



Covenant
Christian School
All knowledge through Christ

ELECTIVE SUBJECTS

YEARS 11 AND 12
2019 - 2020

This document supersedes all previously issued assessment documents

PREFACE

Covenant is a great school. Our teachers are highly qualified and passionate about their areas of study, all of them are committed Christians. They are prepared to teach your children well.

Years 11 and 12 (Preliminary and HSC) are a most exciting time in the life of a student. They will be studying subjects at a level that will extend them further academically than they have been in the past. They will also be preparing for life outside school. Covenant seeks to cater for the wide variety of gifts and interests of the students in our care.

All of this, however, does not change the *raison d'être* for the school. All the subjects will be taught in a way that helps the students understand the world, and their place and function in it as young Christian men and women. The education that our students receive will be Christ centred, culturally engaging and academically rigorous.

The expectations we have of our senior students are high. The extra privileges they have as senior students at Covenant come with greater responsibility. They will have many opportunities to be leaders in the school community by serving it in all sorts of ways.

There are many events and activities that the students can engage in that make schooling an enriched experience.

Please do not hesitate to contact the relevant staff members if you have any questions regarding the material found in this booklet.

We look forward to partnering with you in these critical years of schooling of your children.



Mr Bill Rusin
Principal

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GENERAL INFORMATION

Requirements for the Award of the HSC

If you wish to be awarded the Higher School Certificate (HSC), you must have:

- gained the Record of School Achievement or other qualifications the NSW Education Standards Authority (NESA) considers satisfactory
- satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- completed, and made a serious attempt at, the Higher School Certificate examinations
- completed a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - at least six units from Board Developed Courses including at least two units of a Board Developed Course in English or English Studies
 - at least three courses of 2-unit value or greater
 - at least four subjects.

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

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

Completion of HSC: All My Own Work Program

All students are required to have completed *HSC: All My Own Work* before any Preliminary or HSC course entries can be submitted.

GENERAL INFORMATION (CONT)

What types of courses can I select?

There are different types of courses that you can select in Years 11 (Preliminary) and 12 (HSC).

Board Developed Courses

These courses are developed by the NSW Education Standards Authority (NESA). For each course the following information is available:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale, except for Vocational Education and Training Courses which report on the competencies gained.

All students entered for the HSC who are studying NESA Developed Courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the ATAR (Australian Tertiary Admission Rank).

Most courses offered at Covenant are Board Developed Courses.

Board Endorsed Courses

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by the NESA to cater for areas of special interest not covered in the Board Developed Courses. For example, Certificate II in Sport and Recreation, and Certificate III in Early Childhood Education and Care are CECs. These do not count towards the ATAR.
- Some HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.

GENERAL INFORMATION (CONT)

Extension Courses

Extension study is available in a number of subjects.

Extension courses are 1-unit courses which build on the content of the 2-unit course. Extension courses require students to work beyond the standard of the 2-unit course, and are available in English, Mathematics, History, Music, Languages, Science and VET courses.

English and Mathematics Extension Courses are available at Preliminary (Extension 1) and HSC (Extension 2) levels. Students must study the Preliminary Extension course in Extension 1 before proceeding to the HSC Extension 2 course. The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

ATAR

If you wish to receive an ATAR (Australian Tertiary Admission Rank), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, University Entry Requirements Year 10 Booklet, published by UAC, is handed out in Term 3 and contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have chosen six units from Board Developed Courses.

Useful websites

www.educationstandards.nsw.edu.au

www.vetab.nsw.gov.au

www.newapprenticeships.gov.au

www.uac.edu.au

GENERAL INFORMATION (CONT)

HSC Board Developed Courses - Education and Training (VET)

VET Curriculum Frameworks

The HSC includes Board Developed Vocational Education and Training (VET) courses.

NESA have developed curriculum frameworks for seven industry areas, listed below. You must undertake a work placement to complete these courses successfully and to gain accreditation which is recognised nationally by industry.

The frameworks are:

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

Courses in the VET Curriculum Frameworks can be studied as Preliminary and/or HSC courses.

The 240-hour course in each framework includes an optional written examination which students can choose to undertake if they wish the result to be included in the calculation of the ATAR. These courses are marked * in the information in this booklet.

These courses will be counted as Category B subjects in the calculation of the ATAR. Only two units of Category B subjects may count towards the ATAR.

GENERAL INFORMATION (CONT)

Planning for Senior School and Beyond

At the end of Year 10 you will face major decisions regarding your future. In making these decisions, use the talents that God has given you in a way that is honouring to Him. In so doing, you need to be realistic about your talents and abilities and make a sincere effort to find out as much as you can about the demands of those subject choices which appeal to you. So, prayerfully consider what is right for you.

Should I do the HSC?

In considering this important question, you should take into account the following factors:

- The differences between Year 10 and Years 11 and 12. Students are expected:
 - to be personally involved in choosing courses that suit them best
 - to be much more self-reliant and organised with their time
 - to be doing much more study and exam preparation
 - to take more responsibility for their own learning and actions.
- Performance in Year 10
- Career aspirations
- Prerequisites needed for chosen careers and tertiary courses
- Degree of motivation
- Self-motivation must replace rewards and punishments imposed by teachers and parents
- Rote learning decreases in importance as conceptual insight and deductive reasoning increase
- The advice offered by the school.

A guide for choosing subjects in the Senior School

When choosing your subjects for Years 11 and 12, you should ask the following questions:

- what career am I interested in?
- what courses would lead to those careers?
- what institutions or colleges offer those courses?
- what are the entry requirements for those courses?
- will my school subjects line up with those entry requirements?
- do I need a Higher School Certificate? An Australian Tertiary Admission Rank?
- is it a practical type of subject?
- is it more theoretical?
- does it suit my interests and abilities?
- what levels of study am I capable of?
- what are the financial costs involved?

These questions are just a guide for you when making enquiries about tertiary study. You will need to add to the list for your particular areas of interest.

GENERAL INFORMATION (CONT)

Who can help you with subject choices?

- Your subject teachers can advise you of levels you are capable of, course content and requirements in terms of exams, assessments and practical work.
- Your Careers Adviser can help you obtain information on requirements for tertiary study and employment, on the relationship of your school study with the world of work, and general assistance in your decision making. An interview with the Careers Adviser is encouraged if you are unsure of subject selection.
- Your class teacher and/or Deputy Principal Curriculum (7-12) can provide overall support and direction.
- Your parents can help by supporting you positively and listening to you. In turn, listen to their point of view.

If you need more information, don't hesitate to contact the school.

Why subject choice is important

For all students:

- Choosing subjects you are interested in and like studying makes your life at school more ENJOYABLE.
- Choosing subjects which match your level of ability makes your school life REWARDING.
- The important thing to consider when choosing your subjects is to be REALISTIC - choose subjects that suit your abilities.

COURSE INFORMATION

The information regarding individual subjects and/or courses on the following pages is provided to assist you in the selection of suitable courses. Inclusion of a course in this list does not mean that the course will necessarily be offered in our school next year. The courses to be offered will be chosen taking into consideration the expressed wishes and requirements of the majority of students, past experience, the priorities of the school and available resources.

Additional information regarding the content of HSC Extension courses will be made available to eligible students studying the appropriate Preliminary course during Year 11.

If you would like further information, are interested in information about subjects not listed in this booklet, or have any queries about your choice of subjects, your total program of study, or prerequisites for specific courses and/or tertiary institutions, please feel free to discuss these matters further with individual subject teachers, your Home Class teacher, the Deputy Principal Curriculum (7-12) and/or Careers Adviser.

As well as selecting courses offered within our school, students may also be eligible to participate in HSC courses provided by the Saturday School of Community Languages, TAFE-delivered Vocational Education courses, some courses offered by private business colleges, and courses offered through the NSW School of Languages (NSoL) and the Sydney Secondary Distance Education Centre (SSDEC). When studied in the approved manner, these courses will appear on the Higher School Certificate in the same way as courses offered within the school. A **high level of motivation** is required in studying these subjects.

Changing subjects

What should you do if you choose a subject or level and then realise you have made the wrong choice?

Talk to your parents, your teacher, the Careers Adviser and Deputy Principal Curriculum (7-12). Then you must complete a "Change of Subject" form available from the Deputy Principal Curriculum (7-12) and have it signed by all the relevant people **before** you change classes. You cannot change until you are told that your change has been approved. You must catch up on work missed in your new course.

Changes cannot be made after four weeks of studying a course, unless exceptional circumstances apply.

ANCIENT HISTORY

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

At Covenant Christian School, a study of Ancient History will equip students with a highly valuable set of skills and a useful body of knowledge with which to tackle many of the issues and problems presented by our complex and changing world. As Christians, we have the opportunity to:

- recognise God’s sovereignty in all history
- understand the process of change over time and appreciate other societies and cultures from the past as people engaged in their world
- think biblically and to make informed judgements on controversial matters
- sharpen their ability to think and argue logically
- develop a deeper grasp of the context of the Bible in its times, thus enabling us to more accurately understand God’s word.

Course Description

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

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

Main Topics Covered

Preliminary Course

Comprises three sections:

- Investigating Ancient History (60 indicative hours including “The Nature of Ancient History” and “Case Studies”).
 - Students undertake at least one option from “The Nature of Ancient History”, and at least two case studies.
- Features of Ancient Societies (40 indicative hours).
 - Students study at least two ancient societies.
- Historical Investigation (20 indicative hours).

Historical concepts and skills are integrated with the studies undertaken in the Preliminary course.

HSC Course

Comprises four sections:

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One “Ancient Societies” topic (30 indicative hours)
- One “Personalities in their Times” topic (30 indicative hours)
- One “Historical Periods” topic (30 indicative hours).

