



Covenant  
Christian School  
*All knowledge through Christ*

# STAGE 6 COURSE OUTLINES

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ELECTIVE SUBJECT INFORMATION  
FOR 2020-2021 YEAR 11 & 12 STUDENTS



# PREFACE

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

Year 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 for your children.



Mr Bill Rusin  
Principal

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# GENERAL INFORMATION

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## Completion of the HSC: All My Own Work program

All students are required to have completed the *HSC: All My Own Work* program before any Preliminary or HSC course entries can be submitted. This program is designed to help HSC students follow the principles and practices of good scholarship. It includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

At Covenant Christian School, Year 10 students complete this program in Term 4. For more information, visit the NSW Education Standards Authority (NESA) website and navigate to Year 11 – Year 12 HSC: All My Own Work.

[www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

## Requirements for the award of the Higher School Certificate (HSC)

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

- gained the Record of School Achievement (RoSA) or other qualifications the NSW Education Standards Authority (NESA) considers satisfactory.
- satisfactorily completed courses that meet the pattern of study required by NESA for the award of the HSC. 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 HSC 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, and Design and Technology. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

## The Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is the primary criterion for entry into most undergraduate-entry university programs in Australia. If you wish to receive an ATAR, you must study a minimum of 10 Board Developed units in the HSC course. The booklet, *Steps to Uni for Year 10 Students*, is published by the University Admissions Centre (UAC) and contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Year 11 and 12 in preparation for university entry.

For more information, visit [www.uac.edu.au/future-applicants/atar](http://www.uac.edu.au/future-applicants/atar)

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

See page 5 for further information about Board Developed Courses and Board Endorsed Courses.

# WHAT TYPES OF COURSES CAN I SELECT?

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

- Board Developed Courses (including Extension Courses)
- Board Endorsed Courses.

Covenant Christian School offers a wide range of Board Developed Courses. These are outlined in the course information on pages 10-55.

## 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
- the performance scale, except for Vocational Education and Training (VET) 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 Australian Tertiary Admission Rank (ATAR). Most courses offered at Covenant are Board Developed Courses.

## 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 and Science.

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.

## Board Endorsed Courses

Board Endorsed Courses count towards the HSC but may not be examined and do not contribute towards an ATAR calculation. There are two types of Board Endorsed 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. Some HSC Vocational Education and Training (VET) Courses offered at Covenant are Content Endorsed Courses.
- School Developed Board Endorsed Courses (SDBECs) are developed by schools and submitted to NESA for endorsement in Stage 5 for RoSA or in Stage 6 as Year 11 or Year 12 units. SDBECs are written where the particular curriculum needs of Stage 5 or Stage 6 students cannot be met by Board Developed syllabuses or other types of Board Endorsed Courses.

# OPTIONS FOR STUDY

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## Vocational Education and Training (VET) Courses

With VET Courses, students can get a head start on their career while still at school. You will gain work-related skills and experience that are recognised nationally by industry and employers. In many courses, you will be required to complete mandatory work placement, in addition to your theoretical training, in order to successfully complete the course and gain accreditation.

### VET Curriculum Frameworks

The HSC includes Board Developed Vocational Education and Training (VET) Courses. NESA has developed curriculum frameworks for industry areas. These are: Automotive, Business Services, Construction, Electro Technology, Entertainment, Financial Services, Hospitality, Human Services, Information and Digital Technology, Metal and Engineering, Primary Industries, Retail Services, and Tourism, Travel and Events.

## Board Developed and Board Endorsed VET Courses offered at Covenant Christian School RTO AIS NSW (No. 90413)

Board Developed VET 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 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). Students have the option to study the following Board Developed VET Course at Covenant:

- Certificate II in Kitchen Operations (SIT20416). Examination is optional.

Board Endorsed VET Courses in the VET Curriculum Frameworks can be studied as Preliminary and/or HSC courses. These courses count towards the HSC but do not contribute towards an ATAR calculation. Students have the option to study the following Board Endorsed VET Courses at Covenant:

- Certificate II in Sport and Recreation (SIS20115)
- Statement of Attainment for completed units: Certificate III in Early Childhood Education and Care (CHC30113).

