered next year. Not all courses will necessarily run. In some instances, courses can be cancelled, affecting students’ planned subject arrangements.

Generally, the local TVET Courses involve attendance at Gosford, Ourimbah or Wyong TAFE campuses. Students in conjunction with their parents will need to arrange their own transport to travel to and from the regular TAFE classes at these 3 campuses.

TVET classes are held at a variety of times. While some TVET courses are also offered by TAFE on Thursday afternoons, students from Green Point Christian College generally only apply for Tuesday courses as this is the day for which time is allocated in the Green Point Christian College timetable for TVET courses that run on the local campuses. It may also be possible to study some TAFE courses running at alternative times if attending is feasible. Online courses studied through TAFE Digital can be studied at any time giving flexibility to students' study arrangements. LaunchPad courses present a difficulty if virtual classes are held when a student's school lessons are also running and where workshop days at TAFE occur on school days.

PRIVATE PROVIDER EXTERNAL VET COURSES

Apart from TAFE, it is possible to study various VET Courses that count towards an HSC study program at private institutions. Some of these courses are run in blocks during school holidays in Sydney. While there are costs for these courses, cost and subsidy arrangements for courses at external private institutions are the same as for those at TAFE, noting that the Government subsidy is limited to only one external VET course. Students attending courses at private institutions will need to arrange their own transport and textbooks. Some examples of Private Provider Courses that have previously been available include Interior Decoration (e.g. through Whitehouse Institute), 3D Animation (e.g. through the Academy of Interactive Entertainment) and Retail Services (e.g. through McDonalds as part of a traineeship). Taronga Zoo has also offered two Animal Studies courses, one worth 3 units and one worth 4 units.

EXPRESSIONS OF INTEREST FOR EXTERNAL VET COURSES

Expressions of interest for external VET courses need to be lodged on the eVET website via Mr Russell. There is a closing date for applications which is 3rd September 2021. Offers for places in courses should be known by mid-November. If a student accepts an offer for a course, an enrolment form needs to be completed and submitted. Please be sure to see Mr Russell if you want to apply for an external VET course. Information about proposed courses is available on the eVET site, [External VET Provision - NSW Department of Education \(evet.nsw.edu.au\)](http://evet.nsw.edu.au).

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

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

A school-based apprenticeship is similar to a traineeship. In an apprenticeship, a student studies and works (e.g. Plumber) and effectively does the first year of the apprenticeship while at school and commences the second year of the apprenticeship at the start of the year following Year 12. See Mr Russell for more details.

DISTANCE EDUCATION AS A STUDY OPTION

If there is a subject that you particularly want to do but it is not available through the school (eg. Italian), or there are too few numbers to form a class for that particular subject in the school, you may be able to study the subject by correspondence. Not all subjects, however, are available by correspondence. Generally, we do not encourage students to study by correspondence as it is difficult to sustain an individual disciplined effort over 2 years. Please be aware that there are costs associated with studying a course by correspondence, some of which are paid by the parent and some by the College. Given that there are costs associated with Distance Education courses, the expectation is that for any student who wants to enrol in a Distance Education Course, the student's College fee account will be up-to-date and not in arrears. Information about the various courses available and their costs, is available from Mrs Van Wyk in the Library. As with other Senior courses, students will need to purchase the required textbooks for any course studied by correspondence.

The Government provides some distance education Year 11 and 12 courses through the Government's Distance Education Schools. TAFE also provides some distance education Year 11 and 12 courses.

Government's Distance Education Schools

For most subjects offered by the Government's Distance Education schools, there are a limited number of places available for us to access, so not all students can necessarily gain a place in a Correspondence Course. In many instances a student cannot study a course with one of the Government's Distance Education schools if the course being applied for is also available in the student's home school. Some Distance Education schools - those that are Government run, eg Sydney Distance Education High School, NSW School of Languages (formerly Open High School), have a rule that students cannot be doing more than 13 Preliminary units and not more than 11 HSC units in order for them to approve an application for

study. Please be aware of this in terms of how it might affect your Year 11 and 12 study program over the two years of Year 11 and 12. Please speak to Mrs Van Wyk regarding correspondence courses.

TAFE Digital (previously known as OTEN)

Another Distance Education provider is the distance education arm of TAFE. A variety of courses are available through TAFE Digital – some are listed below. There is a fee involved for students studying TAFE Digital courses. The fees and subsidy arrangements for TAFE Digital VET courses are the same as for TVET courses mentioned earlier in this booklet, noting that the Government funding is limited to only one external VET course. See Mr Russell about TAFE Digital VET Courses. For TAFE Digital courses that are not VET courses, such as Standard Mathematics, Ancient History, Chemistry, Economics, Food Technology, Modern History and PDHPE, there is NO Government VET subsidy and these courses have the same cost arrangements as other correspondence courses. Please speak to Mrs Van Wyk if you are interested in any of the non-VET courses.

Courses for next year are yet to be advertised. Examples of courses offered previously are shown below:

Non-ATAR VET Courses

Animal Studies
Early Childhood Education and Care
Design Fundamentals

Courses that Can Count Towards an ATAR

Business Services
Financial Services - Accounts Administration
Information and Digital Technology
Community Pharmacy
Horticulture
Legal Studies
Business Studies
Aboriginal Studies
Biology
Physics
Italian
French
Retail Services
Tourism Events
Conservation and Land Management
Mathematics Standard
Ancient History
Chemistry
Economics
Food Technology
Modern History
PDHPE
.... plus a variety of other Preliminary & HSC Courses

ONLINE COURSES

Northern Beaches Christian School has, in the past, offered Software Design and Development as an online course. If you are interested in this option, please see Mrs Van Wyk. Note that there is a cost for this course.

OTHER COURSE OPPORTUNITIES

Outside Tutor

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

Saturday School

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

Pathways to Getting an HSC

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

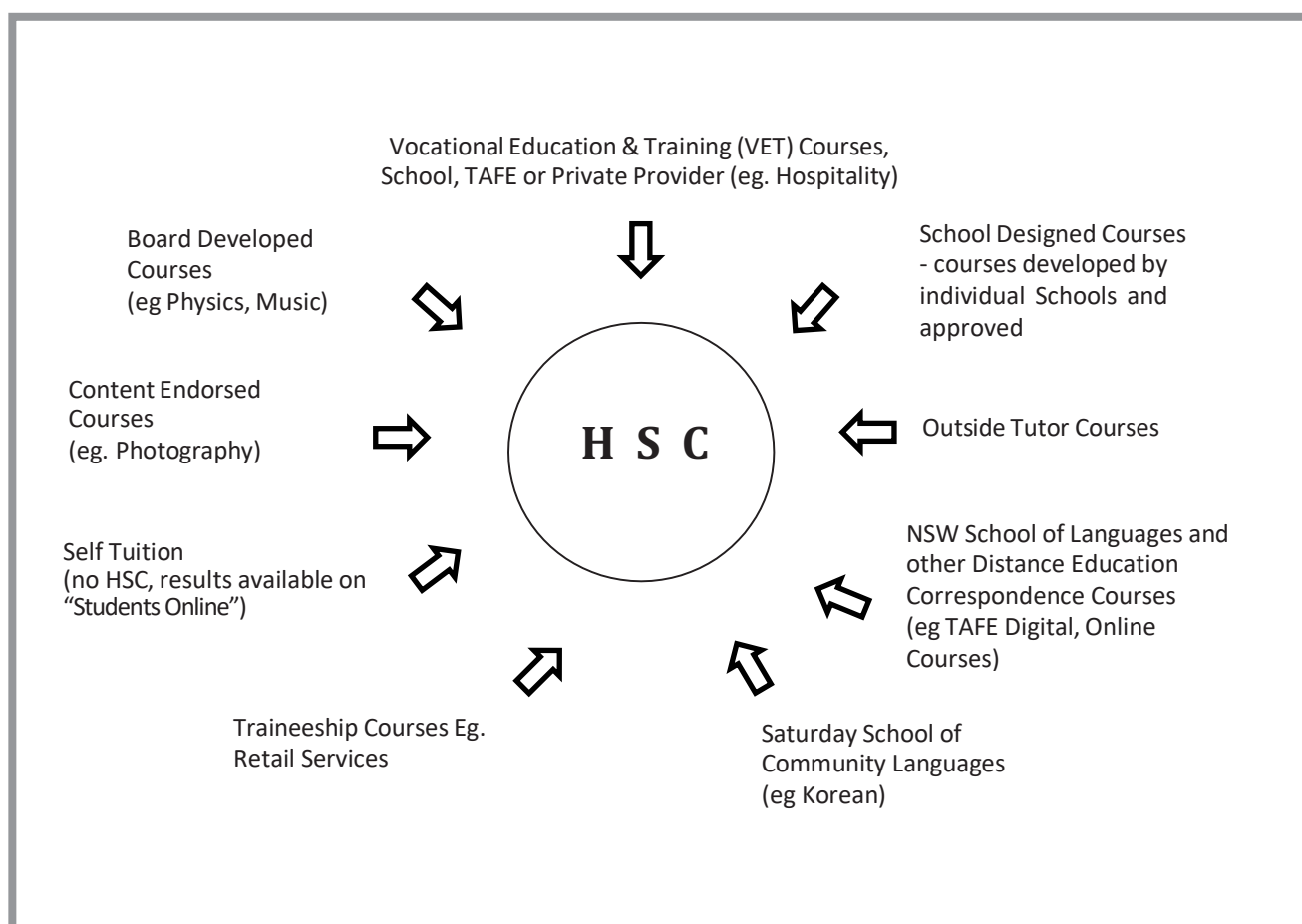
NSW EDUCATION STANDARDS AUTHORITY (NESA)
MINIMUM REQUIREMENTS



12 Preliminary Units including:
English
At least **4** subjects
3 Courses of 2 Units or more
At least 6 Units of Board Developed Courses
No more than 6 Science Units



10 HSC Units including:
English
At least **4** subjects
3 Courses of 2 Units or more
At least 6 Units of Board Developed Courses
No more than 7 Science Units



HSC Requirements

The following information outlines some important points in choosing your pattern of study in Years 11 and 12. In making your choices, please remember to pray about your decisions.

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

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

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

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

No more than six units of Preliminary Science courses and no more than 7 units of HSC Science courses, can contribute to Higher School Certificate eligibility.

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

Certain exclusions apply in various instances, eg. Studies of Religion 1 Unit and Studies of Religion 2 Unit are mutually exclusive.

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

Minimum Literacy and Numeracy Standards for the HSC

Due to the Government initiative requiring students to achieve minimum Literacy and Numeracy Skills in order to obtain an HSC, students will need to show that they satisfy the minimum standards by successfully completing online Literacy and Numeracy Tests at some stage during Years 10-12 (or even after Year 12). Multiple attempts (four per year) are allowed to successfully show achievement of the standards. Students will generally attempt the minimum Literacy and Numeracy Tests while in Year 10. Students who need to subsequently re-sit the tests to show they meet the required standard will have the opportunity to do so later in Year 10 and/or during Years 11 & 12. For sample questions that show examples of those that can be asked in the online Literacy and Numeracy tests, visit [Online tests | NSW Education Standards](#)

All My Own Work

NESA maintain high ethical standards with regard to the integrity of student work. Before the start of Year 11 or early in Term 1 of Year 11, students are required to complete a program of study that ensures they know and understand principles of good scholarly procedures, such as not breaking copyright and not plagiarising other people's work. This online study program, referred to as "All My Own Work", is usually run in Year 10 and comprises 5 modules of work designed by NESA. Students need to show a satisfactory level of achievement in the program to be enrolled for Year 11 subjects with NESA.