Historical concepts and skills are integrated with the studies undertaken in the HSC course.

Students must make their selections in the HSC course from at least two of the following areas: Egypt, Near East, Greece and Rome.

ANCIENT HISTORY (CONT)

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination in four parts, comprising short answer and extended response answers	100	Knowledge and understanding of course content	40
		Historical skills in the analysis and evaluation of sources and interpretations	20
		Historical inquiry and research	20
		Communication of historical understanding in appropriate forms	20
	100		100

BIOLOGY

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

At Covenant Christian School, the Biology syllabus provides opportunities for students to:

- acknowledge God as the perfect Designer and Creator of the universe whilst challenging themselves on the scientific validity of the theories of evolution
- reveal God’s awesomeness through their new knowledge of the amazing world they live in
- better understand our God-given role as stewards of the earth and how they as individuals can make a difference in the conservation of biodiversity.

Course Description

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

Main Topics Covered

Preliminary Course

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

HSC Course

Core Topics

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

Note: The Working Scientifically outcomes and content are integrated into each module wherever students undertake an investigation.

Particular Course Requirements

Both the Preliminary and HSC courses require 120 hours of study, with 60 hours devoted to the first two modules and 60 hours to the second two options. 15 hours must be allocated to depth studies within each 120-hour course, and practical investigations must occupy a minimum of 35 hours of course time.

Assessment: Preliminary and HSC Courses

Component	Weighting
Skills in working scientifically	50
Knowledge and understanding of course content	50
	100

BUSINESS STUDIES

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

At Covenant Christian School, students are given the opportunity to develop their understanding of business concepts and ideas within a Christian framework. Students can think about how Christians are to interact with the business world. Time is spent reflecting on the ethical considerations of running, managing or owning a business, as well as being employees and consumers in a business world that, all too often, focuses only on profit rather than the welfare of society. Employment relations and the balance between work and life are also considered as part of the course at Covenant. Students have the opportunity to develop Christian priorities in all these areas. In the course, students are encouraged to see Jesus Christ as the centre of every aspect of life.

Course Description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Main Topics Covered

Preliminary Course

- Nature of Business (20% of course time) – the nature and role of business.
- Business Management (40% of course time) – the nature and responsibilities of management.
- Business Planning (40% of course time) – establishing and planning a small to medium enterprise.

HSC Course

- Operations (25%) – strategies for effective operations management.
- Marketing (25%) – development and implementation of successful marketing strategies.
- Finance (25%) – financial information in the planning and management of business.
- Human Resources (25%) – human resource management and business performance.

Assessment:

Preliminary and HSC Course		HSC Courses	
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination, including multiple choice, short answer and extended response questions	100	Knowledge and understanding of course content	40
		Stimulus-based skills	20
		Inquiry and research	20
		Communication of business information, ideas and issues in appropriate forms	20
	100		100

CERTIFICATE II IN SPORT AND RECREATION

VOCATIONAL EDUCATION (VET) COURSE

2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites: Nil

At Covenant Christian School, the Sport and Recreation syllabus provides opportunities for students to:

- acknowledge God as the perfect Designer and Creator of the universe
- develop social responsibility in regard to service, with a particular focus on the sport and recreation for lifelong physical activity and opportunities
- use their God-given skills in caring for others
- develop godly attitudes in the way they treat other people within the classroom and wider community.

Course Description

This course allows students to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. Students will undertake a range of administrative activities and functions within a team and under supervision and they will be involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge.

Course content includes:

- organise and complete daily work activities
- provide first aid
- participate in workplace health and safety
- assist with activity sessions
- respond to emergency situations
- work effectively in sport, fitness and recreation environments
- maintain sport, fitness and recreation industry knowledge
- use digital technology for routine workplace tasks
- maintain equipment for activities
- maintain sport, fitness and recreation facilities
- participate in environmentally sustainable work practices.

Pathways and Careers

After achieving this qualification candidates may undertake further training at Certificate III, Diploma and Advanced Diploma level.

Further training may also involve a traineeship or further studies at TAFE or University.

Work Placement

The assessment requirements for a number of core competencies for this qualification require service periods and 35 hours of mandatory NESA work placement.

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE VOCATIONAL EDUCATION (VET) COURSE

2 units for each of Preliminary and HSC Board Developed Course

Prerequisites: Nil

At Covenant Christian School, the Early Childhood Education and Care syllabus provides opportunities for students to:

- acknowledge God as the perfect Designer and Creator of the universe
- develop environmental and social responsibility in regard to service, with a particular focus on the nurture of children in the early years
- use their God-given skills in caring for others
- develop godly attitudes in the way they treat other people within the classroom and wider community.

Course Description:

This course is for students who wish to work in the Childcare industry in the future. This course will allow students to commence a study that will assist them to complete a certification that will enable them to move into any of the following career areas:

- Early childhood educator
- Playgroup supervisor
- Family day care worker
- Childhood educator
- Childhood educator assistant
- Outside school hours care assistant
- Recreation assistant
- Nanny
- Mobile assistant

Main Topics Covered:

This course will enable students to develop skills, through the completion of units in the following areas:

- ensure the health and safety of children
- promote and provide healthy food and drinks
- participate in work health and safety
- use an approved learning framework to guide practice
- provide experiences to support children's play and learning
- develop positive and respectful relationships with children
- develop cultural competence
- support behaviour of children and young people
- support children to connect with their world
- use information about children to inform practice.

Particular Course Requirements

Students have a requirement of work placement in Preliminary and HSC as part of their studies. This will comprise of 120 hours work experience in a Preschool in the local area. Students will also be required to complete 35 hours of practicum at an external childhood facility. This experience will allow the students to develop their skills in the area of working with children, and will deepen their experience and knowledge in this area.

Please note: Assessment for this subject is assignment based only.

CHEMISTRY

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

At Covenant Christian School, the Chemistry syllabus provides opportunities for students to:

- develop the skills that enable chemists to investigate the physical and chemical properties of substances, and draw valid conclusions from their data
- be introduced to current scientific theories, which provide the framework for scientific research of today
- begin the journey of scientific research by investigating a problem of their own choosing.

Course Description

This course develops an understanding of the fundamentals of chemical knowledge through the exploration of models and understanding of theories and laws. It also develops the basic skills used in scientific research. It equips young men and women with knowledge and skills in chemistry that can be used for the good of society and for the glory of God.

Main Topics Covered

Preliminary Course

- Properties and structure of matter
- Quantitative chemistry
- Reactive chemistry
- Drivers of reactions

HSC Course

Core Topics

- Equilibrium and acid reactions
- Acid/base reactions
- Organic chemistry
- Applying chemical ideas

Note: The Working Scientifically outcomes and content are integrated into each module wherever students undertake an investigation.

Particular Course Requirements

Both the Preliminary and HSC courses require 120 hours of study, with 60 hours devoted to the first two modules and 60 hours to the second two options. 15 hours must be allocated to depth studies within each 120-hour course, and practical investigations must occupy a minimum of 35 hours of course time.

Assessment: Preliminary and HSC Courses

Component	Weighting
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

COMMUNITY & FAMILY STUDIES

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressure. Yet in the midst of this we have one solid truth to which we cling as Christians – the unswerving faithfulness and unchanging character of our God. It is from the truth of the Scriptures that we critique and examine many of the secular ideas that underpin the secular concept of family and community. Students are encouraged to come to a deeper understanding of the vital importance of the role of both the individual and the family unit in weaving the very fabric of our society.

Community and Family Studies is an interdisciplinary course, which draws upon family studies, sociology, developmental psychology and students' life experience, to give a detailed study of human behaviour and societal interaction. The course has a strong focus on effective resource management that enables a person to function effectively in his/her everyday life, whilst acknowledging at all times that God calls us to live in fellowship and harmony with one another and with Him.

Students will begin with an exploration of the term 'worldview' and be challenged to think through what a Christian worldview is. They will also explore factors affecting wellbeing and the difference between specific needs and wants. Value clarification exercises and critical analysis of media and contemporary society will be key components of this course. The dynamic nature of this course places importance on the skills of inquiry and investigation. Research, therefore, is an integral component of every unit. Students are required to develop and utilise skills in planning, recording, interpreting, analysing and synthesising as they employ various research methodologies and finally complete an Independent Research Project (IRP).

Main Topics Covered

Preliminary Course

- Resource Management: basic concepts of resource management.
- Individuals & Groups: individuals' roles, relationships and tasks within and between groups.
- Families & Communities: family structures and functions; interaction between family and community.

HSC Course

- Research Methodology: including completion of a major Independent Research Project.
- Groups in Context: characteristics and needs of specific community groups.
- Parenting & Caring: issues facing parents and carers in contemporary society.

One option from the following:

- Family and Societal Interactions: government and community structures that support and protect family members throughout the lifespan.
- Social Impact of Technology: the impact of evolving technologies on individuals and lifestyle.
- Individuals & Work: issues confronting individuals as they manage roles within both family and work environments.

Particular Course Requirements

Particular emphasis will be given to the development of research and journaling skills as students will undertake a major research project in the HSC course.

DANCE

2 units for each of Preliminary and HSC
Board Developed Course

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

Students who study dance at Covenant Christian School learn to use the art of dance to express and respond to the glory of God. Students are equipped with skills in performance, composition and appreciation so they can pursue further studies in tertiary and professional dance, or to impact their local school or church community. At Covenant Christian School, the dance curriculum is taught with a Christian worldview underpinning all of the NESA requirements for both the Preliminary and HSC Dance course. As such, students are encouraged to express their Christian faith through dance as they explore the various aspects of dance study in movement, written and aural forms.

Course Description

Preliminary Course

Students undertake a study of dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of dance. Students studying dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course, and informs all three components of the course.