VET courses offered at Covenant Christian School incur an additional cost, ranging from \$200 to \$875.

## External Vocational Education and Training (EVET) Courses offered at TAFE and other Registered Training Organisations (RTOs)

These courses cater for special interests not covered in other courses run at Covenant Christian School. They are offered as external study at TAFE NSW and other Registered Training Organisations (RTOs). These courses count towards the HSC and some may also count towards the ATAR (you will need to check specific details of your course of interest). On successful completion, you will gain additional credentials when you finish school, one from NESA and the other from your training provider. EVET Courses include Animal Studies, Construction, Electrotechnology, Entertainment, Human Services (Nursing), Information and Digital Technology, Plumbing, Screen and Media, Tourism, and Travel and Events, etc. Please see the Careers Advisor for a full list of courses and further information.

### Important things to consider for EVET Courses

- All EVET courses incur an additional cost, ranging from \$2,000 to \$5,500. The cost will vary depending on the course you choose.
- Any student wishing to study an EVET course will need to organise this with the Careers Advisor and set up a study schedule.
- EVET courses offered at TAFE run on a Tuesday afternoon. Students will need to make their own way to and from their training location.



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## Distance Education

Courses are available to students through Distance Education, and a number of our students have availed themselves of this opportunity. 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 NSW School of Languages or Saturday School of Community Languages.
- Students with special medical needs, e.g. students with medical conditions which prevent them from attending school, can apply to Sydney Distance Education High School.
- Students whose study has been interrupted by transfer from another school, e.g. Covenant does not offer a subject they were studying.
- Students with a special circumstance, e.g. students whose chosen career prospects are enhanced by the study of a subject that Covenant does not offer.

### Christian Education National (iCEN) and Sydney Distance Education High School (SDEHS)

Students have the option of studying courses, not offered at Covenant, through iCEN or SDEHS. These include courses such as Software Design & Development and Agriculture. 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 the individual student to complete their work. Students are expected to return work regularly, usually one set per week, and complete all set tasks.

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.

### NSW School of Languages (NSoL) and Saturday School of Community Languages (SSCL)

Students wishing to study a language not offered at Covenant can do so through the NSoL or SSCL. It is the role of the SSCL 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 may be offered (depending on demand): Armenian, Chinese, Dutch, Japanese, Korean, Modern Greek and Polish.

#### Important things to consider for Distance Education courses

- Any student wishing to study a Distance Education course will need to discuss this with the Deputy Principal Curriculum 7-12, or LOTE Coordinator for language courses, and obtain their approval.
- Places in Distance Education courses are limited.
- Students may only study one course through iCEN, NSoL, SDEHS or SSCL.
- The Principal must be able to certify that a student applying for Distance Education via iCEN and SDEHS is capable of working independently. There is an online component in most of these courses. A high level of motivation and time management is required for studying these courses.

#### Additional costs

For Year 11 and 12 Distance Education courses, the additional cost to parents is as follows:

- Christian Education National: \$950 per annum per subject
- Sydney Distance Education High School: \$800 per annum per subject
- NSW School of Languages: \$800 per annum per subject
- Saturday School of Community Languages: no cost
- 1 Unit Extension courses: \$400.

# PLANNING FOR SENIOR SCHOOL AND BEYOND

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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 Year 11 and 12. Students are expected to:
  - be personally involved in choosing courses that suit them best
  - be much more self-reliant and organised with their time
  - be doing much more study and exam preparation
  - 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 self-motivation.
- The advice offered by the school.

## A guide for choosing subjects in the Senior School

When choosing your subjects for Year 11 and 12, you should ask the following questions. These are a guide for you when making enquiries about tertiary study. You will need to add to the list for your particular areas of interest.

- What careers am I interested in and what courses would lead to those careers?
- What institutions or colleges offer those courses and 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 (HSC) or an Australian Tertiary Admission Rank (ATAR)?
- Is it a practical type of subject or 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?