ATAR

(Australian Tertiary Admission Rank)

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

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

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

HSC Requirements – Continued

Rule 1 – Eligibility for an ATAR

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

Rule 2 – Calculation of the ATAR

The ATAR will be based on an aggregate of scaled marks in ten units of HSC Board Developed Courses comprising:

The best two Units of English, and

The best eight Units from the remaining Units, subject to the provision that no more than two Units of Category B Courses be included.

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

Important Notes:

A subject is the general name given to an area of study. A course is a branch of study within a subject. A subject may have several different courses, for example, with the subject English the courses will include English Studies, English Standard, English Advanced, HSC English Extension 1, etc. A student studying 4 units of HSC English, 4 units of HSC Maths and 2 units of another HSC subject such as History would only be doing three subjects and so is ineligible for an ATAR with this arrangement of subjects. The student would also be ineligible for an HSC, as an HSC also requires students to be studying four subjects.

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

CATEGORY B COURSES

Course Name	Unit Value	Subject Area
English Studies	2	English
Mathematics Standard 1	2	Mathematics
Business Services (240 hours)	2	Business Services
Construction (240 hours)	2	Construction
Information and Digital Technology (240 hours)	2	Information and Digital Technology
Primary Industries (240 hours)	2	Primary Industries
Retail Services (240 hours)	2	Retail Services
Hospitality (240 hours)	2	Hospitality
Tourism, Travel and Events (240 hours)	2	Tourism, Travel and Events
Entertainment Industry (240 hours)	2	Entertainment Industry
Automotive (240 hours)	2	Automotive
Electrotechnology (240 hours)	2	Electrotechnology
Financial Services (240 hours)	2	Financial Services
Human Services (240 hours)	2	Human Services

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

Life Skills courses are designed for students who need a specialised level of study during Secondary School. While HSC Life Skills courses are Board Developed Courses, they do not count towards the ATAR.

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

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

Choosing Courses

Some guidelines for choosing courses are:

Is the course: -

- Within a student's capability
- Interesting or enjoyable
- Helpful for a career e.g. satisfying University course prerequisites, recommendations and/or assumed knowledge

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

Students need to focus their endeavours on the HSC so that they work consistently and diligently throughout both the Preliminary and HSC years, so as to achieve to the level of their capability. This may involve some hard decisions being made about priorities with regard to work, leisure time and other extracurricular activities. Students are encouraged to set clear goals before they commence their course and write them down as a reminder reflecting on their progress in such areas from time to time.

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

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

A variety of information sources are available to help with career ideas and choices of Year 11 and 12 subjects. Some of these include:

UAC Uni requirements booklet...	year-10-booklet-2024.pdf (uac.edu.au)
UAC site...	www.uac.edu.au
My Big Tomorrow...	www.mybigtomorrow.com.au
Bullseye posters...	www.education.gov.au/career-bullseye-posters
Job Jump (College has software licence)...	www.jobjump.com.au
University websites...	e.g. www.newcastle.edu.au
Apprenticeships...	www.aapathways.com.au
Good Universities Guide...	www.gooduniversitiesguide.com.au
My Career Match...	www.mycareermatch.com.au
(the College has an account for students)	

Some thoughts to keep in mind in choosing subjects....

- Abilities/Strengths – what are you good at?
- Interests/Motivation – what do you like doing?
- Career aspirations – what do you want to do?
- Syllabus requirements - Practical/Major works
Eg. Drama, Music, Society and Culture, Industrial Technology, Textiles and Design, Visual Art
- Subject combinations – subjects that go well together
Eg. Music and Drama reinforce creative skills (eg. for some Acting/Entertainment careers)
Eg. Chemistry and Biology reinforce Science skills (eg. for some Science careers)
Eg. Business Studies and Economics reinforce business skills (eg. for some Business related careers)

Assessment

Assessment Tasks are an important part of Senior study. Each subject teacher is required to provide an Assessment Mark for each student in each HSC Course, except for VET Courses, such as Hospitality, where records of student competencies are kept in a student log book. An HSC Assessment Mark in a subject is made up from a set of Assessment Tasks, given during the HSC Course. Assessment results achieved in the Preliminary Courses do not contribute to the HSC Assessment Marks.

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

STUDENTS ABSENT FROM TASKS

Students missing an Assessment Task because of illness will generally require a Doctor's Certificate. Without a valid reason, late work handed in will receive a reduced mark. Such work will generally still need to be completed in order for the student to satisfactorily complete the course being studied. Missing a test without a valid reason will result in no marks being awarded for the test. Should a student want to appeal an Assessment Task for illness or misadventure reasons, appropriate documentation should be attached to an appeal form. Appeal forms are available from the College Office. A copy will also be included in the Preliminary Assessment Handbook and the HSC Assessment Handbook.

Subject Arrangement – Some Examples

There is flexibility in the way students can put together Year 11 and Year 12 subject arrangements to meet the requirements for an HSC. The following examples illustrate HSC and ATAR eligibility. Immediately following these is an example illustrating that the ATAR is based on HSC subjects, not Preliminary subjects. (The subject arrangement lists are an example only and do not necessarily reflect an available combination of subjects for next year.)

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

Preliminary		HSC		➡	Eligible for HSC & ATAR
English	2 Units	English	2 Units		
Maths	2 Units	Maths	2 Units		
Ancient History	2 Units	Ancient History	2 Units		
Geography	2 Units	Geography	2 Units		
Biology	2 Units	Biology	2 Units		
Drama	2 Units	Drama	2 Units		
	12 Units		12 Units		


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

Preliminary		HSC		➡	Eligible for HSC & ATAR
English	2 Units	English	2 Units		
Maths	2 Units	Maths	2 Units		
Ancient History	2 Units	Ancient History	2 Units		
Geography	2 Units	Biology	2 Units		
Biology	2 Units	Drama	2 Units		
Drama	2 Units				
	12 Units		10 Units		

Subject Arrangements – Some Examples

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

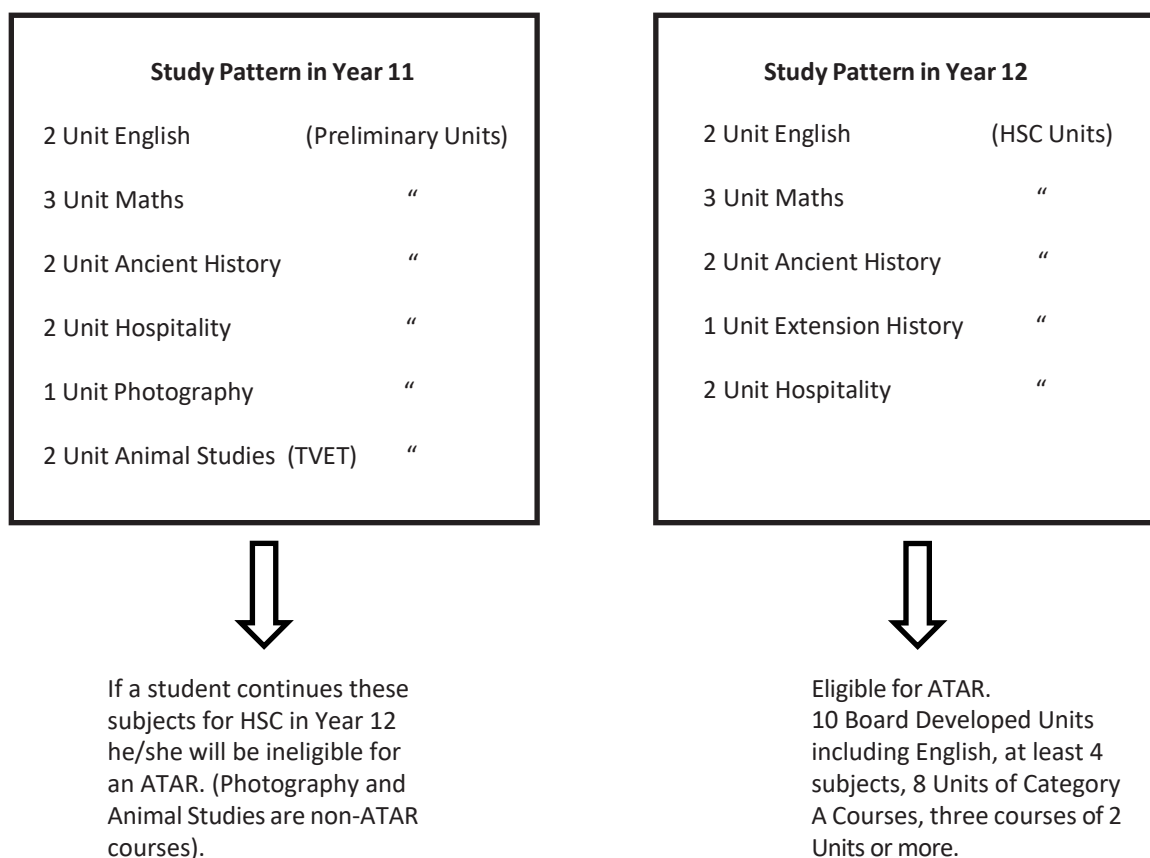
If a student achieves well enough in a subject that has an extension component, as long as the student is eligible, a change in study pattern could result.

Preliminary		HSC			Eligible for HSC & ATAR
English	2 Units	English	2 Units		
Maths+Ext Maths	3 Units	Maths	2 Units		
Ancient History	2 Units	Ancient History	2 Units		
Geography	2 Units	Extension History	1 Unit		
Biology	2 Units	Geography	2 Units		
Drama	2 Units	Drama	2 Units		
<hr/>		<hr/>			
13 Units		11 Units			

Having more than 10 HSC Units gives the student a broader range of subjects from which UAC can draw to determine the student's final ranking for the ATAR. Also of importance is consideration as to the student's ability to handle the overall quantity of work involved in the number of Units being studied.

A student must finish the Preliminary Course in a subject in order to enter an HSC Course in the subject. For example, a student cannot do the HSC Biology Course unless he/she has done the Preliminary Biology Course.

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



H S C Portfolio

**ON THE FOLLOWING PAGES ARE SAMPLES OF THE DOCUMENTS
STUDENTS CAN RECEIVE FROM NESA**

- HIGHER SCHOOL CERTIFICATE
- HIGHER SCHOOL CERTIFICATE RECORD OF ACHIEVEMENT
- HIGHER SCHOOL CERTIFICATE COURSE REPORT(Example of one Subject Report)
- NESA RECORD OF SCHOOL ACHIEVEMENT (RoSA)
- STUDENT eRECORD



HIGHER SCHOOL CERTIFICATE

Record of Achievement



This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Higher School Certificate and has
received the results shown below.


STAGE 6 PRELIMINARY COURSES

Year	Course	Result
2015	Ancient History (2 unit)	B
	English (Advanced) (2 unit)	A
	English Extension (1 unit)	A
	Latin Continuers (2 unit)	A
	Mathematics (2 unit)	A
	Modern History (2 unit)	A
	Studies of Religion I (1 unit)	A

 Student Number: 94572972 
Issued by NESA without alteration or additions on 22 August 2017 at Sydney, NSW. NESA Education Standards Authority
Australia

HIGHER SCHOOL CERTIFICATE


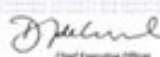
Record of Achievement



This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Higher School Certificate and has
received the results shown below.

STAGE 6 HSC COURSES

Year	Course	Examination Mark	Assessment Mark	HSC Mark	Band
2016	Ancient History (2 unit)	90/100	93/100	95	5
	English (Advanced) (2 unit)	92/100	94/100	94	5
	English Extension 1 (1 unit)	91/90	93/90	96	E4
	History Extension (1 unit)	48/50	45/50	47	E4
	Latin Continuers (2 unit)	71/100	85/100	84	5
	Mathematics (2 unit)	81/100	81/100	81	5
	Modern History (2 unit)	95/100	93/100	94	4
2015	Studies of Religion I (1 unit)	45/50	45/50	44	5

 Student Number: 94572972 
Issued by NESA without alteration or additions on 22 August 2017 at Sydney, NSW. NESA Education Standards Authority
Australia

HIGHER SCHOOL CERTIFICATE

Record of Achievement



This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Record of School Achievement
and has received the results shown below.