Components to be completed are:

- Performance 40%, Composition 20%, Appreciation 20%
- Additional 20% (to be allocated by the teacher to suit the specific circumstances/context of the class).

HSC Course

Students continue common study in the three course components of performance, composition and appreciation and also undertake an in-depth study of dance in one of the major study components, either performance, composition, appreciation or dance and technology.

- Core 60% (performance 20%, composition 20%, appreciation 20%)
- Major Study 40% (performance or composition or appreciation or dance and technology)

Particular Course Requirements

The interrelation of the course components is a major feature in the study of dance as an art-form and is emphasised throughout both courses.

The published course prescriptions, which may change in total or in part every two years, indicate works to be studied in the HSC course in core appreciation and major study appreciation.

Assessment: HSC Course only

Internal Assessment	Weighting
Core Performance	20
Core Composition	20
Core Appreciation	20
Development of major study	40
	100

DANCE (CONT)

External Assessment	Weighting
Core Performance: Solo dance and interview.	20
Core Composition: Solo composition and interview, work is performed by another student.	20
Core Appreciation: a written examination (one hour).	20
Major Study:	40
Performance: One solo dance and interview; or Composition: One dance composition: new solo, group dance and interview; or Appreciation: Written examination: 1¼ hour; or Dance & Technology: Option 1: Choreographing the virtual body - presentation of a choreographed work using 3D animation software and interview; or Option 2: Film and video - presentation filmed and edited, choreographed work and interview.	
	100

DESIGN AND TECHNOLOGY

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

At Covenant Christian School, the Design and Technology syllabus provides opportunities for students to:

- acknowledge God as the perfect Designer and Creator of the universe
- develop environmental and social responsibility in design and the use of technology by seeing God as the provider of all resources
- use their God-given creative skills in the design process
- develop godly attitudes in the way they treat other people within the classroom and the wider community.

Course Description

Students study design processes, design theory and factors in relation to design projects.

Main Topics Covered

Preliminary Course

In the Preliminary course, students study designing and producing, which includes the completion of at least two design projects.

Designing and producing includes the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, and tools and techniques.

HSC Course

In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project and folio. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities. In the HSC course, the comprehensive study of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Section I: The examination consists of a written paper with questions based on innovation and emerging technologies, and designing and producing. These will provide opportunities for students to make reference to the Major Design Project and the case study.	40	Knowledge and understanding of course content.	40
Section II: Major Design Project. This will include submission of: 1. A folio documenting the project proposal and project management, project development and realisation and project evaluation. 2. A product system or environment.	60	Knowledge and skills in designing, managing, producing and evaluating a major design project.	60
	100		100

DRAMA

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

At Covenant Christian School, the individual student will learn to value group work as the basic element of Drama. This is an understanding in accordance with God's building of a community to be His people, a unified body under the headship of Christ. In the study of theatre techniques and practitioners, students have the opportunity to discuss what they think is the Christian perspective of the world. Largely a practical subject, Drama encourages students to embrace their physical abilities and creative gifts that God has given them.

Course Description

Students learn the practices of making, performing and critically studying in Drama. Students engage with these components through collaborative and individual experiences.

Preliminary Course

Comprises of an interaction between the components of improvisation, playbuilding and acting, elements of production in performance and theatrical traditions and performance styles. Learning is experiential in these areas.

HSC Course

Comprised of studies in Australian drama and studies in drama and theatre. Both topics involve theoretical study through practical exploration of themes, issues, styles and movement of traditions of theatre exploring relevant acting techniques, performance styles and spaces. This is studied within the relevant cultural, social, political, personal and artistic contexts of the plays.

The Group Performance of between 3 and 6 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. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from: critical analysis; design; performance; 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

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

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, which 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.

DRAMA (CONT)

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (core)	30	Australian drama and theatre	30
Individual Project	30	Studies in drama and theatre	30
A 1.5-hour written examination comprising two compulsory sections (two essays): 1. Australian drama and theatre (core). 2. Studies in drama and theatre.	40	Development of group performance Development of individual project	20 20
	100		100

ECONOMICS

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Economics at Covenant Christian School gives students the opportunity to study the fundamental economic questions of choice from a Christian perspective. Whilst recognising that human nature is one of selfishness and greed, there are many examples in the Bible of God's concern for economic justice, the provision for the less fortunate and the fair rewarding of effort which come as an expression of God's love in Jesus.

By investigating the contemporary economic issues that are consuming our global and Australian communities, there are many opportunities for Covenant students to reflect on both secular and Christian-focused solutions. In so doing, they will become informed players in our economy. With increased awareness of how to change the worst of selfish economic behaviour and alleviate injustice, they can seek to develop more Christ-centred economic solutions.

Course Description

Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Main Topics Covered

Preliminary Course

- Introduction to Economics (10% of course time)
- Consumers and Business (10% of course time)
- Markets (20% of course time)
- Labour Markets (20% of course time)
- Financial Markets (20% of course time)
- Government in the Economy (20% of course time)

HSC Course

- The Global Economy (25% of course time)
- Australia's Place in the Global Economy (25% of course time)
- Economic Issues (25% of course time)
- Economic Policies and Management (25% of course time)

Assessment

Preliminary and HSC Course only		HSC Courses	
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination, including multiple choice, short answer and extended response questions	100	Knowledge and understanding of course content.	40
		Stimulus-based skills.	20
		Inquiry and research.	20
		Communication of economic information, ideas and issues in appropriate form.	20
	100		100

ENGLISH STANDARD

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: English (Advanced), English (EAL/D), English (Extension), English Studies

At Covenant Christian School, the study of English is crucial in order that students make significant contributions to our modern world. Underpinning so many texts are agendas which attempt to manipulate audiences. English assists students to unlock the perspectives from which these texts arise. Moreover, English texts allow an opportunity to investigate and evaluate a variety of worldviews and test these against a biblical framework.

The skill acquisition which is integral to the subject allows Christian men and women an opportunity to argue and express a Christian perspective. From the simple acts of letter writing and creative expression to the more complex acts of speech giving and arguing one's opinion, the freedom and ability to use language for a purpose is absolutely vital.

Main Topics Covered

Preliminary Course

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Close Study of Literature*, and *Contemporary Possibilities*, in which students explore and examine texts and analyse aspects of meaning.

HSC Course

- The HSC Common Content consists of one module, *Texts and Human Experiences*, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses, where students analyse and explore texts and apply skills in synthesis.
- Three additional modules, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Particular Course Requirements

Preliminary Course

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

HSC Course

- At least three types of prescribed text, one drawn from each of the following categories: prose fiction, poetry or drama, film or media or nonfiction texts.
- At least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*.
- At least one related text in the Common Module: Texts and Human Experiences.

ENGLISH STANDARD (CONT)

Assessment: HSC Course only

Internal Assessment	Weighting
Knowledge and understanding of course content.	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50
	100
External Assessment	
The examination is worth 50% of the total value awarded for the subject.	
The examination will consist of two written examination papers worth 100 marks.	
Paper 1: Common Module – Texts and Human Experiences	
<ul style="list-style-type: none">• The time allowed is 1 hour and 30 minutes plus 10 minutes reading time.• The paper will consist of two sections.	
Paper 2: Modules	
<ul style="list-style-type: none">• The time allowed is 2 hours plus 5 minutes reading time.• The paper will consist of three sections.	

ENGLISH ADVANCED

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: English (Standard), English (EAL/D), English Studies

At Covenant Christian School, the study of English is crucial in order that students make significant contributions to our modern world. Underpinning many texts are agendas which attempt to manipulate audiences. English assists students to unlock the perspectives from which these texts arise. Moreover, English texts allow an opportunity to investigate and evaluate a variety of worldviews and test these against a biblical framework.

The skill acquisition which is integral to the subject allows Christian men and women an opportunity to argue and express a Christian perspective. From the simple acts of letter writing and creative expression to the more complex acts of speech giving and arguing one's opinion, the freedom and ability to use language for a purpose is absolutely vital.

Course Description

- In the English Advanced Preliminary Course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.
- In the English Advanced HSC Course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama, prose fiction, poetry or drama, film or media or nonfiction.

Main Topics Covered

Preliminary Course

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World*, in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

HSC Course

- The HSC Common Content consists of one module, *Texts and Human Experiences*, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses, where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

Particular Course Requirements

Preliminary Course

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

ENGLISH ADVANCED (CONT)

HSC Course

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

Assessment: HSC Course only

Internal Assessment	Weighting
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	50
	100
External Assessment	
The examination is worth 50% of the total value awarded for the subject.	
The examination will consist of two written examination papers worth 100 marks.	
Paper 1: Common Module – Texts and Human Experiences	
<ul style="list-style-type: none">• The time allowed is 1 hour and 30 minutes plus 10 minutes reading time.• The paper will consist of two sections.	
Paper 2: Modules	
<ul style="list-style-type: none">• The time allowed is 2 hours plus 5 minutes reading time.• The paper will consist of three sections.	

ENGLISH EXTENSION - HSC ENGLISH EXTENSION 1/ HSC ENGLISH EXTENSION 2

1 unit of study for each of Preliminary and HSC

Exclusions: English (Standard), English Studies, English (EAL/D)

Prerequisites:

- (a) English (Advanced) course
- (b) Preliminary English Extension Course is prerequisite for Extension Course 1
- (c) Extension Course 1 is prerequisite for Extension Course 2

At Covenant Christian School, the study of English is crucial in order that students make significant contributions to our modern world. Underpinning many texts are agendas which attempt to manipulate audiences. English assists students to unlock the perspectives from which these texts arise. Moreover, English texts allow an opportunity to investigate and evaluate a variety of worldviews and test these against a biblical framework.