## Who can help you with subject choices?

- God – seek Him in prayer.
- Your parents – discuss your options with them.
- Your subject teachers can advise you of the levels you are capable of, course content and requirements in terms of exams, assessments and practical work.
- Your Careers Advisor 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 Advisor 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.

## Why subject choice is important

For all students:

- Choosing subjects you are interested in makes your life at school more enjoyable.
- Choosing subjects which match your level of ability makes your school life rewarding.
- Be realistic. Choose subjects that suit your abilities.

# COURSE INFORMATION

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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 Year Coordinator, the Deputy Principal Curriculum 7-12 and/or Careers Advisor.

As well as selecting courses offered within our school, students may also be eligible to participate in courses offered externally (see pages 5 to 7 of this booklet). 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.

## 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 Advisor and Deputy Principal Curriculum 7-12. You must complete and submit an Application for Change of Class, Subject or Course form, available from Student Reception or the Careers Advisor. You cannot change subjects until you have been informed via email that your request 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

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2 Unit 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; to think biblically and to make informed judgements on controversial matters; and to 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.

## 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	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li><li>• Historical skills in the analysis and evaluation of sources and interpretations</li><li>• Historical inquiry and research</li><li>• Communication of historical understanding in appropriate forms</li></ul>	40 20 20 20
	100		100

# BIOLOGY

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2 Unit 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 awesome nature 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

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: HSC course only

External assessment	Weighting	Internal assessment	Weighting
A three-hour written examination.	100	<ul style="list-style-type: none"><li>• Skills in working scientifically</li><li>• Knowledge and understanding of course content</li></ul>	60 40
	100		100

# BUSINESS STUDIES

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2 Unit 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: HSC course only

External assessment	Weighting	Internal assessment	Weighting
A three-hour written examination, including multiple choice, short answer and extended response questions.	100	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li><li>• Stimulus-based skills</li><li>• Inquiry and research</li><li>• Communication of business information, ideas and issues in appropriate forms</li></ul>	40 20 20 20
	100		100

# CERTIFICATE II IN KITCHEN OPERATIONS (SIT20416)

BOARD DEVELOPED VOCATIONAL EDUCATION & TRAINING (VET) COURSE

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2 Unit Board Developed Course

Exclusions: Hospitality Operations (120 hours)

Prerequisites: Nil

**Certificate: SIT20416 Certificate II in Kitchen Operations (240 Hours)**

**RTO: AIS 90413**

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.

## 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.

## 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:

- Year 11 Work Placement must be completed before moving into the Year 12 course.
- Year 12 Work Placement must be completed in order to be eligible to sit the HSC examination for this subject.

Continued over page

# CERTIFICATE II IN KITCHEN OPERATIONS (SIT20416)

(CONTINUED)

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## 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 HSC 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 Australian Qualifications Framework (AQF) qualifications. It is optional.

## Qualifications

- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in Kitchen Operations (240 hours) will be eligible for the AQF Certificate II in Kitchen Operations.
- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in the Kitchen Operations (120 hours) will be eligible for the AQF Certificate I in Kitchen Operations.
- Students who are assessed as competent for only some of the units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate II.

### Important things to consider

- There is a cost for this course of \$875 per year which includes work placement administration, tool kit and uniform.
- There is no guarantee that a student will receive their Certificate II. Students who do not complete all aspects of the course will receive a Statement of Attainment for successfully completed units.
- Students who do not complete the mandatory work placement hours will be ineligible to sit their HSC examination and this may impact upon their ATAR.



# CERTIFICATE II IN SPORT & RECREATION (SIS20115)

## BOARD ENDORSED VOCATIONAL EDUCATION & TRAINING (VET) COURSE

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2 Unit Board Endorsed Course

Exclusions: Nil

**Certificate: SIS20115 Certificate II in Sport and Recreation (240 Hours)**

**RTO: AIS 90413**

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 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 how to: 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; and 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.