STAGE 5 COURSES

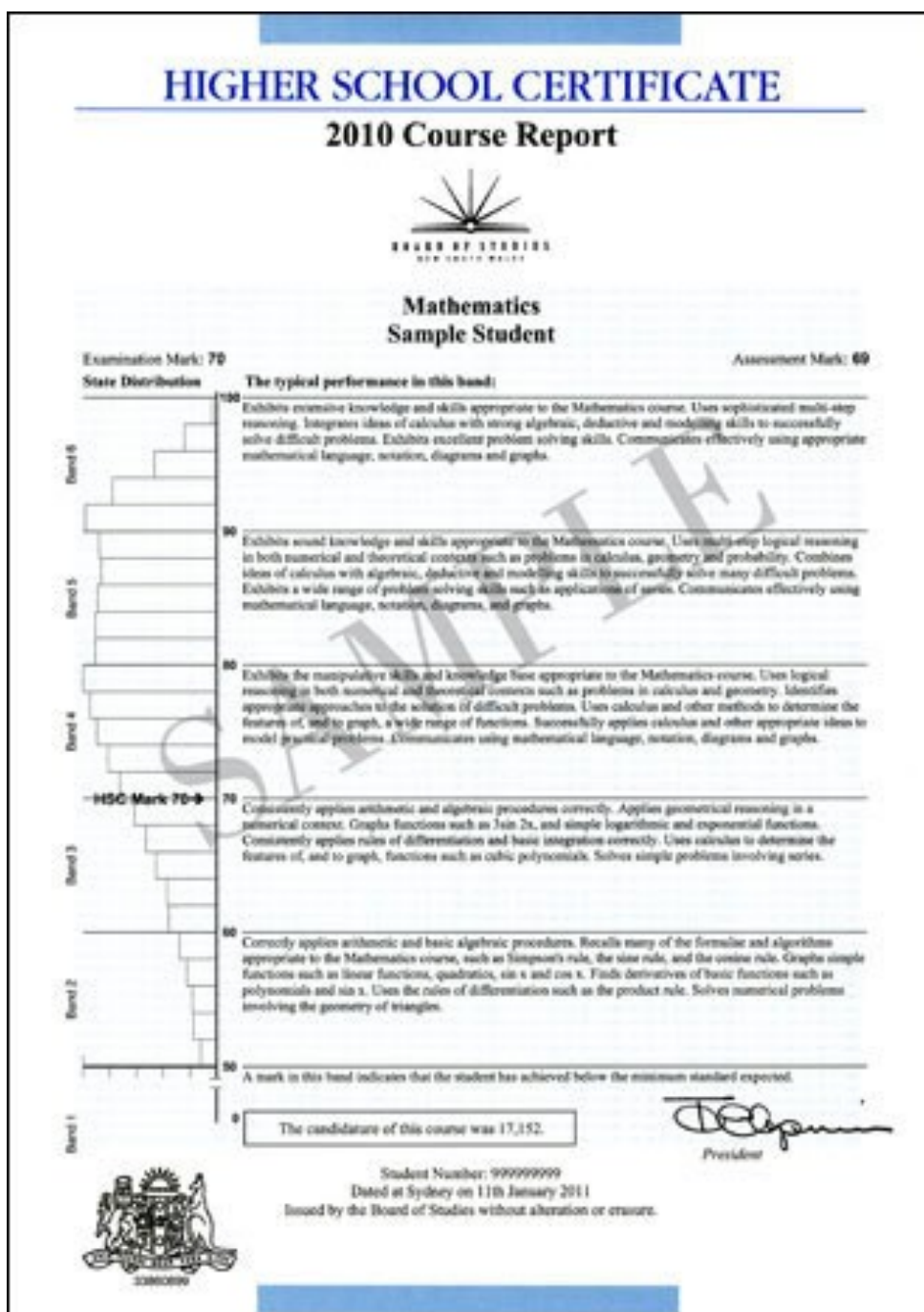
Year	Course	Result
2014	English (200)	A
	Mathematics (200)	A
	Science (200)	B
	Australian Geography (100)	B
	Australian History (100)	A
	French (200)	A
	Latin (200)	A
	Personal Development, Health and P.E. (200)	B
2014	Christian Studies (100)	A
Years 7 to 10 Mandatory Curriculum Requirements	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
Personal Development, Health and P.E.	Completed	

 Student Number: 94572972 
Issued by NESA without alteration or additions on 22 August 2017 at Sydney, NSW. NESA Education Standards Authority
Australia

Student performance in each HSC Course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The performance bands and descriptions give meaning to the HSC mark. For a 2 Unit Course, Band 6 indicates the highest level of performance and Band 2 contains a mark of 50%, which benchmarks the minimum standard expected.

- Band 6 = 90 - 100 marks
- Band 5 = 80 - 89 marks
- Band 4 = 70 - 79 marks
- Band 3 = 60 - 69 marks
- Band 2 = 50 - 59 marks
- Band 1 = 0 - 49 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The "average" performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1 (lowest).



Students receive an HSC Course Report for each course that has been satisfactorily completed and that also has an external examination. The Course Report shows the student's Assessment Mark, Examination Mark, HSC Mark and Performance Band with a description of what a student within that band typically knows, understands and can do. In most courses, it also has a graph showing where the student's HSC Mark lies within the State distribution of all student performances in that course.

Record of School Achievement (RoSA)

The RoSA is a cumulative credential for students who have completed Year 10 but leave school before completing their HSC. The RoSA lists all mandatory and additional Stage 5 and – where applicable – Stage 6 NESA courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school. NESA issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school via their Students Online account. It is important therefore, for students to have activated their NESA Students Online account. School leavers who are not eligible for the RoSA will receive a Transcript of Study.

RECORD OF SCHOOL ACHIEVEMENT

This is to certify that Sample Student of Sample High School has met the requirements of the Record of School Achievement and has received the results shown below.

STAGE 6 HSC COURSES

Year	Course	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2018	Board Developed Courses				
	English (2 unit)	84/100	85/100	85	5
	Mathematics (2 unit)	64/100	70/100	70	4
	Science (2 unit)	81/100	N/A	81	6
	History (2 unit)	71/100	80/100	79	4

STAGE 6 PRELIMINARY COURSES

Year	Course	Result
2017	Chemistry (2 unit)	C
	English (2 unit)	B
	English Advanced (2 unit)	B
	Modern History (2 unit)	B
	Society and Culture (2 unit)	B

STAGE 5 COURSES

Year	Course	Result
2016	English (2 unit)	B
	Mathematics (2 unit)	B
	Science (2 unit)	B
	Australian Geography (100)	B
	History (100)	B
	History Decline (200)	B
	Drama (200)	B
	Personal Development, Health and P.E. (100)	A

Years 7 to 10 Mandatory Curriculum Requirements

Requirement	Completed
English	Completed
Mathematics	Completed
Science	Completed
Human Society and its Environment	Completed
Language	Completed
Technology	Completed
Music	Completed
Visual Arts	Completed
Personal Development, Health and P.E.	Completed

NOT ELIGIBLE FOR HIGHER SCHOOL CERTIFICATE
Student Number: 12345678
Issued by NESA without alteration or omission on 1 March 2019 at Sydney, NSW, Australia.

Student eRecord

All students who have completed Year 10 have access to a record of student results on a Student eRecord. The Student eRecord is available through *Students Online* for students, and *Schools Online* for schools. The Student eRecord is not a formal NESA credential, but has the same information as a RoSA and also contains information regarding Life Skills outcomes achieved and VET course competencies completed, where applicable.

Student eRecord

This record is produced from an online and accessible system. For information about NESA credentials - the Higher School Certificate (HSC) and the Record of School Achievement (RoSA), go to educationstandards.nsw.edu.au

Sample Student Name of Sample High School

STAGE 6 HSC COURSES

Year	Course	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2018	Board Developed Courses				
	English (2 unit)	82/100	85/100	85	5
	Mathematics (2 unit)	64/100	71/100	71	3
	Science (2 unit)	81/100	85/100	86	6
	History (2 unit)	71/100	71/100	71	4
	Personal Development, Health and Physical Education (2 unit)	54/100	56/100	55	2

STAGE 6 PRELIMINARY COURSES

Year	Course	Result
2017	Chemistry (2 unit)	C
	English (2 unit)	B
	English Advanced (2 unit)	C
	Mathematics (2 unit)	C
	Personal Development, Health and Physical Education (2 unit)	B
	Physics (2 unit)	D

STAGE 5 COURSES

Year	Course	Result
2016	English (2 unit)	B
	Mathematics (2 unit)	B
	Science (2 unit)	B
	Australian Geography (100)	B
	History (100)	B
	Commerce (200)	A
	Personal Development, Health and P.E. (200)	A

Years 7 to 10 Mandatory Curriculum Requirements

Requirement	Completed
English	Completed
Mathematics	Completed
Science	Completed
Human Society and its Environment	Completed
Language	Completed
Technology	Completed
Music	Completed
Visual Arts	Completed
Personal Development, Health and P.E.	Completed

Eligible for Higher School Certificate
Student Number: 12345678
Date produced: 18 February 2019

Subject Choices



**ON THE FOLLOWING PAGES YOU WILL FIND TABLES
GIVING INFORMATION ABOUT BOARD DEVELOPED COURSES AND
CONTENT ENDORSED COURSES**

Board Developed Courses

All HSC Board Developed Courses count for the ATAR
(See course notes following this table for explanation of symbols)

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

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Ancient History	Ancient History ¹		Year 12 History Extension ¹
Biology	Biology ²		Year 12 Science Extension ²
Aboriginal Studies	Aboriginal Studies		
Business Studies	Business Studies		
Chemistry	Chemistry ²		Year 12 Science Extension ²
Community and Family Studies	Community and Family Studies		
Design and Technology	Design and Technology		
Drama	Drama		
English	# English Standard English Advanced English Studies (Category B Course)	Year 11 English Extension	Year 12 English Extension 1 Year 12 English Extension 2
Food Technology	Food Technology		
French	French Beginners		
Geography	Geography		
Industrial Technology	Industrial Technology – Timber & Furniture Products		
Information Processes and Technology	Information Processes and Technology		
Japanese	Japanese Continuers Japanese Beginners		
Legal Studies	Legal Studies		
Mathematics	# Mathematics Advanced Mathematics Standard In Year 12, there are two Standard Courses: Mathematics Standard 1 and Mathematics Standard 2. The Year 12 Mathematics Standard 1 Course is a Category B Course	Year 11 Mathematics Extension	Year 12 Mathematics Extension 1 Year 12 Mathematics Extension 2
Modern History	Modern History ¹		Year 12 History Extension ¹

List continued on next page...

Board Developed Course - Continued

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Music	# Music 1 ³ Music 2		Year 12 Music Extension ³
PDHPE	PDHPE		
Physics	Physics ²		Year 12 Science Extension ²
Society and Culture	Society and Culture		
Software Design and Development	Software Design and Development		
Studies of Religion	Studies of Religion II (2 Unit) ⁴ Studies of Religion I (1 Unit) ⁴		
Textiles and Design	Textiles and Design		
Visual Arts	Visual Arts		
Category B Subjects			
	English Studies		
	Mathematics Standard 1		
	Automotive *		
	Business Services *		
	Construction *		
	Electrotechnology *		
	Entertainment *		
	Financial Services *		
	Hospitality *		
	Human Services *		
	Information and Digital Technology *		
	Primary Industries *		
	Retail Services *		
	Tourism, Travel and Events *		

* You must undertake a work placement to complete Hospitality, Information and Digital Technology, Construction and other Curriculum Framework VET Courses. Many of the Category B courses are offered by TAFE.