The skill acquisition which is integral to the subject allows Christian men and women an opportunity to argue and express a Christian perspective. From the simple acts of letter writing and creative expression to the more complex acts of speech giving and arguing one's opinion, the freedom and ability to use language for a purpose is absolutely vital.

Course Description

- In the English Extension Preliminary Course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.
- In the English Extension 1 HSC Course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.
- In the English Extension 2 HSC Course, students develop a sustained composition, and document their reflection on this process.

Main Topics Covered

Preliminary Course

- The course has one mandatory module, *Texts, Culture and Value*, as well as a related research project.

HSC Course

English Extension 1 course:

- The course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from the five electives offered for study.

English Extension 2 course:

- The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Particular Course Requirements

Preliminary Course

Students are required to:

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

ENGLISH EXTENSION - HSC ENGLISH EXTENSION 1/ HSC ENGLISH EXTENSION 2 (CONT)

HSC Course

In the **English Extension 1** course students are required to study:

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

In the **English Extension 2** course students are required to:

- Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process, and document this in their Major Work Journal and Reflection Statement.
- Students can choose to compose in one of the following forms:
 - Short Fiction
 - Creative nonfiction
 - Poetry
 - Critical Response
 - Script – short film, television, drama
 - Podcasts – drama, storytelling, speeches, performance poetry
 - Multimedia

Assessment: HSC Extension 1

Internal Assessment	Weighting
Knowledge and understanding of course content.	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50
	100
External Assessment	
The examination is worth 50% of the total value awarded for the subject.	
<ul style="list-style-type: none"> • The examination will consist of a written paper worth 50 marks. • The time allowed is 2 hours plus 10 minutes reading time. • The paper will consist of two sections. <ul style="list-style-type: none"> ○ Section I – Common Module (25 marks). ○ Section II – Elective (25 marks). 	

Assessment: HSC Extension 2

Internal Assessment	Weighting
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100
The HSC formal school-based assessment program will include the following three tasks: <ul style="list-style-type: none"> • a Viva Voce with a weighting of 30% • a Literature Review with a weighting of 40% • a Critique of the Creative Process with a weighting of 30%. 	
External Assessment	
The external HSC assessment for English Extension 2 is a submitted Major Work and an accompanying Reflection Statement.	

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: English (Standard), English (Advanced), English (Extension). Eligibility rules apply. Please ask your teacher to check the Stage 6 English syllabus.

At Covenant Christian School, the study of English is crucial in order that students make significant contributions to our modern world. Underpinning many texts are agendas which attempt to manipulate audiences. English assists students to unlock the perspectives from which these texts arise. Moreover, English texts allow an opportunity to investigate and evaluate a variety of worldviews and test these against a biblical framework.

The skill acquisition which is integral to the subject allows Christian men and women an opportunity to argue and express a Christian perspective. From the simple acts of letter writing and creative expression to the more complex acts of speech giving and arguing one's opinion, the freedom and ability to use language for a purpose is vital.

Course Description

In the English as an Additional Language/Dialect (EAL/D) Preliminary Course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. Through this close study of texts, students develop their understanding of the ways ideas and processes are represented in texts.

In the EAL/D HSC Course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama, film or media, or nonfiction. Through this close study of texts, students develop and apply skills in synthesis.

Main Topics Covered

Preliminary Course

- Students study 3-4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are Language and Texts in Context, Close Study of Text and Texts and Society.
- Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students.

HSC Course

- Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.
- The fourth module, Focus on Writing, is studied concurrently throughout the year to develop students understanding and use of language in developing their own written responses.

Particular Course Requirements

Preliminary Course

- Study one substantial literary texts, for example film, prose fiction, drama or a poetry text which may constitute a selection of poems from the work of one poet.
- Study a wide range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- Engage in regular wide reading connected to, and described in, each of the modules.
- Engage in speaking and listening components in each module.

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (CONT)

HSC Course

- Study at least three types of prescribed text, one drawn from each of the following categories: prose fiction, poetry **or** drama, film **or** media **or** nonfiction texts.
- Study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- Study at least one related text in Module A: Texts and Human Experiences.
- Engage in speaking and listening components in each module.
- Assessment: HSC Course Only

Internal Assessment	Weighting
Knowledge and understanding of course content.	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50
	100
External Assessment	
The examination is worth 50% of the total value awarded for the subject.	
The examination will consist of two written papers worth 85 marks and a listening paper worth 15 marks.	
Paper 1: Module A and Focus on Writing	
<ul style="list-style-type: none">• The time allowed is 1 hour and 30 minutes plus 10 minutes reading time.• The paper will consist of two sections.	
Paper 2: Module B and Module C	
<ul style="list-style-type: none">• The time allowed is 1 hour plus 5 minutes reading time.• The paper will consist of two sections.	
Listening Paper	
<ul style="list-style-type: none">• The time allowed is 30 minutes including listening time.• There will be four to six questions.	

ENGLISH STUDIES

2 units for each of Preliminary and HSC Endorsed Course **Exclusions:** English (Standard), English (Advanced), English (Extension), English (EAL/D)

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.
- Students who complete the course and elect to take the optional HSC examination will be reported on a Common Scale with the English Standard and English Advanced courses.
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC.

Course Description

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

Main Topics Covered

Preliminary Course

- Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students study two to four additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

HSC Course

- The HSC Common Content consists of one module *Texts and Human Experiences* which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students study two to four additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

Particular Course Requirements

- Read, view, listen to and compose a wide range of texts including print and multimodal texts.
- Study at least one substantial print text (for example a novel, biography or drama).
- Study at least one substantial multimodal text (for example film or a television series).
- Be involved in planning, research and presentation activities as part of one individual and/or collaborative project.
- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year.
- Engage with the community through, for example, visits, survey, interviews, work experience, listening to guest speakers and/or excursions.

ENGLISH STUDIES (CONT)

HSC Course

In addition to the above requirements, students in the HSC course **only** are required to study ONE text from the prescribed text list and one related text to the *Common Module – Texts and Human Experiences*.

Assessment:

Internal Assessment	Weighting
Knowledge and understanding of course content	50
Skills in: <ul style="list-style-type: none">• Comprehending texts• Communicating ideas• Using language accurately, appropriately and effectively	50
	100
External Assessment	
Students studying English Studies may elect to undertake an optional HSC examination. The examination mark will be used 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 the calculation of an ATAR. <ul style="list-style-type: none">• The examination will consist of one written examination paper worth 70 marks in total.• The time allowed is 2 hours and 30 minutes plus 10 minutes reading time.• The paper will consist of four sections.	

GEOGRAPHY

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Preliminary and HSC Geography at Covenant Christian School gives students the opportunity to understand the intricacies of God’s creation. The more students come to understand the interconnections in nature, the more they appreciate the wonder of God’s world and the place of people in it. The negative human impact on God’s creation shows students mankind’s sin. Geography gives the opportunity for students to grapple with this and provides them with the tools to make a difference to both the human and physical environment.

In the senior Geography course, our students are challenged from a Christian perspective to question and understand the impact of global change on themselves and others. With such skills, they are better able to make a difference, locally and internationally, by entering environmental careers and by knowing how to look after the environment and speak out against injustices.

Course Description

- The Preliminary course investigates biophysical and human geography and develops students’ knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.
- The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographer’s contribution to understanding our environment, and demonstrate the relevance of geographical study.

Main Topics Covered

Preliminary Course

- Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management.
- Global Challenges (45%) – geographical study of issues at a global scale.
- Senior Geography Project (10%) – a geographical study of student’s own choosing.

HSC Course

- Ecosystems at Risk (33.3%) – the functioning of ecosystems, their management and protection.
- Urban Places (33.3%) – study of cities and urban dynamics.
- People & Economic Activity (33.3%) – geographic study of economic activity in a local and global context.

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

Particular Course Requirements:

Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports. Fieldwork may involve overnight stays with costs of about \$150 which will be partially subsidised by the school.

Assessment:

Preliminary and HSC Course		HSC Courses	
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination, including multiple choice, short answers and extended responses.	100	Knowledge and understanding of course content. Geographic tools and skills. Geographical inquiry and research, including fieldwork. Communication of geographical information, ideas and issues in appropriate forms.	40 20 20 20
	100		100

GERMAN BEGINNERS

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: German Continuers
Other eligibility rules apply to the study of this subject.
Check with your teacher or the Board's ACE Manual.

The German Beginners Preliminary and HSC Course is a two year course for students who wish to begin their study of German at senior secondary level. It is intended only for students with no prior knowledge of the German language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Year 9 or Year 10. German is often surprisingly easy to master because English and German languages have the same Germanic roots and we share 40% of the vocabulary. For example: Haus = house, Finger = finger, Hand = hand, Mutter = mother, blau = blue, schwimmen = to swim, singen = to sing, windig = windy.

German Beginners offers the opportunity to be part of a course that is fun and engaging, with benefits that go beyond secondary education. A variety of learning activities will assist students with their learning, creative expression, reflection and interaction. Students will listen to others' stories, read literature, view and make film, enjoy contemporary music, crafts, foods and games. The course will give students the opportunity to communicate in German, and to use this to actively serve and make links with the wider community, whether in a local school, retirement home or business. Students can participate in language competitions, and have the option of gaining an internationally recognised International German Language Proficiency Certificate which is accepted by universities and employers.

At Covenant Christian School, students will look at language learning from a Christian perspective and will be encouraged to see the diversity of God's people in the way they express themselves through language and culture. Language learning is an opportunity to be hospitable, communicate with and understand others. Language itself is a gift from God.

Course Description

The prescribed topics are studied from two interdependent perspectives - the personal world and the German-speaking communities. These two perspectives will enable students to develop knowledge and an understanding of and skills in the German language relating both to their own world and daily life and to communities where German is spoken.

Main Topics Covered

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

Assessment

Preliminary Course		HSC Course			
Assessment Preliminary	Weighting	Internal Assessment	Weighting	External Exam	Weighting
Speaking	20	Speaking	20	Speaking	20
Listening & Responding	30	Listening & Responding	30	Listening & Responding	30
Reading & Responding	30	Reading & Responding	30	Reading & Responding	30
Writing	20	Writing	20	Writing	20
	100		100		100

HISTORY EXTENSION

1 unit in HSC
Board Developed Course

Corequisite: HSC Ancient or Modern History

At Covenant Christian School, a study of History Extension will equip students with a highly valuable set of skills, and a useful body of knowledge with which to tackle many of the issues and problems presented by a complex and changing world. As Christians, we have the opportunity to:

- recognise God's sovereignty in all history
- understand the process of change over time and appreciate other societies and cultures, both past and present
- think biblically and to make informed judgements on controversial matters
- to investigate the impact of Christian historiography.

Course Description

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

Main Topics Covered

The course comprises two sections:

Constructing History (minimum 40 indicative hours)

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

Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

History Project (maximum 20 indicative hours)

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

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination in four parts, comprising short answer and extended response answers	100	Knowledge and understanding of course content	40
		Historical skills in the analysis and evaluation of sources and interpretations	20
		Historical inquiry and research	20
		Communication of historical understanding in appropriate forms	20
	100		100

HOSPITALITY OPERATIONS VOCATIONAL EDUCATION (VET) COURSE

2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites: Nil

Exclusions: Hospitality Operations (120 hours)

Hospitality Operations (240 hours) - SIT20416 Certificate II in Kitchen Operations

RTO: AIS

At Covenant Christian School, the Hospitality syllabus provides opportunities for students to:

- develop environmental and social responsibility in the hospitality industry by seeing God as the Creator and Provider of all resources
- develop a godly understanding of service which is the underlying attribute of the hospitality worker
- develop godly attitudes in the way they treat other people within the classroom and the wider community.

Course Description

This course is for students who wish to work in the hospitality industry, either as a long-term career or in part-time or temporary hospitality positions.

The course is based on Units of Competency which have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

This course incorporates five core units plus a range of units from various functional areas. These are presented as four elective strands: Cookery/Catering, Accommodation Services, Multi-Skilled Operations, and Food and Beverage Service and Kitchen Operations.

Main Topics Covered

In the core of the course, students concentrate on developing the skills to work effectively in a hospitality environment including Hospitality industry awareness, communicating with customers and staff, working safely and hygienically, and operating equipment.

The elective strand of the course builds on these skills. Students will be able to develop further competencies in a variety of functional areas:

- Cookery/Catering. Students attempt additional core units and concentrate on developing skills in dealing with the organisation and preparation of food and/or catering.
- Multi-Skilled Operations. Students attempt a combination of Units of Competency across three functional areas: Housekeeping, Food and Beverage and Kitchen Operations.
- Food and Beverage Service and Kitchen Operations. Students attempt a combination of Units of Competency from two functional areas.

Particular Course Requirements

Students must complete a minimum of 70 hours work placement in a hospitality workplace over the two years (35 hours in Preliminary Course and 35 hours in HSC Course).

Use cookery skills effectively: students need to complete a minimum of 12 complete food service periods.

Please note: These must be done before a student is eligible to sit the HSC exam in this subject.

HOSPITALITY OPERATIONS (CONT)

VOCATIONAL EDUCATION (VET) COURSE

Assessment

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency-based assessment, students are assessed as either 'competent' or 'not yet competent'. Students will be progressively assessed as 'competent' or 'not yet competent' in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor.

Competency-based assessment determines the vocational qualification that a student will receive.

External Assessment – HSC Examination

The Higher School Certificate examination for Hospitality Operations (240 hours) will involve a written examination made up of multiple choice items, short answers and extended response items. The questions in the examination will be drawn from the Units of Competency and the HSC Requirements and Advice shown in the syllabus.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications. It is optional.

Qualifications

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Hospitality Operations (240 hours) will be eligible for the AQF Certificate II in Hospitality Operations.
- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in the Hospitality Operations (120 hours) will be eligible for the AQF Certificate I in Hospitality Operations.
- Students who are assessed as competent for some units of competency will be eligible for a statement of attainment showing partial completion of Certificate I or II.

Please Note:

There is a cost of \$550 for this course.

INDUSTRIAL TECHNOLOGY – MULTIMEDIA TECHNOLOGIES

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

At Covenant Christian School, the technology syllabus provides opportunities for students to:

- acknowledge God as the perfect Designer and Creator of the universe
- develop environmental and social responsibility in design and the use of technology, by seeing God as the Provider of all resources
- use their God-given creative skills in the design process
- develop godly attitudes in the way they treat other people within the classroom and the wider community.

Course Description

Industrial Technology Preliminary and HSC Course consists of project work and industry study that develop a broad range of skills and knowledge in the focus area chosen, and an introduction to industrial processes and practices. At Covenant, the focus area of this course is Multimedia Technologies.

Main Topics Covered

Preliminary Course

The following sections are taught in relation to the relevant focus area:

- Computer systems, input & output devices, storage, communication devices, storyboarding, image creation/editing/conversion, sound, video & still cameras, and WHS.
- Industry study, design, management and communication, production, and industry-related manufacturing technology.

Component	Weighting
Knowledge and understanding of course content	40
Knowledge and skills in the design, management, communication and production of projects	60
	100

HSC Course

- Audio, animation, text, video, editing, importing images, text, sound, lighting, graphics, WHS, intellectual property, and ethics.
- Industry study, design, management and communication, production, and industry related manufacturing technology.

Particular Course Requirements

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management portfolio. Students will also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major design project with a management portfolio. They will also undertake a study of the overall industry related to the specific focus area.

INDUSTRIAL TECHNOLOGY (CONT)

– MULTIMEDIA TECHNOLOGIES

Recommended Resources:

- Students are required to resource their own devices capable of storing and editing large files. (The Adobe Suite will be available for students to download.)
- Students will greatly benefit in owning their own camera or recording device.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Major project and related management folio	60	Knowledge and understanding of course content	40
A 1.5-hour written examination	40	Knowledge and skills in the design, management, communication and production of projects.	60
	100		100

INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNITURE

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

At Covenant Christian School, the technology syllabus provides opportunities for students to:

- acknowledge God as the perfect Designer and Creator of the universe
- develop environmental and social responsibility in design and the use of technology, by seeing God as the provider of all resources
- use their God-given creative skills in the design process
- develop godly attitudes in the way they treat other people within the classroom and the wider community.

Course Description

Industrial Technology Stage 6 consists of project work and industry study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices. At Covenant, the focus area of this course is timber products and furniture.

Main Topics Covered

Preliminary Course

The following sections are taught in relation to the Timber Products & Furniture focus area:

- Materials, hardware, processes, industry terms, tools, machinery, timber joints, turning, finishing.
- Industry study, design, management and communication, production, and industry related manufacturing technology.

Component	Weighting
Knowledge and understanding of course content	40
Knowledge and skills in the design, management, communication and production of projects	60
	100

HSC Course

- Materials, hardware, processes, industry terms, tools, machinery, timber joints, timber conversion, manufactured boards, fittings, finishing.
- Industry study, design, management and communication, production, and industry-related manufacturing technology.

Particular Course Requirements

In the Preliminary course, students must design, develop and construct a number of projects (including at least one group project). Each project must include a management portfolio. Students will also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major design project with a management portfolio. They will also undertake a study of the overall industry related to the specific focus area.

External Assessment	Weighting	Internal Assessment	Weighting
Major project and related management folio	60	Knowledge and understanding of course content	40
A 1.5-hour written examination	40	Knowledge and skills in the design, management, communication and production of a major project	60
	100		100

INFORMATION PROCESSES AND TECHNOLOGY

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

At Covenant Christian School, Information Processes and Technology involves the use of creative gifts to solve problems and create solutions using computerised tools that have been created by man using God given gifts. Students are encouraged to recognise the authority of the gospel when interacting with this man-made resource.

Course Description

Information Processes and Technology is the study of computer-based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through group project work, students will create their own information system and presentations working with word processing, spreadsheet, database, graphics, web-authoring and multimedia tools.

Main Topics Covered

Preliminary Course

Introduction to information skills and systems (20%)

- Information systems in context
- Information processes
- The nature of data and information
- Reasons for digital data representation
- Social and ethical issues

Tools for information processes (50%)

- Collecting
- Organising
- Analysing
- Storing and retrieving
- Processing
- Transmitting and receiving
- Displaying
- Integration of processes

Developing information systems (30%)

- Traditional stages in developing a system
- Complexity of systems
- Roles of people involved in systems development
- Social and ethical issues

HSC Course

Project management (20%)

Techniques for managing a project

- Understanding the problem
- Planning
- Designing solutions
- Implementing
- Testing, evaluating and maintaining

Information systems and databases (20%)

- Information systems
- Database information systems
- Organisation
- Storage and retrieval
- Other information processes
- Issues related to information systems

Communication systems (20%)

- Characteristics of communication systems
- Examples of communication systems
- Transmitting and receiving in communication systems
- Other information processes in communication systems
- Managing communication systems
- Issues related to communication systems

Option strands (40%)

Students will select TWO of the following options:

- Transaction processing systems
- Decision support systems
- Automated manufacturing systems
- Multimedia systems

INFORMATION PROCESSES AND TECHNOLOGY (CONT)

Particular Course Requirements

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.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination	100	Project management Information systems Communication systems Option strand (two of the following): <ul style="list-style-type: none">• Transaction processing• Decision support systems• Automated manufacturing Systems• Multimedia systems	20 20 20 40
	100		100

Students will work on a large project incorporating a range of skills learnt in the units available, where they will gain the opportunity to develop their own information system.