Note that you cannot study both Entertainment and TVET Music Industry Foundation Course as there is too much overlap in the courses. Various other exclusions also exist such as with Photography and Design Fundamentals due to overlap in the courses offered. See the table that follows for more information regarding exclusions.

You may select one course only from each of these subject groups.

HSC Course Notes

These Notes and Footnotes (1 – 4) Refer to the List of Courses

- A number of subjects include a requirement for the development of project work for either internal or external assessment – for example, Visual Arts, Drama, or others. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
 - Exclusions exist in some instances whereby students cannot study certain combinations of subjects or parts of courses. Eg. students cannot study both Mathematics Advanced and Mathematics Standard; the First Aid module in SLR cannot count for both SLR and other courses e.g. PDHPE and certain TVET courses – in this instance, a substitute module may need to be studied by the student.
1. Students may elect to study either or both the 2 Unit Ancient History and the 2 Unit Modern History Courses. There is one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History.
 2. Of the 12 Preliminary and 10 HSC Units required for the Higher School Certificate, no more than 6 Preliminary Units and 7 HSC Units of Science can be included. A 1 unit extension course in Science is an HSC Course, hence 7 HSC units of Science can be studied
 3. You must study Music Course 2 if you wish to study HSC Music Extension.
 4. You may not study both Studies of Religion I and Studies of Religion II.

Additional information about courses and the HSC is available on the NESA Website:

<http://www.educationstandards.nsw.edu.au>

Content Endorsed Courses

Not included in ATAR

These courses can count for Preliminary and / or HSC Units. At Green Point Christian College, **if they are offered**, Photography and SLR will run in Year 11 as a 1 Unit Course and then in Year 12 as a 1 Unit Course; Veta Morphus will run in Year 11 as a 2 unit course.

Course	Units Per Year	Years Course can be studied at Green Point Christian College
Photography, Video and Digital Imaging	1 Unit	Years 11 and 12
Sport Lifestyle and Recreation Studies	1 Unit	Years 11 and 12
Veta Morphus (Cert 3 in Christian Ministry and Theology)	2 Units	Year 11

TVET Courses

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

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

Some TVET Courses include work placement, eg Construction, Tourism, Travel and Events.

To view more information about TVET courses, go to the TVET website: [Vocational Education and Training Courses - TVET - TAFE NSW](#)

For more general VET information visit [External VET Provision - NSW Department of Education \(evet.nsw.edu.au\)](http://evet.nsw.edu.au).

Information is available from Mr Russell. Expressions of interest for 2021 TVET courses close on 3 September 2021.

Note: Please be aware that the TVET course offering list provided by TAFE is a list of proposed courses that may be offered next year. Not all courses will necessarily run, and not all courses run at every TAFE campus. For some courses, students may receive an offer or be placed on a waiting list or be unsuccessful in their application depending on the number of applicants, while other courses may not go ahead due to insufficient numbers.

See page 7-9 for more detail about TVET courses.



Courses



**ON THE FOLLOWING PAGES YOU WILL FIND
INFORMATION ON VARIOUS COURSES.**

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

THE WEB SURVEY WILL HELP ASSESS STUDENT INTEREST IN VARIOUS COURSES.

General Information

English is a compulsory subject in Years 11 and 12. Mathematics is not compulsory, and students may choose to study an alternate subject if one is available.

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

Please note that some courses have Extension Units available. This means extra lessons each fortnight in this subject. The Extension work is of a challenging nature, requiring greater skill on the part of the student.

Students must demonstrate a capacity, interest and ability in a subject to join the Extension Course in the subject. Extensions in English and Maths can be studied in Year 11 and continued into Year 12. If the Extension in Maths or English is continued in Year 12, a further Extension in each of these subjects can be studied. Extensions in History and Music are possible in Year 12. Note that only one Extension course is available in History, whether the student has studied Ancient History or Modern History or both. The Music extension is only available to students who have studied the Music 2 Course. Teachers can provide advice for students wondering about an Extension course.

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

Some courses, such as Biology, have compulsory excursions that form part of the course. These excursions do not involve any additional cost to the student's parents.

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

Aboriginal Studies

2 UNIT ABORIGINAL STUDIES

2 Unit Aboriginal Studies develops students' knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples and the concept of "shared histories" with a view to enabling students to be active and informed citizens in promoting a just society for all Australians.

Aboriginal history and culture are fundamental to the development of Australian identity. Aboriginal Studies acknowledges the contribution of Aboriginal cultures and communities to Australian society. Aboriginal Studies seeks to provide a body of knowledge that is both accurate and unbiased. The course will provide students with ways of detecting and analysing bias in representations of Aboriginal peoples.

Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences, while non-Aboriginal students are able to "learn together" with Aboriginal peoples and communities. All students are encouraged to take an active role in the process of reconciliation.

Course	Topic	Description
Preliminary	Part I: Aboriginality and the Land	Students will learn about the history of Aboriginal peoples in Australia and their experiences of European colonisation and dispossession.
	Part II: Heritage and Identity	Aboriginal social and cultural life is diverse and complex. Students will learn about the dreaming and the ways that racism impacts the well-being and identity of Aboriginal peoples.
	Part III: International Indigenous Community: Comparative Study	Students will explore experiences of aboriginality and identity among Native American groups with the intention of comparing them with Australian Aboriginal histories.
	Part IV: Research and Inquiry Methods: Local Community Case Study	This is a self-directed research project on an Aboriginal community. Students will interview Aboriginal peoples on the Central Coast to gain a deeper understanding of the topic they wish to investigate.
HSC	Part I: Social Justice and Human Rights Issues 50% of course time	Students will gain an in depth understanding of human rights. Students will also develop a rich understanding of the ways that Aboriginal peoples experience health and criminal justice.
	Part II: Heritage and Identity 20% of course time	Students will learn about contemporary issues facing Aboriginal heritage and identity. They will then learn how the Australian government has intervened in these issues.
	Part III: Research and Inquiry Methods: Major Project 30% of course time	Students will conduct original research on an aspect of an Aboriginal community and present it as a major project. As part of their research, students will participate in interviews, data collection and data analysis. The project will conclude with a presentation of findings, which can take the form of a report, performance, play/poetry, visual art, teaching program, photo essay or video presentation.

Ancient History

2 UNIT ANCIENT HISTORY

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups and how they shaped the political, social, economic and cultural landscapes of the ancient world.

The study of Ancient History equips students with the skills used by historians and archaeologists to analyse and challenge accepted theories and interpretations, investigate and synthesise a wide range of written and physical sources from the past and present, and communicate their findings as reasoned, evidence-based arguments in a variety of media. As Christians, these skills will enable students to understand and critique many of the distortions present in our modern-day society and explore their genetic origins in the past.

Topics Covered

Course	Topic	Description
Preliminary	Investigating Ancient History: The Investigation of Ancient Sites and Sources	Students will be introduced to the work of archaeologists and historians of the ancient past.
	Case Study: Troy	In this case study, students will explore the ancient and modern perspectives, archaeology, and sources associated with city of Troy.
	Case Study: Masada	Students explore the middle eastern city of Masada, a significant site in the history of Judaism.
	Historical Investigation	This is a self-directed research essay on any ancient historical topic the student desires.
	Features of Ancient Societies: Power and Image in Greece and Rome	Students will be given the opportunity to research and interrogate the ways that the Ancient Romans and Greeks utilised imagery and power to create the empires we know of today.
HSC	The Cities of Vesuvius: Pompeii and Herculaneum	Students will gain an in-depth understanding of the archaeological sources discovered at Pompeii and Herculaneum.
	Ancient Society: Persian Society at the Time of Darius and Xerxes	This is an intensive study of Persia, giving students the opportunity to understand this complex ancient society.
	Historical Period: The Greek World 500-440 BC	This period of Ancient Greek history is rich and exciting. Students will learn about the second Persian War and the ways that Greece dealt with the threat. Charismatic figures like Leonidas and Themistocles reign supreme here.
	Personality Study: Xerxes	Xerxes is probably the most famous personality of the Ancient near east; the God King of Persia. Students will gain an in-depth understanding of this enigmatic figure.

See next page for History Extension which can be studied in Year 12 only.

1 UNIT HISTORY EXTENSION - This is a Year 12 Course only

In HSC History Extension, we examine the ways that History has been constructed, used and abused. There are three units in the course; Constructing History, a History Project and a case study on the changing historical perspectives associated with the Salem Witch Trials. To enrol in HSC History Extension, students must be also enrolled in Modern History AND/OR Ancient History.

Constructing History

In this unit, we travail through the history of history. This is all in the service of trying to find an answer to the question, "What is History?" To answer this question, some of the topics we study include:

- The pre-historical writings of Homer and Moses
- Herodotus' Histories
- Thucydides' History of the Peloponnesian War
- The Venerable Bede and his History of Britain
- The Historical philosophies of Karl Marx, G.W.F. Hegel, Leopold Von Ranke, R.G. Collingwood and E.H. Carr
- Postmodernism and its impact on historical practice
- Edward Said's Orientalism
- Documentary Theory
- Holocaust Denial and the Australian History Wars

History Project

Throughout the year, students will prepare a university quality, 2500-word essay on a historical topic of their choice. Students will be guided through the process by their teacher so that they can produce an essay of the highest quality.

Case Study: Witch Hunts and Witch Trials in the New England Colony

Students investigate changing interpretations of the evidence relating to the Salem Witch Trials. We examine the approaches to history and interpretations, including recent historiography, that have resulted in historical debate in the areas of:

- The origins, causes and nature of witch hunts / trials
- Gender and Persecution
- The decline of witch hunts / trials

Biology

2 UNIT BIOLOGY

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

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

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

Course Structure Year 11

Year 11 Course (120 Hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 1 Cells as the Basis of Life	60	* 15 hours in Modules 1 - 4
		Module 2 Organisation of Living Things		
		Module 3 Biological Diversity	60	
		Module 4 Ecosystems Dynamics		

Course Structure Year 12

Year 12 Course (120 Hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 5 Heredity	60	* 15 hours in Modules 5 - 8
		Module 6 Genetic Change		
		Module 7 Infectious Disease	60	
		Module 8 Non-infectious Disease & Disorders		

* 15 hours must be allocated to Depth Studies within the 120 indicative course hours

Requirements for Practical Investigations

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 Courses and must occupy a minimum of 35 hours in each course, including time allocated to practical investigations in Depth Studies.

Practical investigations include:

- Undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork

Secondary-sourced investigations include:

- Locating and accessing a wide range of secondary data and/or information
- Using and reorganising secondary data and/or information

One fieldwork exercise must be completed in Year 11.

See next page for Science Extension which can be studied in Year 12 only.

1 UNIT SCIENCE EXTENSION - This is a Year 12 Course only

Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio.

The Report standard is that which is generally acceptable for publication in a scientific journal.

MODULES	INDICATIVE HOURS	SCIENTIFIC RESEARCH PROJECT
Module 1 The foundations of Scientific thinking	10	Establish an area for scientific research.
Module 2 The Scientific Research Proposal	10	Formulate the hypothesis for research.
Module 3 The Data, Evidence and Decisions	20	Find or generate the data. Apply the methodologies to analyse the data.
Module 4 The Scientific Research Report	20	Develop the Scientific Research Report and respond to the hypothesis.