LEGAL STUDIES

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

We live in an age of much uncertainty and change. Christians, as the people of God, are called to live in this world. Legal Studies at Covenant Christian School seeks to foster intellectual, social and ethical discernment by empowering students to think critically about the role of law and legal institutions in society. It allows students to question and evaluate the legal and democratic institutional structures within the domestic and international environment, through the grid of a robust Christian worldview, equipping the students for a life of service to Christ in society.

Course Description

The Preliminary course develops students' knowledge and understanding of the nature and function of law, through the examination of the law-making processes and institutions, and the way in which the law impacts on individuals. The course also provides the opportunity to investigate contemporary issues that illustrate how the law operates.

The HSC course investigates criminal and human rights law using a range of contemporary examples to develop an understanding of the processes and institutions associated with these laws, and to assess them in their practice. Students also study two options investigating contemporary issues, the relevant laws and rights of people, and the effectiveness of the laws in achieving justice.

Throughout the course, students develop enquiry and analytical skills using a range of legal and media sources.

Main Topics Covered

Preliminary Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

HSC Course

- Part I – Crime (30% of course time)
- Part II – Human Rights (20% of course time)
- Part III – Options (50% of course time)

Students will study two options chosen from:

- Consumers
- Family
- Global Environmental Protection
- Indigenous Peoples
- Shelter
- Workplace
- World Order

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination including multiple choice, short answer and extended responses	100	Knowledge and understanding Research Communication	60 20 20
	100		100

MATHEMATICS STANDARD (2 UNIT)

2 units for each of Preliminary and HSC Board Developed Course

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

At Covenant Christian School, the Mathematics Standard course allows students the opportunity to experience the practical nature of Mathematics in God's world, and to respond to the needs of the world. Students will be given the opportunity to complete an investigation aimed not only at improving mathematical understanding, but also to live a life of responsive discipleship. We pray that the students of Covenant will leave the school both with the skills to succeed, and informed to live lives that bring glory to God.

Course Description

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

A decision about whether a student will study Mathematics Standard 1 or 2 will be made at the end of the preliminary course.

The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

Main Topics Covered

Preliminary Course

Algebra
Measurement
Financial Mathematics
Statistical Analysis

HSC Course

Algebra
Measurement
Financial Mathematics
Statistical Analysis
Networks

Particular Course Requirements

The course is constructed on the assumption that students have achieved the outcomes in the 5.1/5.2 Year 10 Mathematics course.

MATHEMATICS STANDARD (2 UNIT) (CONT)

External Assessment	Weighting	Internal Assessment	Weighting
<p>Standard 2 A single HSC examination</p> <p>Standard 1 An optional HSC examination which can be used by the University Admissions Centre (UAC) to contribute to a student's ATAR</p>	100	<p>There will be three assessments in the Preliminary course and four assessments in the HSC course.</p> <p>The objectives of the course are grouped into two components for assessment purposes.</p> <ul style="list-style-type: none"> • "Understanding, fluency and communication" (50%), is primarily concerned with the student's use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts. • The second, "problem solving, reasoning and justification" (50%), is primarily concerned with the student's application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models. 	100
	100		100

MATHEMATICS ADVANCED (2 UNIT)

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Mathematics Standard (2 Unit)

At Covenant Christian School, the Mathematics Advanced course allows students with a solid grounding in basic arithmetic and algebraic skills the opportunity to explore their God-given gifts to learn and understand more of God’s world. Students study topics in the HSC course that allow them to develop skills and competence, and to appreciate the relevance of higher studies in Mathematics that would enable them to use their gifts to serve others.

Course Description

The course is intended to give students who have demonstrated general competence in the skills of Year 10 Mathematics an understanding of and competence in some further aspects of mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and humanities. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or Mathematics Extension 2 course.

Note: Students who study Mathematics Extension 1 also study Mathematics Advanced.

Main Topics Covered

Preliminary Course

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

HSC Course

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

Particular Course Requirements

The course is constructed on the assumption that students have achieved the outcomes in the 5.3 Year 10 Mathematics course. Students who choose this course having done 5.2 Mathematics in Year 10 should understand there is a level of assumed knowledge consistent with studies in 5.3 Year 10 Mathematics.

External Assessment	Internal Assessment
A single HSC examination	<p>There will be three assessments in the Preliminary course and four assessments in the HSC course.</p> <p>The objectives of the course are grouped into two components for assessment purposes.</p> <ul style="list-style-type: none"> • “Understanding, fluency and communication” (50%), is primarily concerned with the student’s use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts. • The second, “problem solving, reasoning and justification” (50%), is primarily concerned with the student’s application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.
100	100

MATHEMATICS EXTENSION 1 (3 UNIT)

1 unit in each of Preliminary and HSC
Board Developed Course

Corequisites: Mathematics Advanced 2 Unit

At Covenant Christian School, the Mathematics Extension 1 course will enable capable students the opportunity to use their studies in mathematics to see the beauty in the world God has made, to study relationships and patterns, and to appreciate how mathematics can be used to serve the needs of the world in practical ways (e.g. through a more comprehensive study of calculus).

Course Description

The content of this course, and its depth of treatment, indicate that it is intended for students who have demonstrated a mastery of the skills of Year 10 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and humanities. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the Mathematics Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

Main Topics Covered

Preliminary Course

- Functions
- Trigonometric Functions
- Calculus
- Combination

HSC Course

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

Particular Course Requirements

The course is constructed on the assumption that students have soundly achieved the outcomes in the 5.3 Year 10 Mathematics course.

External Assessment	Internal Assessment
Two written examination papers. One paper is identical to the paper for the Mathematics Advanced course. The other paper is based on the Mathematics Extension 1 course.	There will be three assessments in the Preliminary course and four assessments in the HSC course. The objectives of the course are grouped into two components for assessment purposes. <ul style="list-style-type: none">• “Understanding, fluency and communication” (50%), is primarily concerned with the student’s use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts.• The second, “problem solving, reasoning and justification” (50%), is primarily concerned with the student’s application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.
100	100

MATHEMATICS EXTENSION 2 (4 UNIT)

1 unit additional to the Mathematics Extension 1 course, for the HSC Board Developed Course

Prerequisites: Mathematics Advanced and Mathematics Extension 1

Course Description

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth, thus the course provides a sufficient basis for a wide range of useful applications of mathematics, as well as an adequate foundation for the further study of the subject.

Main Topics Covered

The course content includes the entire Mathematics course, the entire Mathematics Extension 1 course and, in addition, contains:

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics

In the Mathematics Extension 2 course, students with a flair for Mathematics will study topics to a much greater depth. Thus, the course provides a sufficient basis for a wide range of useful applications of Mathematics as well as an adequate foundation for the further study of the subject. Mathematics Extension 2 provides students with a strong framework to study Mathematics at a tertiary level and to both apply their knowledge and see the beauty in the world God has made.

Particular Course Requirements

The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject. Students should be achieving at a high level in Mathematics Extension 1 to consider this course.

External Assessment	Internal Assessment
Two written examination papers. One paper is identical to the paper for the Mathematics Extension 1 course. The other paper is based on the Mathematics Extension 2 course.	There will be three assessments in the Preliminary course and four assessments in the HSC course. The objectives of the course are grouped into two components for assessment purposes. <ul style="list-style-type: none">• “Understanding, fluency and communication” (50%), is primarily concerned with the student’s use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts.• The second, “problem solving, reasoning and justification” (50%), is primarily concerned with the student’s application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.
100	100

MODERN HISTORY

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

At Covenant Christian School, a study of Modern History will equip students with a highly valuable set of skills and a useful body of knowledge with which to tackle many of the issues and problems presented by a complex and changing world. Students will have the opportunity to:

- recognise God's sovereignty in all history
- understand the process of change over time and appreciate other societies and cultures, both past and present
- think biblically and to make informed judgements on controversial matters
- sharpen their ability to think and argue logically
- understand the complexity of national and international events, as well as give them an insight into ways of resolving complex problems
- gain a better understanding of the strengths and weaknesses of their own society, as well as their rights and responsibilities as Christians in a fallen world.

Course Description

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

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

Main Topics Covered

The Preliminary Course

- Investigating Modern History (60 indicative hours including "The nature of Modern History" and "case studies")
 - Students undertake at least one option from "The nature of Modern History", and at least two case studies.
- Historical investigation (20 indicative hours)
- The shaping of the Modern World (40 indicative hours)
 - At least one study from "The shaping of the Modern World" is to be undertaken.

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

The HSC Course

- Core study: power and authority in the Modern World 1919-1946 (30 indicative hours)
- One "National studies" topic (30 indicative hours)
- One "Peace and conflict" topic (30 indicative hours)
- One "Change in the Modern World" topic (30 indicative hours)

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination in four parts, comprising short answer and extended response answers	100	Knowledge and understanding of course content Historical skills in the analysis and evaluation of sources and interpretations Historical inquiry and research Communication of historical understanding in appropriate forms	40 20 20 20
	100		100

MUSIC I

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Music II

At Covenant Christian School, students are encouraged to develop their gifts in music in order to be able to serve their classmates and the Covenant community. They can do this through performance opportunities while exploring their creativity through composition. At an individual level, music is a medium of personal expression, and thus lends itself to the expression of faith, for both the individual and as a tool for outreach. Students are challenged to consider how they can use their gifts in music to further God's kingdom.

Course Description

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural, within the context of a range of styles, periods and genres. Students must specialise in a particular instrument and be having instrumental lessons.

The HSC course is designed for students to investigate national and international forces for change and continuity in the 20th century through three major studies.

Main Topics Covered

Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.