Business Studies

2 UNIT BUSINESS STUDIES

Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life. As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.

Why study Business Studies?

- Students gain practical skills related to the planning, establishment and running a business.
- Students develop knowledge and skills relating to key business functions (Operations, Finance, Human Resources, Marketing)
- Contemporary business issues, case studies and excursions are embedded in the course to provide an stimulating and relevant "real world" framework.
- The topics covered in both the Preliminary and HSC Course provide students with a sturdy starting point for tertiary study in a business-related discipline.

Preliminary Course

During the Preliminary Course, students gain an appreciation for the role that businesses play in the functioning of our world, learn about the importance of planning to ensure success and study the theories and skills relating to the management and administration of a business. Students develop a plan for their own hypothetical business idea in addition to researching real world case studies.

Topic One	Nature of Business - examines the role and structure of business
Topic Two	Business Management - examines the role of management and the main business functions
Topic Three	Business Planning - examines business planning and how to successfully operate a business

HSC Course

Students continue to further deepen their understanding of the four main business functions - Operations, Marketing, Finance and Human Resources. International businesses are studied and embedded into the course content.

Topic One	Finance - The planning, organising and controlling of the financial resources
Topic Two	Human Resources - The systems that have been developed to manage people with a business
Topic Three	Marketing - the activities that connect customers to the business
Topic Four	Operations - The activities in the business that combine inputs changing them into finished goods and services

Chemistry

2 UNIT CHEMISTRY

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

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

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

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

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

It is expected that students studying Chemistry will apply investigative and problem solving skills, effectively communicate the theoretical concepts considered in the course and appreciate the contribution that a study of Chemistry makes to our understanding of God's world.

Year 11 Course Structure and Requirements

Year 11 Course Structure and Requirements				
Year 11 Course (120 Hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 1 Properties and Structure of Matter	60	* 15 hours in Modules 1 - 4
		Module 2 Introduction to Quantitative Chemistry		
		Module 3 Reactive Chemistry	60	
		Module 4 Drivers of Reactions		

Year 12 Course Structure and Requirements

Year 12 Course (120 Hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 5 Equilibrium and Acid Reactions	60	* 15 hours in Modules 5 - 8
		Module 6 Acid/Base Reactions		
		Module 7 Organic Chemistry	60	
		Module 8 Applying Chemical Ideas		

Requirements for Practical Investigations

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 Courses and must occupy a minimum of 35 hours in each course, including time allocated to practical investigations in Depth Studies.

Practical investigations include:

- Undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork

Secondary-sourced investigations include:

- Locating and accessing a wide range of secondary data and/or information
- Using and reorganising secondary data and/or information

See page 33 for Science Extension which can be studied in Year 12 only.

Community and Family Studies

2 UNIT CAFS

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

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

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

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

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

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

Objectives:

Students will develop:

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

Drama

2 UNIT DRAMA

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

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

Course Description:

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

Preliminary Course Content:

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

HSC Course Content:

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

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

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

Main Topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements:

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

Economics

2 UNIT ECONOMICS

Course Description

Economics is a social science, which studies the ways in which people and society use scarce resources to produce goods and services and distribute them among various groups in society. Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. It really helps individuals to understand the workings of our economy and the difficult task faced by the government in making economic decisions. It helps a Christian understand the importance of good stewardship and learn about how the economy can improve our society. Economics is an incredibly relevant course in today's world, which leads to many varied, exciting and rewarding careers.

Topics Covered in the Preliminary Course

Introduction to Economics	Explores the need for choice by individuals, businesses and governments and how this determines the operations of the economy.
Consumers and Business	Explores how consumers and businesses make decisions about the choices they face in a market economy.
Markets	Explores the operations of markets and the way market prices are determined.
Labour Markets	Explores how labour markets operate and its importance to the other sectors of the economy
Financial Markets	Explores how financial markets operate and the role the RBA plays in influencing interest rates.
Government in the Economy	Explores the role of government and how they can manage economic problems and issues

Topics Covered in the HSC Course

The Global Economy	Examines the operations of the global economy and the impact of globalisation on individual economies. (Free Trade and Protectionism)
Australia's Place in the Global Economy	Examines Australia's place in the global economy and the effect of changes in the global economy on Australia. (Balance of Payments, Exchange Rates, Trade Policies)
Economic Issues	Explore the nature, causes and consequences of the economic issues and problems that confront economies (Economic growth, Unemployment, Inflation, External Stability, Distribution of income and wealth, Environmental Sustainability)
Economic Policies and Management	Examines the aims and operations of economic policies in the Australian economy (Fiscal Policy, Monetary Policy, Microeconomy policies)

English

Students must choose one of the following two-unit English Courses:

English Advanced (2 units)

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. This course is recommended for students who regularly achieve results over 75% in English and/or who display a keen interest in English literature and studies.

English Standard (2 units)

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 and to become confident and effective communicators. They further develop skills in literacy and independent, collaborative and reflective learning.

English Studies (2 units)

The English Studies Course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives. The course is distinctive in its focus on the development of students' language, literacy and literary skills. Such skills form the basis of investigation and analysis required for the world of work, as well as post-school training and education.

If students choose English Advanced, they may choose to study additional Extension courses in Year 11 and 12.

English Extension (1 unit)

The English Extension 1 Course is optional for students who are already undertaking English Advanced and are accomplished in their use of English. They can extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts. Students can pursue areas of interest with increased independence and theorise about the processes of responding to and composing texts. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

English Extension 2 (Year 12 only – 1 unit)

The English Extension 2 Course is optional for students who are already undertaking English Advanced and English Extension 1. It 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. This course provides students with the opportunity to apply and extend research skills developed in the English Extension Year 11 Course to their own extensive investigation and develop autonomy and skills as a learner and composer. The course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English.

***Note:** Students studying English Studies may elect to undertake an optional HSC Examination. The Examination mark will be used as a Category B subject by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR).

Students who do not sit for the English Studies HSC Examination are not eligible for any marks gained in this subject to count in the calculation of an ATAR. A student cannot be eligible for an ATAR if they cannot count their English units.

Food Technology

2 UNIT FOOD TECHNOLOGY

Course Description

Through a combination of practical experiences and theory, Food Technology equips students with the knowledge and skills to understand how ingredients work within foods, how nutrients in food work within our bodies, how food shapes our culture and society, and the role of ethics and sustainability in food production.

The study of Food Technology will develop:

- Knowledge and understanding of the production, processing and consumption of food and an appreciation of its impact on society.
- Knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to health.
- Skills in researching, analysing and communicating.
- The application of theoretical concepts through practical experimentation.
- Skills in designing, implementing and evaluating solutions to food situations.

We enjoy a range of activities including case studies, fieldwork and industry visits, food photography, experimental work, surveys and research. Some of the recipes we will make in the term include, sweet chilli jam, meat pies made with homemade flaky pastry, panna cotta, pasta frittata, muesli bars, chorizo and rocket pasta salad, risotto just to name a few. We learn about the physical composition of our ingredients and how to troubleshoot their common problems through experimental work.

Students find the foundational knowledge and skills helpful in preparing them for a range of university degrees and industry diplomas.

Assessment: The HSC Course is assessed by school assessment tasks and the HSC Examination. There is no prerequisite study for the 2 Unit Preliminary Course. Completion of the 2 Unit Preliminary Course is a prerequisite to the study of the 2 Unit HSC Course.

Course Structure

Preliminary Course	HSC Course
<p>Food Availability and Selection</p> <ul style="list-style-type: none"> • Influences on food availability • Factors affecting food selection <p>Food Quality</p> <ul style="list-style-type: none"> • Safe storage and preparation of food • Sensory characteristics of food and food presentation • Functional properties of food <p>Nutrition</p> <ul style="list-style-type: none"> • Food Nutrients • Diets of optimum nutrition 	<p>The Australian Food Industry</p> <ul style="list-style-type: none"> • Sectors and aspects of the AFI • Policy and Legislation <p>Food Manufacture</p> <ul style="list-style-type: none"> • Production, processing and preservation • Packaging, storage and distribution • Food manufacturing and consumers <p>Food Product Development</p> <ul style="list-style-type: none"> • Factors that affect food product development • Reasons for and types of food product development • Steps in food product development • Marketing plans <p>Contemporary Nutrition Issues</p> <ul style="list-style-type: none"> • Diet and health in Australia • Options for managing nutritional fitness • Influences on nutritional status

French Beginners

2 UNIT FRENCH BEGINNERS

2 Units for each of Preliminary and HSC Board Developed Course

Eligibility

Native speakers, students who have spent over a year living in France and Students who have received more than 100 hours of French teaching from Years 7 to 10 are NOT eligible to study Beginners French in Years 11 and 12. There is no course requirement of previous study of French. The course starts with words like 'hello' and 'goodbye'!

Rationale of Course

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

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

Course Description

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

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

Main Topics Covered

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

Assessment

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

1. Listening 30%
2. Reading 30%
3. Speaking 20%
4. Writing 20%

Studying the French Beginners Course is an exciting opportunity for students to begin learning a second language and opens up many opportunities for students to understand the culture of many Francophone countries as well as job prospects.

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

Geography

2 UNIT GEOGRAPHY

Course Description:

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

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

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

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

The Preliminary Course

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

Preliminary Topics include:

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

The HSC Course

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

HSC Topics include:

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

Course Requirements:

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

Hospitality

2 UNIT HOSPITALITY

This is a comprehensive two year course designed to explore a specific area of Hospitality in depth. Students are given the opportunity to acquire knowledge and skills required to perform a range of tasks in a variety of industry environments. Through the study of Hospitality, the students at Green Point Christian College are encouraged to realise their talents and share them with the College community.

The course is nationally recognised and designed for delivery to school students undertaking the qualification as part of the HSC in a simulated work or industry training environment. The units are suitable for the College to contextualise to local industry activities. The College has established agreements with local industry for students to have work experience and it is possible to gain recognition for prior knowledge when wishing to extend training in the industry. Each year our trainers are constantly being kept current through the ongoing continuous improvement programs run by our RTO, the Association of Independent Schools.

The course has a core component which covers basic industry related employability skills such as working effectively with others, participating in safe work practices, communication, workplace hygiene procedures and a working knowledge of the industry. The practical portion that is delivered at the College is Kitchen Operations, which is the commercial cookery units.



An important component of the course structure is the mandatory minimum 70 hours of work placement which is undertaken in two 35 hour blocks. Industry partnerships and engagement provide enhanced opportunities to enrich work place learning.

Students are also required to participate in a number of school based catering activities. It is during these catering activities that most of the observation competency assessments are undertaken. Other competency assessments include quizzes, multi-media presentations, oral presentations, work placement journals and the ongoing weekly annotated portfolio.

Our College has a state of the art commercial kitchen which allows students to gain experience with this equipment at school as well as out in the workplace. Students will develop skills that lead to work as a breakfast or short order cook, catering assistant, fast food cook, sandwich hand and apprentice chef.

Students are expected to purchase a chef's uniform but are provided with commercial standard equipment including a tool box for their personal use while they are enrolled in the course.

The HSC Examination in Hospitality is optional. In the HSC year students may elect to undertake a 2 hour written HSC Examination in Hospitality if they are seeking an ATAR. This examination is independent of the competency based assessment. There is no external practical examination.

	The Association of Independent Schools NSW RTO: 90413	SIT20416 Certificate II in Kitchen Operations	
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Course Structure		Delivery Period: 2022/2023			
Units of Competency to be Delivered (approved by the AIS NSW RTO) Units are correct at time of printing					
Unit Code	Unit Title	AQF Category	Hours	Year 11	Year12
SITXWHS001	Participate in safe work practices	Core	15	✓	
SITXFSA001	Use hygienic practices for food safety	Core	10	✓	
BSBWOR203	Work effectively with others	Core	15	✓	
SITHIND002	Source and use information on the hospitality industry	Elective	20		✓
SITHCCC001	Use food preparation equipment <i>Prerequisite: SITXFSA001</i>	Core	20	✓	
SITHCCC005	Prepare dishes using basic methods of cookery <i>Prerequisite: SITXFSA001</i>	Core	40		✓
SITHKOP001	Clean kitchen premises and equipment <i>Prerequisite: SITXFSA001</i>	Core	10	✓	
SITXFSA002	Participate in safe food handling practices	Elective	15		✓
SITHCCC011	Use cookery skills effectively <i>Prerequisite: SITXFSA001</i>	Core	20	✓	✓
SITXINV002	Maintain the quality of perishable items	Core	5		✓
SITHCCC002	Prepare and present simple dishes <i>Prerequisite: SITXFSA001</i>	Elective	20	✓	
SITHCCC006	Prepare appetisers and salads <i>Prerequisite: SITXFSA001</i>	Elective	25	✓	
SITHCCC008	Prepare vegetable, fruit, egg and farinaceous dishes <i>Prerequisite: SITXFSA001</i>	Elective	35		✓
SITHFAB005	Prepare and serve espresso coffee <i>Prerequisite: SITXFSA001</i>	Elective	15	✓	✓

Course Costs	
	There are no extra costs for Hospitality
Uniform, Personal Protective Equipment, Tools and Resources	
Full chef's uniform, fully enclosed strong leather shoes/boots. Cambridge Recipe Skills text. Individual Hospitality toolboxes issued to students to use for the duration of the course. Students are to maintain and clean these and their contents. The toolboxes are kept at school in a closed cupboard. Students require a device for evidence photographs of work undertaken during practical activities.	
Delivery Arrangements	
Integrated into normal school timetable including designated special events. These special events provide the opportunity for students to meet the evidence requirements of the course. Students undertake 70 hours of work placement, 35 hours in the Preliminary year and 35 hours in the HSC year.	
Further Information	
Title: VET Compliance Officer and Hospitality Teacher	Name: Mrs Virginia Lumby Email: vlumby@gpcc.nsw.edu.au Phone: 4363 1266

Industrial Technology – Timber Products and Furniture Technologies

2 UNIT INDUSTRIAL TECHNOLOGY - Timber Products and Furniture Technologies

Industrial Technology is a practical based course in which students learn and develop the knowledge and skills required to design, manage and produce timber projects. Making a project from scratch is a challenging and fulfilling activity. It brings together and applies many concepts and skills taught in other subjects, providing concrete examples of their use in everyday life. As students engage in these real-world problem-solving activities, they are constantly evaluating and making informed and researched decisions about each stage of the process.

The majority of the time will be spent undertaking practical activities in order to develop student knowledge, understanding and skill in the application of tools and techniques. In doing so, students are equipped to meet the challenges of projects with greater autonomy and confidence.

Throughout the course, students will develop useful skills in project management and development, including planning, researching, evaluation, drawing, documenting, material preparation, tool use and maintenance, marking out and cutting joints, assembly, and applying finish. As part of the HSC Course, students will also produce a Major Project Folio (up to 80 pages) documenting the development and production process of the project.

Throughout the two years, students will cover a broad range of concepts relating to timber products and furniture including:

- Hand tools, power tools and machines
- Sharpening
- Joints and Joinery
- The use of jigs, moulds and templates
- Project assembly
- Adhesives
- Finishes
- Safety, basic first aid, risk assessment and risk management
- Edge treatments and timber decoration including laser etching
- Computer Aided Drawing
- Designing and planning a project
- Properties and characteristics of timber
- Broad industry study and a business case study
- Technology in the industry

Industrial Technology – Timber Products and Furniture Technologies enables students to engage in logical and creative thinking processes that are both relevant and desirable in today's workplaces. Furthermore, upon completion of the course, students will have managed a 12 month long project from start to finish, developing a wealth of valuable skills along the way.

Legal Studies

2 UNIT LEGAL STUDIES

Course Description

Through their study of the topics covered in the Stage 6 Legal Studies Course, students develop an understanding of the concepts, laws and legislation that combine to form the basis of the legal system which regulates and protects our society. In the Bible, God reveals himself as a God of justice. We act as agents of change by identifying and responding to injustice. Students completing this course are given the tools to become active and informed citizens via an increased appreciation for the implications of legal decisions on society and an understanding of the processes of reform and change.

Legal Studies students develop confidence in approaching and accessing the legal system and gain insights into its principles, structures, institutions and processes. In addition, the course will assist in the development of students' knowledge of their basic legal rights and responsibilities in a broad selection of contexts.

Throughout this course, students will also gain the skills of critical analysis, independent research, collaboration and effective communication.

Topics Covered

Course	Topic	Description
Preliminary	The Legal System	Students develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions.
	The Individual and the Law	Students investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports.
	Law in Practice	Students investigate contemporary issues that illustrate how the law operates in practice.
HSC	Crime	Students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.
	Human Rights	Students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice.
	Consumers	Students investigate the legal rights of consumers and the effectiveness of the law in achieving justice for consumers.
	Family	Students investigate the legal nature of family relationships and the effectiveness of the law in achieving justice.

Mathematics

Mathematics forms an important part of a well-rounded education. Although not compulsory in Years 11 and 12, the study of mathematics builds logical, problem-solving capacity and analytical thinking skills, applicable in many varied situations and careers.

Green Point Christian College believes that all students can improve their understanding of mathematics through engagement in an appropriate level of course at Stage 6, commensurate with their current capabilities. Students are advised to choose a mathematics course that is appropriate to their interests and current achievement level, but which also challenges them to gain a deeper understanding and hence to improve their level of mastery.

From 2019 and onwards, the NSW HSC Mathematics Course options are:

MATHEMATICS STANDARD

To achieve the state average in Standard Maths, you are most likely a student who is doing well in the 5.2 Course or struggling with the 5.3 Course, (I would define “struggling with the 5.3 Course” as someone who is getting results less than 60% consistently). If you are struggling with the 5.2 course in Year 10 by regularly getting low marks, it is suggested by NESA that students would not cope with the Senior Mathematics Standard Course and should not choose Maths in Year 11. The course for Mathematics Standard focuses on Mathematical skills and techniques which have direct application to everyday activity. The course is divided into the following topic areas: Algebra, Measurement, Financial Mathematics, Statistical Analysis. The course is designed to support TAFE and other vocational courses. It provides an appropriate Mathematical background for students who do not wish to pursue the formal study of Mathematics at Tertiary level, while giving a strong foundation for University study in the areas of Humanities, Nursing and Paramedical Sciences. The trends show that the majority of students will choose the Mathematics Standard Course. The table below (from NESA) shows how the **MATHEMATICS STANDARD** is organised into topics and sub-topics in Year 11.

Year 11 Course (120 hours)	Mathematics Standard	
	Topics	Subtopics
	Algebra	MS-A1 Formulae and Equations MS-A2 Linear Relationships
	Measurement	MS-M1 Applications of Measurement MS-M2 Working with Time
	Financial Mathematics	MS-F1 Money Matters
	Statistical Analysis	MS-S1 Data Analysis MS-S2 Relative Frequency and Probability

MATHEMATICS ADVANCED

This is an advanced Mathematics Course. To achieve a state average in the Mathematics Advanced Course, you will need to be a student who is doing well in the 5.3 Course and achieving consistent results around 75% or higher in this course. The Mathematics Advanced Course is a common course taken by Mathematics students and Mathematics Extension 1 (3 Units in total of Maths) students. Mathematics Extension 1 students do all the **MATHEMATICS ADVANCED** work plus extra topics. The table below (from NESA) shows how the **MATHEMATICS ADVANCED** is organised into topics and sub-topics in Year 11.

Year 11 Course (120 hours)	Mathematics Advanced	
	Topics	Subtopics
	Functions	MA-F1 Working with Functions
	Trigonometric Functions	MA-T1 Trigonometry and Measure of Angles MA-T2 Trigonometric Functions and Identities
	Calculus	MA-C1 Introduction to Differentiation
	Exponential and Logarithmic Functions	MA-E1 Logarithms and Exponentials
	Statistical Analysis	MA-S1 Probability and Discrete Probability Distributions

MATHEMATICS EXTENSION 1

This is similar to the old 3U Mathematics Course. To achieve the State average in the Extension 1 Mathematics Course you will need to be a student who is doing well in the 5.3 Course and achieving consistent results around 85% or higher in this course. More importantly, you will need to make sure that your ranking in the Year 10 Assessment Tasks are consistently in the top 10-15 places for the grade, as it is normally only these students who cope long term with the difficulty and rigor of the Extension 1 Course.

Mathematics Extension 1 is a common course taken by both Extension 1 students and Extension 2 students. The Mathematics Extension 2 (4 Unit) students do all the 2U and 3U work as well as extra Mathematics Extension 2 work. The course requires students to know the 2U Mathematics work at a much higher level as well as studying further extension work. The table below (from NESAs) shows how **MATHEMATICS EXTENSION 1** is organised into topics and sub-topics in Year 11.

Year 11 course (60 hours)	Mathematics Extension	
	Topics	Subtopics
	Functions	ME-F1 Further Work with Functions ME-F2 Polynomials
	Trigonometric Functions	ME-T1 Inverse Trigonometric Functions ME-T2 Further Trigonometric Identities
	Calculus	ME-C1 Rates of Change
	Combinatorics	ME-A1 Working with Combinatorics

MATHEMATICS EXTENSION 2 - This is a Year 12 Course only

This is similar to the old 4U Mathematics Course. This course commences in the HSC year and may only be taken by students who are doing the 3U course. It is for the absolute top few Maths students. This course is for those who love punishment! Students will live and breathe Mathematics for the year! It is a course that is taken by the cream of Mathematics students. *The course commences at the start of the HSC year (Year 11, Term 4)* and the decision to opt for Mathematics Extension 2 would be made during Term 3 in Year 11. The course requires students to know all the Mathematics and Mathematics Extension 1 work at a higher level as well as studying further topics. The table below (from NESAs) shows how **MATHEMATICS EXTENSION 2** is organised into topics and sub-topics in Year 12.

Year 12 course (60 hours)	Mathematics Extension 2	
	Topics	Subtopics
	Proof	MEX-P1 The Nature of Proof MEX-P2 Further Proof by Mathematical Induction
	Vectors	MEX-V1 Further Work with Vectors
	Complex Numbers	MEX-N1 Introduction to Complex Numbers MEX-N2 Using Complex Numbers
	Calculus	MEX-C1 Further Integration
	Mechanics	MEX-M1 Applications of Calculus to Mechanics

Modern History

2 UNIT MODERN HISTORY

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Students will develop skills in critical thinking, empathy, interpreting and analysing evidence. As part of our studies, we consider that God is active and sovereign in history. Students are affirmed that their future is in His loving hands.

Topics Covered

Course	Topic	Description
Preliminary	The Age of Imperialism / The Making of Modern South Africa	In this unit, students will learn about the eruption of imperialist conquest that took place throughout the world at the end of the 19th century. This will be consolidated with a case study on the making of South Africa from the Zulu Wars to unification in 1910.
	The Decline and Fall of the Romanov Dynasty	Students will learn about the Russian Tsars and how Nicholas II contributed to the collapse of the Russian regime, paving the way for Communism.
	Historical Investigation	This is a self-directed research essay on any modern historical topic the student desires.
	The First World War / First World War Archaeology	This unit will take students through an intensive study of the First World War. Special attention will be given to the practices of archaeologists working on the First World War.
HSC	Power and Authority in the Modern World: 1919-1946	Students will be given a unique opportunity to study the rise of dictatorships throughout the world after the First World War. The unit will focus on Nazi Germany as its case study.
	Russia and the Soviet Union: 1917-1941	Leninist and Stalinist Russia are one of the most engaging parts of Modern History. Students will learn about the rise of both dictators and the ways they established and maintained the Soviet Union.
	The Cold War 1945-1991	Students will study the ebbs and flows of the Cold War from the end of the Second World War through to the collapse of the Soviet Union in 1991.
	Apartheid in South Africa 1960-1994	This unit will enable students to explore and understand the Apartheid system that was instituted throughout South Africa for the second half of the 20th century.