Particular Course Requirements

HSC Course

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

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

Students studying this course must receive external tuition on their chosen instrument.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece)	20	Core Performance	10
One-hour Aural exam	30	Core Composition	10
		Core Musicology	10
Electives:		Core Aural	25
Three electives from any combination of:			
Performance (one piece)		Elective 1	15
Composition (one submitted composition)		Elective 2	15
Musicology (one viva voce)		Elective 3	15
Elective 1	20		
Elective 2	20		
Elective 3	20		
	110		100

MUSIC II

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Music I

At Covenant Christian School, students are encouraged to develop their gifts in music in order to be able to serve their classmates and the Covenant community. They can do this through performance opportunities while exploring their creativity through composition. At an individual level, music is a medium of personal expression, and thus lends itself to the expression of faith, for both the individual and as a tool for outreach. Students are challenged to consider how they can use their gifts in music to further God's kingdom.

Course Description

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

Main Topics Covered

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 from 1600 to 1900'.

In the HSC course, the mandatory topic is 'Music of the last 25 years' (Australian focus).

Particular Course Requirements

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in performance, composition or musicology. Students selecting composition or musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.

All students will be required to develop a composition portfolio for the core composition.

Students studying this course must receive external tuition on their chosen instrument.

Prerequisites: Music additional study course (or equivalent)

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Core performance (one piece reflecting the mandatory topic)	15	Performance	20
Sight singing	5	Composition	20
Core composition (reflecting mandatory topic)	15	Musicology	20
A 1.5-hour written examination paper - Musicology/aural skills	35	Aural	20
One Elective representing the additional topic: Performance (2 pieces); or One Submitted composition; or One Submitted essay	30	One Elective from: Performance; or Composition; or Musicology	20
	100		100

MUSIC EXTENSION

1 unit / 60 hour course
Board Developed Course

Exclusions: Music I

At Covenant Christian School, students are encouraged to develop their gifts in music in order to be able to serve their classmates and the Covenant community. They can do this through performance opportunities while exploring their creativity through composition. At an individual level, music is a medium of personal expression, and thus lends itself to the expression of faith, for both the individual and as a tool for outreach. Students are challenged to consider how they can use their gifts in music to further God's kingdom.

Course Description

The HSC Music Extension course builds on Music II and assumes a high level of music literacy and aural ability as well as advanced performance, composition, or musicology skills.

Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

Particular Course Requirements

Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.

Prerequisites: Preliminary Music II (Music Extension is studied concurrently with the HSC course of Music II)

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Performance (50) Three contrasting pieces, one of which must be an ensemble: Ensemble Solo 1 Solo 2	20 15 15	Performance (50) Two assessment tasks: Task 1 Task 2	25 25
OR		OR	
Composition (50) Two original compositions (to be submitted to the Board of Studies): Piece 1 Piece 2	25 25	Composition (50) Two assessment tasks: Task 1 Task 2	25 25
OR		OR	
Musicology (50) One extended essay (to be submitted to the Board of Studies)	50	Musicology (50) Two assessment tasks: Task 1 Task 2	25 25
	50		50

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

At Covenant Christian School, our approach to Personal Development, Health and Physical Education (PDHPE) is based on a biblical view of men and women and their relationship with God and their neighbours. Learning about personal development and health, and participating in physical education, are important parts of the school curriculum. Together they are a medium for providing a balanced education, and for developing a healthy body and mind, a sense of self-worth, confidence and flexibility. They also help provide skills to cope with a life which assumes meaning, purpose and quality through a growing relationship with God, and an understanding of His values and their impact on the lives of individuals. The purpose of the PDHPE course is also achieved by developing in each student an ability and commitment to make and act upon informed health decisions at a personal and community level.

Course Description

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students will study first aid and fitness choices. The cost of these is approximately \$300.

In the HSC course, students focus on major issues related to Australia's health status and investigate the current health priorities in Australia. They also explore factors that affect performance including different types of training, psychology, nutrition, and recovery strategies. Students analyse the effects of planning on improving performance and ethical considerations relating to performance. Students are challenged to consider and debate the merits of current sports medicine approaches and explore ways to maintain athlete wellbeing. There is a cost of approximately \$150 associated with the options studied.

Topics Studied

Preliminary Course

Core Topics (60%)

- Better health for individuals
- The body in motion

Optional Components (40%)

Students study the following two options:

- First aid
- Fitness choices

HSC Course

Core Topics (60%)

- Health priorities in Australia
- Factors affecting performance

Optional Component (40%)

Students to study the following two options:

- Sports medicine
- Improving performance

Particular Course Requirements

Students are required to study two core topics and two optional components in each of the Preliminary and HSC courses.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written paper	100	Core Options	60 40
	100		100

PHYSICS

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

At Covenant Christian School, the Physics syllabus provides opportunities for students to:

- consider how the applications of physics impact on our lives, the environment and our relationship with our creator
- seek to understand the complexity and intricate detail of God’s amazing creation
- develop godly attitudes in the way they use scientific understanding to address issues of injustice and inequality rather than for personal profit.

Course Description

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply working scientifically skills and processes to examine physics models and practices and their applications

Main Modules Covered

Preliminary Course

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

HSC Course Core Topics

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

Note: The working scientifically outcomes and content are integrated into each module wherever students undertake an investigation.

Particular Course Requirements

Both the Preliminary and HSC Courses require 120 hours with 60 hours devoted to the first two modules and 60 hours to the second two options. 15 hours must be allocated to depth studies within each 120-hour course and practical investigations must occupy a minimum of 35 hours of course time.

Assessment: Preliminary and HSC Courses

Component	Weighting
Skills in Working Scientifically	60
Knowledge and understanding of course content	40
	100

SCIENCE EXTENSION

1 unit for HSC
Board Developed Course

Exclusions: Nil

At Covenant Christian School, the Science Extension syllabus provides opportunities for students to:

- appreciate how Science contributes to contemporary society and our understanding of the world God has created
- see how cultural, political and societal influences on the development of scientific knowledge
- evaluate the limitations of scientific inquiry from a biblical framework
- see how Christian scientists can act ethically in the collecting and analysing of data and in the publishing of scientific research results.

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

Corequisite: one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Course Description

Science Extension focuses on the authentic application of scientific research skills to produce a Scientific Research Report. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. Students have the opportunity to learn about the development of scientific knowledge and scientific methods of inquiry as well as the use of statistics in scientific research.

Main Topics Covered

The course comprises of four modules:

- Module 1: The Foundations of Scientific Thinking
- Module 2: The Scientific Research Proposal
- Module 3: The Data, Evidence and Decisions
- Module 4: The Scientific Research Report

Particular Course Requirements

This course requires 60 hours total with 20 hours devoted to the first two modules and 40 hours devoted to modules three and four.

The Scientific Research Report and Portfolio produced in this course may be an extension of, but must not overlap with or significantly duplicate, any depth study attempted in the Year 11 or Year 12 Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics courses.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Online examination	100	Communicating scientifically	30
This task may assess a broad range of course content and outcomes.		Gathering, recording, analysing and evaluating data	30
		Application of scientific research skills	40
	100		100

SOCIETY AND CULTURE

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Society and Culture at Covenant Christian School provides students with the opportunity to develop their understanding of themselves and what gives them their identity and sense of worth, not just from a secular view but specifically from a Christ-centred perspective. Whilst societies have many positive aspects, there are also negative aspects. As a member of society, students will be exposed to both these aspects during their life. This course enables students to begin to appreciate the strengths and weaknesses of their society and culture, as well as that of others through the prism of Christ's life and teaching about family, interpersonal relations and the role of society.

Throughout the course students also develop skills in social research which will enable them to analyse and assess components of our society and be in a better position to encourage and assist others, and ultimately to make a difference to bring about positive Christ-centred solutions.

Course Description

Society and Culture deals with areas of interest and relevance to students, and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time, and how they shape human behaviour, is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Main Topics Covered

Preliminary Course

- The social and cultural world (30% of course time)
- Personal and social identity (40% of course time)
- Intercultural communication (30% of course time)

HSC Course

- Social and cultural continuity and change (30% of course time)
- The Personal Interest Project (30% of course time)
- Depth Studies – two chosen from (40% of course time):
 - Popular Culture
 - Belief Systems
 - Equality and Difference
 - Work and Leisure

Particular Course Requirements

Completion of a personal interest project.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination including multiple choice, short answer and extended responses.	100	Knowledge and understanding of course content	50
		Application and evaluation of social and cultural research methodologies	30
		Communication of information, ideas and issues in appropriate forms	20
	100		100

SOFTWARE DESIGN AND DEVELOPMENT

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil.

At Covenant Christian School, we recognise that the use of computerised technology has become more prevalent in our society. It is important to explore a biblical response to how these technologies are best used. Students will use their creative gifts within this biblical framework to create programs to solve problems. Through the theoretical and practical components of this course, we seek to recognise the gifts God has given mankind to create these technological tools. Software Design and Development is offered externally, and studied online via Wagga Wagga Christian College.

Course Description

This course is designed for those who have a keen interest in programming and the whole process of software design. The course is not just programming, however, but includes a substantial theoretical component.

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 course builds on the Preliminary course and asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems.

Main Topics Covered

Preliminary Course

Concepts and issues in the design and development of software:

- Social and ethical issues
- Hardware and software
- Software development approaches

Introduction to software development:

- Defining the problem and planning software solutions
- Building software solutions
- Checking software solutions
- Modifying software solutions
- Developing software solutions

HSC Course

Development and impact of software solutions:

- Social and ethical issues
- Application of software development approaches

Software development cycle:

- Defining and understanding the problem
- Planning and design of software solutions
- Implementation of software solutions
- Testing and evaluation of software solutions
- Maintenance of software solutions

Developing a solution package – option:

- Evolution of programming language **OR**
- The software developers view of the hardware

Particular Course Requirements

Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course. There are software specifications and methods of algorithm description prescribed.