See page 31 for History Extension which can be studied in Year 12 only.

Music

2 UNIT MUSIC 1

The Stage 6 Music 1 Course is designed to develop Performance, Composition, Musicology and Aural skills. It caters for students who have diverse musical backgrounds and interests, including those with interest in Popular Music. It is suitable for students with formal musical education as well as those with intermediate experience. Students will have the opportunity to study three topics in the Preliminary Course and another three topics for the HSC Course, which best suits the interests of the student. The topics available for study include:

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

Students have the opportunity to choose electives based upon their musical strengths. All students considering taking Music as an elective are encouraged to meet with Mr Muir or Mr Leonard before electives are selected to discuss your musical strengths and suitability for the Stage 6 Music Course. The written (Aural Skills) examination is worth 30 marks and the practical components (core performance and three electives) are each worth 20 marks. There are many elective combinations possible and upon consultation with the teacher, the student may devise an HSC Examination program that best represents their abilities. For example, if a student is particularly interested in performance, they may elect to choose three performance electives.

2 UNIT MUSIC 2

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

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

Students study one Mandatory Topic, covering a range of content and one Additional Topic in each year of the course. In the Preliminary Course, the Mandatory Topic is "Music 1600-1900". In the HSC Course, the Mandatory Topic is "Music of the Last 25 Years" (Australian Focus). In addition to core studies in Performance, Composition, Musicology and Aural, students nominate one elective study in Performance, Composition or Musicology.

HSC 1 UNIT EXTENSION COURSE - This is a Year 12 Course only

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

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

PDHPE

2 UNIT PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

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

The Course looks at areas such as:

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

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

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

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

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

Aim

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

Objectives

Through the study of PDHPE, students will develop:

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

Photography, Video and Digital Imaging

1 UNIT PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

(1 Unit in Year 11 / 1 Unit in Year 12)

Non – ATAR Course

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

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging.

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

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

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

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

Course Objectives:

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

Components and Weightings:

Making 70% Critical and historical studies 30%

Excursions

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

Equipment

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

Physics

2 UNIT PHYSICS

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

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe.

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

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

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

Year 11 Course Structure and Requirements

Year 11 Course Structure and Requirements				
Year 11 Course (120 Hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 1 Kinematics	60	* 15 hours in Modules 1 - 4
		Module 2 Dynamics		
		Module 3 Waves and Thermodynamics	60	
		Module 4 Electricity and Magnetism		

Year 12 Course Structure and Requirements

Year 12 Course (120 Hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 5 Advanced Mechanics	60	* 15 hours in Modules 5 - 8
		Module 6 Electromagnetism		
		Module 7 The Nature of Light	60	
		Module 8 From the Universe to the Atom		

* 15 hours must be allocated to Depth Studies within the 120 indicative course hours

Requirements for Practical Investigations

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 Courses and must occupy a minimum of 35 hours in each course, including time allocated to practical investigations in Depth Studies.

Practical investigations include:

- Undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork

Secondary-sourced investigations include:

- Locating and accessing a wide range of secondary data and/or information
- Using and reorganising secondary data and/or information

See page 33 for Science Extension which can be studied in Year 12 only.

Society and Culture

2 UNIT SOCIETY AND CULTURE

Course Description:

Society and Culture is a multidisciplinary subject incorporating the disciplines of Research Methodology, International Studies and Sociology. The aim of the course is to develop students that are culturally literate. Cultural literacy is a vital skill in the modern multicultural and multi faith society. We exist in a global village, participating in media consumption, employment and global travel, without cultural borders. It is vitally important that we grow in our ability to empathise with people of different values, beliefs, customs and behaviours. A culturally literate student will be able to bridge these cultural gaps and have meaningful and effective interactions globally.

It is important to develop cultural literacy as part of a Christian Education. Jesus requires us to be global citizens in order to carry out his Great Commission. We need to approach different cultures in humility to understand them and celebrate their diversity. In the future, our students will see the reshaping of global cultures, including our own and they should be equipped to lead this change imbued with Biblical values and principles.



The cultural case studies for study include:

Year 11	Year 12
The Amish Mexican Japanese including Otaku	Chinese Video game culture Buddhist

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

Knowledge and understanding about...

- Personal, social and cultural identity
- Interactions of persons, societies, cultures and environments across time
- The role of power, authority, gender and technology in societies and cultures
- The methodologies of social and cultural research

Skills to:

- Apply and evaluate social and cultural research
- Investigate and engage in effective evaluation, analysis and synthesis of information from a variety of sources
- Communicate information, ideas and issues in appropriate forms to different audiences.
- Study of human societies and cultures gives students an improved intercultural understanding and empathy as well as an understanding of the Christian basis for informed and active citizenship, ethical research practices and social justice issues facing the modern multicultural world.

Preliminary Course:

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

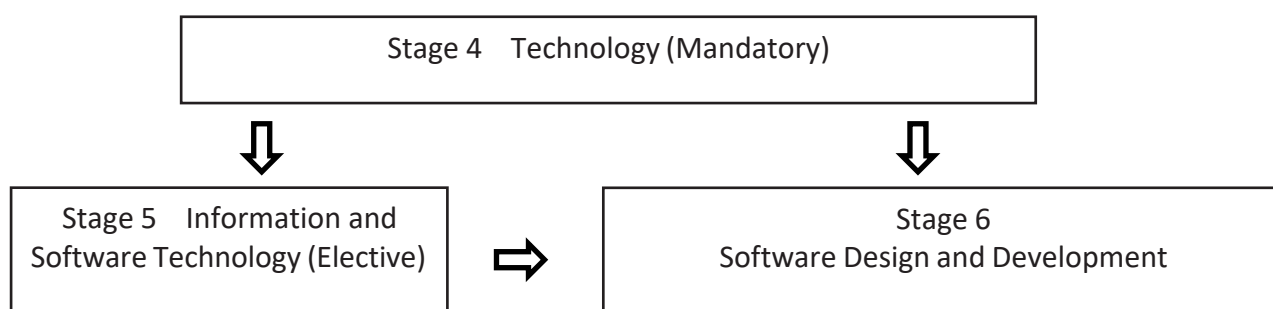
HSC Course:

- Personal Interest Project
- Social and Cultural Continuity and Change
- Popular Culture – Video Gaming Culture
- Belief Systems - Buddhism

Software Design and Development

2 UNIT SOFTWARE DESIGN AND DEVELOPMENT

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



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

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

The Course Outline is shown below:

2 Unit Preliminary Course	2 Unit HSC Course
<ul style="list-style-type: none"> • Concepts and Issues in the Design and Development of Software (30%) • Software Development Cycle (50%) • Developing Software Solutions (20%) –project work 	<ul style="list-style-type: none"> • Development and Impact of Software Solutions (15%) • Software Development Cycle (40%) • Developing a Solution Package (25%) –project work • Option Strand (20%)

Sport, Lifestyle and Recreation

1 UNIT SPORT, LIFESTYLE & RECREATION (1 Unit in Year 11 / 1 Unit in Year 12)

Non – ATAR Course

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

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

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

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

Studies of Religion

2 UNIT STUDIES OF RELIGION

Studies of Religion provides a learning experience that enables young people to gain insight into a variety of world religions and assists them to become more informed about their own faith. Students explore the world religions of Islam, Christianity and Judaism in depth.

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

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

Topics Covered:

Preliminary Course

SOR 2 Unit
Nature of Religion and Beliefs
Religious Tradition Study 1 (Christianity)
Religious Tradition Study 2 (Islam)
Religious Tradition Study 3 (Judaism)
Religions of Ancient Origin (Shinto/Aztec)
Religion in Australia pre-1945

HSC Course

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

Assessment Weighting for the HSC Course - Studies of Religion 2 Unit

Component	Weighting
Knowledge and Understanding of Course Content	40
Source Based Skills	20
Investigation and Research	20
Communication of Information, Ideas, Issues in Appropriate Forms	20
Total	100

Textiles and Design

2 UNIT TEXTILES AND DESIGN

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

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

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

Assessment

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

Course Structure:

Preliminary Course

Design

Elements and Principles of Design

Types of Design

Communication Techniques

Manufacturing Methods

Preliminary Textile Project 1

Properties and Performance of Textiles

Fabric, yarn and fibre structures

Types, classification and identification of fabrics, fibres and yarns.

Fabric, Yarn and fibre properties

Australian Textile, Clothing, Footwear and Allied Industries

Industry Overview

Quality and Value of Textiles

HSC Course

Design

Historical Design Development

Fabric Decoration

Influence of Culture on Design

Contemporary Designers

Properties and Performance of Textiles

End use applications

Innovations and emerging textile technologies

Australian Textile, Clothing, Footwear and Allied Industries

Appropriate textile technology and environmental sustainability.

Current issues

Marketplace

Major Textile Project

Students select one focus area through which they develop a project, which includes supporting documentation and textile item/s;

Apparel

Furnishings

Costume

Textile Arts

Non-apparel

Veta Morphus (Certificate III in Christian Ministry and Theology)

2 UNIT COURSE FOR ONE YEAR

Veta Morphus is a national Christian leadership program for senior secondary students. It is designed for students who wish to explore and develop in the Christian faith in a practical, hands-on way. This senior course provides students an opportunity to pursue and experience deeper faith while gaining academic credit.

It is a year-long 2 Unit course that enables year 11 and 12 students to grow in their Christian life. Students will experience course content delivered by an external education provider online, attend weekly teacher-run tutorials in the school timetable, undertake ministry placement, attend three faith-building retreats, be shaped by an adult mentor and enjoy deep bible engagement. Veta Morphus students regularly connect with a group of God-focused peers and ask the hard questions, put their faith into practice and discover who they truly are in Christ... and do it all as a core part of their senior school pathway.

The course is highly recommended for those who would like their life and thinking to be shaped by Jesus and the God of the Bible. It is also a great subject for those who would like to continue their exploration of Biblical Studies at the senior level but are not ready for the rigours of the Studies of Religion HSC course. Also, students who have taken the subject in the past have been offered extra credit by the tertiary education institutions to which they have applied.

As the Veta Morphus course is Nationally accredited and is administered by an external registered training organisation (Evolution Learning), it incurs costs not covered by school fees. However, this cost is heavily subsidised by the government and the College. Thus, the additional cost of the course to students and their parents will be approximately \$500. More information can be sought by asking Mr Greg Masters (Biblical Studies Co-ordinator) or by following the link <https://veta.org.au/veta-morphus/>



Visual Arts

2 UNIT VISUAL ARTS

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

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

Visual Arts provides a school context to foster students' physical and spiritual development. In a holistic sense, experiences in creative activity offer engagement with material things and provide for physical actions (eg painting, drawing, sculpture, ceramics, photography, film making, constructing, building). The bringing together of ideas and materials invested with meaning may lead to spiritual significance in the art produced and for the student. The study of artworks in historical and contemporary cultures reflects an ongoing interest in representations of the spiritual.

The knowledge, understanding, skills and values gained from Visual Arts assists students in building conceptual and practical skills which can be applied in art, craft, design and related careers, and other real world contexts. Students' critical skills of analysis, reflection, judgement and appreciation of the visual arts and the world, can be applied in a range of contexts.