SOFTWARE DESIGN AND DEVELOPMENT (CONT)

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination	100	Knowledge and understanding about the development and impact of software solutions and the software development cycle	20
		Design and development of software solutions	35
		Project management techniques including documentation, teamwork and communication	20
		Project(s)	25
	100		100

SPANISH BEGINNERS

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Spanish Continuers, Spanish Extension. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to the Languages courses eligibility criteria.

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Spanish. Topics studied through two interdependent perspectives, the personal world and the Spanish-speaking communities, provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of Spanish will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Spanish-speaking communities through the study of a range of texts.

At Covenant Christian School, students will be encouraged to look at language learning from a Christian perspective and to see the diversity of God's people in the way they express themselves through language and culture. Learning another language also gives us the opportunity to serve others who may not speak our language. Language itself is a gift from God.

Main Topics Covered

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

Particular Course Requirements

Nil

Assessment

Preliminary Course		HSC Course			
Assessment Preliminary	Weighting	Internal Assessment	Weighting	External Exam	Weighting
Speaking	20	Speaking	20	Speaking	20
Listening & Responding	30	Listening & Responding	30	Listening & Responding	30
Reading & Responding	30	Reading & Responding	30	Reading & Responding	30
Writing	20	Writing	20	Writing	20
	100		100		100

STUDIES OF RELIGION I

1 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Studies of Religion II

At Covenant Christian School, Studies of Religion gives the students an ideal opportunity to explore their own belief system and to see how it impacts on all of life. It also gives the students an opportunity to compare Christianity to other world religions such as Islam and to understand its uniqueness. They will also look at some big issues and be given a chance to explore the way a religious position affects the way in which an issue is approached.

Course Description

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

Main Topics Covered

Preliminary Course

- Nature of religion and beliefs.
- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities as a distinctive response to the human search for meaning in life.
- Two religious traditions studies from:
 - Buddhism, Christianity, Hinduism, Islam, Judaism
 - Origins
 - Principal beliefs
 - Sacred texts and writings
 - Core ethical teachings
 - Personal devotion/expression of faith/observance.

HSC Course

- Religion and belief systems in Australia post-1945.
- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Two religious tradition depth studies from:
 - Buddhism, Christianity, Hinduism, Islam, Judaism
 - Significant people and ideas
 - Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
 - Significant practices in the life of adherents.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A 1.5-hour written examination		Knowledge and understanding of course content	20
Section I: Religion and belief systems in Australia post-1945	15	Source-based skills	10
Section II: Religious tradition depth studies	15	Investigation and research	10
Section III: Religious tradition depth studies (extended response)	20	Communication of information, ideas and issues in appropriate forms	10
	50		50

STUDIES OF RELIGION II

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Studies of Religion I

At Covenant Christian School, Studies of Religion gives the students an ideal opportunity to explore their own belief system and to see how it impacts on all of life. It also gives the students an opportunity to compare Christianity to other world religions such as Islam and to understand its uniqueness. They will also look at some big issues and be given a chance to explore the way a religious position affects the way in which an issue is approached.

Course Description

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

Main Topics Covered

Preliminary Course

- Nature of religion and beliefs.
The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
Three religious traditions studies from:
 - Buddhism, Christianity, Hinduism, Islam, Judaism
 - Origins
 - Principal beliefs
 - Sacred texts and writings
 - Core ethical teachings
 - Personal devotion/expression of faith/observance.
- Religions of ancient origin
- Religion in Australia pre-1945

HSC Course

- Religion and belief systems in Australia post-1945.
- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Two religious tradition depth studies from:
 - Buddhism, Christianity, Hinduism, Islam, Judaism
 - Significant people and ideas
 - Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
 - Significant practices in the life of adherents.
- Religion and peace
- Religion and non-religion

STUDIES OF RELIGION II (CONT)

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A 3-hour written examination:		Knowledge and understanding of	40
Section I: Religion and belief systems in Australia post-1945; Religion and non-religion	30	course content	
Section II: Religious tradition depth studies	30	Source-based skills	20
Section III: Religious tradition depth studies (extended response)	20	Investigation and research	20
Section IV: Religion and peace (extended response)	20	Communication of information, ideas and issues in appropriate forms	20
	100		100

TEXTILES AND DESIGN

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

At Covenant Christian School, the Textiles and Design syllabus provides opportunities for students to:

- acknowledge God as the perfect Designer and Creator of the universe
- develop environmental and social responsibility in design, by seeing God as the Provider of all resources
- use their God-given creative skills in the design process
- develop godly attitudes in the classroom and wider community.

Course Description

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

Main Topics Covered

Preliminary Course

Students will undertake TWO Preliminary Textile Projects as part of the Preliminary course.

Preliminary Project 1 – Drawn from the area of study of Design, this project focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and the project, and management of time and resources.

Preliminary Project 2 – Drawn from the area of study of Properties and Performance of Textiles, this project focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

HSC Course

Students will undertake a Major Textiles Project worth 50% of the HSC mark. The project focus is selected from ONE of the following areas:

- Apparel
- Furnishings
- Costume
- Textile Arts
- Non-Apparel

The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of design, properties and performance of textiles and the Australian textile, clothing, footwear and allied industries.

TEXTILES AND DESIGN (CONT)

Particular Course Requirements

In the Preliminary course, students will participate in two hands-on practical activities. In the HSC course, the Major Textiles Project has TWO components:

(a) supporting documentation:

- design inspiration
- visual design concept development
- project manufacture specification
- investigation, experimentation and evaluation

(b) textile item/s

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Major Project and related documentation	50	Knowledge and understanding of textiles and the textile industry	50
Written examination 1.5-hours.	50	Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes, using appropriate technology	50
	100		100

VISUAL ARTS

2 units for each of Preliminary and HSC Board Developed Course

Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:

Ceramics – Visual Arts HSC body of work containing ceramics
Furnishing – the furnishing integrated project(s) cannot be used as all or part of a body of work

Photography – Visual Arts HSC body of work containing photography

Visual Design – products developed cannot be used as all or part of a body of work in Visual Arts

At Covenant Christian School, we recognise that man is created in God’s image, and as such all mankind possess the basic creative equipment of the artist - ideas, emotions and experience of life. We are able to appreciate, imagine, observe, and be playful, innovative and fanciful. The Visual Arts as a discipline caters for our imaginative and explorative ability by encouraging learning through personal expression, selectivity and interpretation. Through making and studying artworks, we can know, enjoy and evaluate the visual aesthetic of God’s creation and the visual expressions of mankind. We learn how to communicate our ideas and feelings and how others communicate using a visual language, signs and symbols, the only mode in which some aspects of the world can be comprehended and shared.

Course Description

Visual Arts involves students in the practices of art-making, 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 about the practice, and which demonstrates their ability to resolve a conceptually strong work. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

* Additional costs may be necessary for students’ body of works.

Main Topics Covered

Preliminary Course learning opportunities focus on:

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

HSC Course learning opportunities focus on how:

- Students may develop their own practice of art-making, art criticism and art history applied to selected areas of interest.
- Students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations.
- Students may learn about the relationships between artists, artworks, the world and audiences within the art world.
- Students may further develop meaning and focus in their work.

VISUAL ARTS (CONT)

Particular Course Requirements

Preliminary Course

- Artworks in at least two expressive forms and use of a 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 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	Weighting	Internal Assessment	Weighting
1.5-hour written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

DISTANCE EDUCATION

NSW School of Languages (NSoL)
Sydney Distance Education High School (SDEHS)
Saturday School of Community Languages
Christian Education National (iCEN)

Courses are available to students through the NSoL, SDEHS, Saturday School and iCEN, and a number of our students have availed themselves of this opportunity.

It is the role of the Saturday School of Community Languages to teach languages to students who wish to study their background community language to Higher School Certificate level and who are unable to do so in their home school.

Most of the modern languages offered as HSC subjects can be studied at one or more of these centres. At Chatswood, which is our nearest centre, the following 2 Unit language courses will probably be offered (depending on demand): Armenian, Chinese, Dutch, Japanese, Korean, Modern Greek, Polish.

At Covenant, there are four categories of students who may be eligible to study courses in this manner.

- Students wishing to study a language not offered at Covenant in either Year 9 or 11 can do so through the NSoL or Saturday School.
- Students with special medical needs, i.e. students with medical conditions which prevent them from attending school, can apply to SDEHS.
- Students whose study has been interrupted by transfer from another school, i.e. Covenant does not offer a subject they were studying.
- Students with a special circumstance, i.e. students whose chosen career prospects are enhanced by the study of a subject that Covenant is unable to offer.

Students will not be eligible for enrolment in courses which are offered at our school but are not available to them because of timetable clashes unless this is a Language subject.

Students have the option of studying courses through other Christian Education National schools that are not offered at Covenant. Subject options include Engineering Studies, Software Design & Development and Construction.

Students may only study one course through NSoL, SDEHS or Saturday School. The school may only forward a maximum of nine new applications per annum.

Students studying in this manner are allocated the prescribed time of study within the school timetable. A staff member will coordinate the receipt and return of work, but it is up to individual students to complete their work. Students must be able to attend face-to-face lessons during school time at Randwick, Petersham or in the city.

Students are expected to return work regularly, usually one set per week, and complete all tasks set. The Principal must also be able to certify that any student applying to study through the NSoL or SSDEC is capable of working independently. There is an online component in most courses.

The additional cost to parents is as follows:

- Years 11 and 12 - \$800 per annum per subject
- Years 11 and 12 - 1 Unit Extension courses - \$400 per annum per subject

Any students interested in pursuing this option should discuss the matter further with the Deputy Principal Curriculum (7-12) or LOTE Coordinator.



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