Excursions include visits to Art Express, Art Galleries, Art Sites as well as workshops with practising artists. Students will participate in an overnight excursion in both the Preliminary and the HSC years to the Sydney Biennale (Cockatoo Island) and Arthur Boyd's property 'Bundanon' near Nowra on the NSW South Coast.

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

Course Description:

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

Course Requirements:

Preliminary Course

- Artworks in at least two expressive forms and use of a Visual and Process Diary
- A broad investigation of ideas in Art Criticism and Art History

HSC Course

- Development of a body of work and use of a Visual and Process Diary
- A minimum of five Case Studies (4–10 hours each)
- Deeper and more complex investigations of ideas in Art Criticism and Art History

Assessment:

HSC Course Only

External Assessment

A 1½ hour written paper

Submission of a body of work

Weighting

50

50

100

Internal Assessment

Development of the body of work

Art Criticism and Art History

Weighting

50

50

100

Subject Preferences for Year 11

Students are asked to nominate their subject preferences for Year 11 study next year. The nomination of preferences is designed to give the College an indication of student interest so that decisions can be made as to what subjects will run next year and the subject arrangements to be used for Secondary school timetabling.

Using the Edval Choice webform, please nominate in priority order the courses that you want to do totalling at least 12 units. Also, continue to nominate two reserve subjects in case some subjects don't run next year or there are timetable constraints resulting in limitations in subject combinations. As all students have to study English, please select an English Course as your first choice. Please see Mrs McKay regarding her recommendation as to which English level is most suited to you.

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

If you wish to go on to tertiary study, while many University courses do not have prerequisite HSC Courses, it is wise to study courses in line with the assumed or recommended knowledge for any particular tertiary course you want to pursue.

Please see Mr Russell if you need information about tertiary study or vocational requirements. You may find the UAC booklet about University entry requirements for 2024 helpful - see page 14 for a link to the UAC booklet.

Please remember to pray about your choices.

Information is provided on the following pages about how to nominate your subject preferences using the Edval Choice webform.

*Note that as this is a survey of preferences, there is no guarantee that each of the subjects listed will run next year and also no guarantee that particular desired combinations of subjects will be available. This survey will help in determining what subjects will run and in what combinations.

After students' subject preferences are collected, the College will then determine the subjects that are to be available for next year. These subjects will be arranged in groups - students will be placed into subjects using the preferences they have indicated and, if necessary, their reserve preferences. If a student does not have enough main and reserve preferences to allocate them into courses totalling the required number of units, a Staff member will talk with the student about what additional subject(s) he or she might do.

Various groups of subjects will run simultaneously in the school timetable so some combinations of subjects will not be possible given that various subjects will be occurring at the same time. In some instances, after school classes are run in Years 11 and 12 to provide greater flexibility for students as to available subjects for students to study.

*** It is expected that all existing Year 10 students will nominate subject preferences for next year, even if you are unsure as to whether you are continuing at school for Years 11 and 12. New students should also nominate preferences and provide this information to the College on or after the specified return date. At GPCC, students in Year 11 are expected to study at least 12 units unless there are exceptional circumstances which will need to be discussed with the Head of Secondary School and/or the Curriculum Co-ordinator/Student Advisor.**

Submitting your Subject Preferences for Year 11

Student subject preferences will be collected electronically and then an overall summary picture of subject requests will be considered in the curriculum decisions for next year. Please think and pray about your preferences, then complete the electronic collection form. You may want to ask teachers about the content of various senior courses and/or look at NESA syllabi that describe subject content. NESA syllabi are available via the link [Syllabus A-Z | NSW Education Standards](#)


It is important to nominate your subject preferences by the **due date 8:00am on Thursday 5 August 2021**, so that they can be considered in the overall analysis of students' subject interests. To nominate subject preferences, students and parents will need to go to a website, Edval Choice (see link below) that will capture the subject preferences you would like to make for next year. Starting with English, please choose your preferences, in priority order, for the courses you want to study totalling to at least 12 units; then also nominate at two reserve courses in priority order. It is important to list reserves in case some subjects do not run, or they have timetable clashes with other subjects.

You will receive from the College a webcode that will be needed as part of the process. Once entered, the College will assume a student's subject preference choices have the permission of his/her parents.

Edval Choice Web Address: - <https://my.edval.education/webChoice/student/forms>

The subject preference website is easy to use. Some examples of what the pages looks like are shown below. Please note the due date 8:00am 5 August 2021, for submitting subject preferences.

This is the opening web page....

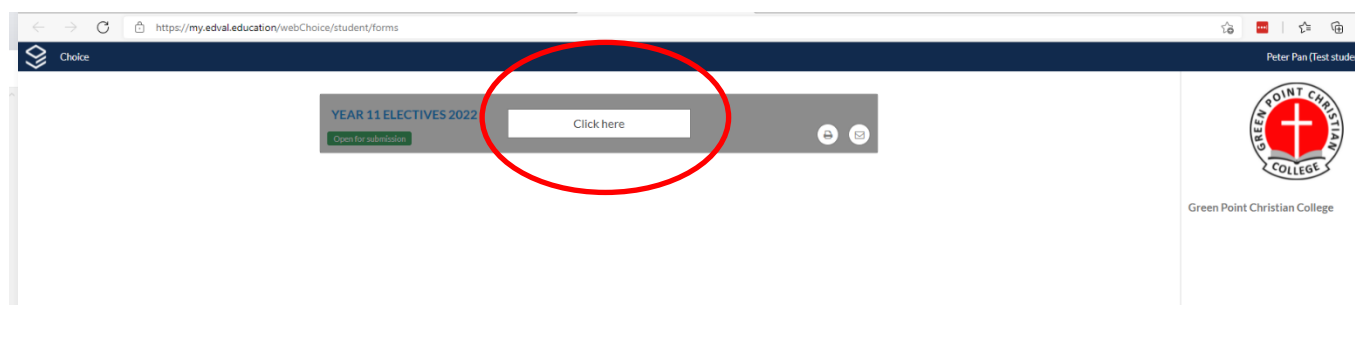
 <https://my.edval.education/webChoice/student/forms>

YEAR 11 ELECTIVES 2022

Open for submission



Hover the mouse over the rectangle area and click in the space provided...



Read the Notes and the Rules sections at the right-hand side.....

Year 11 Electives

Main Units	Subject	Units
English	No selection	0
Preference 2	No selection	0
Preference 3	No selection	0
Preference 4	No selection	0
Preference 5	No selection	0
Preference 6	No selection	0
Preference 7	No selection	0
Preference 8	No selection	0
		Total 0

Reserve Units	Subject	Units
Reserve 1	No selection	0
Reserve 2	No selection	0
		Total 0

Notes

IMPORTANT: Please select subject preferences in order of priority nominating 12 or more units of study. As English is a required subject, you must choose a 2 unit English course as your first preference.

Please also select, in order of preference, 2 Reserve subjects.

If you want to choose TAFE or Private Provider course, please discuss this with Mr Russell. If you want to choose a Distance Education course, please discuss this with Mrs van Wyk.

Please discuss your choices with your parent/guardian.

Notes
Rules

Choose your main subject preferences and your reserve preferences in your priority order... (don't choose the same subject twice). Talk with your parents before you click "Submit".

Year 11 Electives

Main Units	Subject	Units
English	English Advanced	2
Preference 2	English Extension - 1 Unit	1
Preference 3	Mathematics Advanced	2
Preference 4	Mathematics Extension - 1 Unit	1
Preference 5	Music 1	2
Preference 6	Business Studies	2
Preference 7	Community & Family Studies	2
Preference 8	No selection	0
		Total 12

Reserve Units	Subject	Units
Reserve 1	Society & Culture	2
Reserve 2	Photography - 1 Unit	1
		Total 3

»

Rules

You can't have duplicate subjects.

If you select English Extension - 1 Unit you must select English Advanced
If you select Mathematics Extension - 1 Unit you must select Mathematics Advanced

You can't have more than 6 units of the subjects: Biology, Chemistry, Physics.

You can't have more than 2 units of the subjects: Mathematics Advanced, Mathematics Standard.

You can't have more than 2 units of the subjects: Music 1, Music 2.

You need to request between 12 and 15 main units.

You need to request at least 2 reserve units.

Notes
Rules

After submitting your preferences, click "Print" or "Send email" so you have a record of your choices. You can go back into the form and change your choices as long as you do this before 8am on the closing date when preferences are due - 5 August 2021.

Main Units	Subject	Units
Adv_E	English Advanced	2
EnE1	English Extension - 1 Unit	1
MaA	Mathematics Advanced	2
MaE1	Mathematics Extension - 1 Unit	1
Music1	Music 1	2
BS	Business Studies	2
CAFS	Community & Family Studies	2

Total units: 12

Reserve units

Reserve Units	Subject	Units
SC	Society & Culture	2
Photo	Photography - 1 Unit	1

Total units: 3

Please print or email this form for your records.

If you want to choose TAFE or Private Provider course, please discuss this with Mr Russell. If you want to choose a Distance Education course, please discuss this with Mrs van Wyk.

Please discuss your choices with with your parent/guardian.

[Exit](#)
[Print](#)
[Send email](#)

Possible Year 11 Subjects

Note that not all of these subjects will necessarily run next year.
The electronically collected survey information will help determine student interest.

SUBJECT		SUBJECT
English Advanced		Mathematics Advanced
English Extension - 1 Unit		Mathematics Extension - 1 Unit
English Standard		Mathematics Standard
English Studies (ATAR - Category B)		Modern History
Aboriginal Studies		Music 1
Ancient History		Music 2
Biology		Physics
Business Studies		PDHPE
Chemistry		Photography, Video and Digital Imaging - 1 Unit non-ATAR
Community & Family Studies		Society & Culture
Drama		Software Design & Development
Economics		Sport, Lifestyle & Recreational Studies - 1 Unit non-ATAR
Food Technology		Studies of Religion 2 Unit
French Beginners		Textiles & Design
Geography		Veta Morphus (Cert III in Christian Ministry and Theology)
Hospitality (VET) (ATAR - Category B)		Visual Arts
Industrial Technology - Timber		Distance Education Course*
Legal Studies		TVET Course**
		Private Provider Course ** (Some ATAR-Cat B and some non-ATAR)

*For Distance Education courses, please see Mrs van Wyk about your desired course. Note that in some instances, there is a limit to the number of students who can study by Distance Education through the Government Distance Education providers.

**For TVET and Private Provider Courses (or if you are wanting to do a Traineeship or a course with an Outside Tutor), please see Mr Russell to provide details of your desired course. Note that external VET courses require an expression of interest to be lodged online by Mr Russell by 3 September 2021.

Intention Not to Return for Years 11 and 12



THIS SECTION TO BE FILLED OUT TO INDICATE IF YOU DO NOT INTENT FOR YOUR CHILD TO ENTER YEAR 11 AT GPCC

If you do not intend for your son/daughter to study in Year 11 at GPCC next year, please print this page and tick the box below.

☐ I do not intend for my child to enter Year 11 at GPCC next year

If your child is not returning to Year 11 next year, there is no need to submit subject preferences.

If your child is leaving the College, you need to let the College Registrar, Mrs Angela Sheather, know **in writing** of your decision not to return to GPCC next year, giving the appropriate notice as set out below. You can provide this printed and signed page to Mrs Sheather or email her. Mrs Sheather's email address is: registrar@gpcc.nsw.edu.au.

If a student is to be withdrawn from the College, written notice of at least ten (10) weeks in term time must be given. If such notice is not given you will become liable for ten weeks late notice fee plus GST.

Student's Name: _____

Parent's Signature _____ Date _____