#### Important things to consider

- There is a cost for this course of \$200 per year which includes work placement administration, first aid course (provided by a private organisation) and equipment.
- There is no guarantee that a student will receive their Certificate II. Students who do not complete all aspects of the course will receive a Statement of Attainment for successfully completed units.
- This course counts towards the HSC but does not contribute towards an ATAR calculation.

# CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE (CHC30113)

BOARD ENDORSED VOCATIONAL EDUCATION & TRAINING (VET) COURSE

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2 Unit Board Endorsed Course

Prerequisites: Nil

**Statement of Attainment: CHC30113 Certificate III in Early Childhood Education and Care**  
(360 Hours, of which 240 hours are completed at school)

RTO: AIS 90413

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; and 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 work towards a Statement of Attainment that will enable them to move into careers such as: early childhood educator; playgroup supervisor; family day care worker; childhood educator; childhood educator assistant; outside school hours care assistant; nanny; or mobile assistant.

## Main topics covered

This course will enable students to develop skills in: the health and safety of children; promoting and providing healthy food and drinks; work health and safety; using an approved learning framework to guide practice; providing experiences to support children's play and learning; developing positive and respectful relationships with children; developing cultural competence; supporting behaviour of children and young people; supporting children to connect with their world; using information about children to inform practice; and first aid.

## Particular course requirements

Students are required to complete 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. This will include 35 hours practicum at an external childhood facility. Work experience will allow the students to develop their skills in the area of working with children, and will deepen their knowledge in this area.

### Important things to consider

- Assessment for this subject is assignment-based only.
- There is a cost for this course of \$200 per year which includes work placement administration, first aid course (provided by a private organisation) and equipment.
- Students will not receive their Certificate III but will be working towards it. Further study will be required to complete this course. Students who do not complete all aspects of the course will receive a Statement of Attainment for successfully completed units.
- This course counts towards the HSC but does not contribute towards an ATAR calculation.

# CHEMISTRY

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2 Unit 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 students 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.

## 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: HSC course only

External assessment	Weighting	Internal assessment	Weighting
A three-hour written examination.	100	<ul style="list-style-type: none"><li>• Skills in working scientifically</li><li>• Knowledge and understanding of course content</li></ul>	60 40
	100		100

# COMMUNITY AND FAMILY STUDIES

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2 Unit Board Developed Course

Exclusions: Nil

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 view 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.

## Course description

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 analyses 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 20% (basic concepts of resource management); Individuals and groups 40% (individuals' roles, relationships and tasks within and between groups); and Families and communities 40% (family structures and functions, and interaction between family and community).
- HSC course: Research Methodology 25% (including completion of a major Independent Research Project); Groups in Context 25% (characteristics and needs of specific community groups); Parenting and Caring 25% (issues facing parents and carers in contemporary society); and one Optional Component 25% – Family and Societal Interactions (government and community structures that support and protect family members throughout their lifespan), or Social Impact of Technology (the impact of evolving technologies on individuals and lifestyle), or Individual and Work (issues confronting individuals as they manage roles within 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.

## Assessment: HSC course only

External assessment	Weighting	Internal assessment	Weighting
A three-hour written examination.	100	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li><li>• Skills in critical thinking, research methodology, analysing and communicating</li></ul>	40 60
	100		100

# DANCE

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2 Unit 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. The dance curriculum is taught with a Christian worldview underpinning all of the NESAs 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 art form. 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.

## 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

External assessment	Weighting	Internal assessment	Weighting
Core Performance: Solo dance and interview.	40	<ul style="list-style-type: none"> <li>• Core Performance</li> <li>• Core Composition</li> <li>• Core Appreciation</li> <li>• Development of Major Study</li> </ul>	20
Core Composition: Solo composition and elaboration, work is performed by another student.	20		20
Core Appreciation: a written examination (1 hour).	20		20
Major Study:	20		40
<ul style="list-style-type: none"> <li>• Performance: One solo dance and interview; or</li> <li>• Composition: One dance composition: new solo, group dance and elaboration; or</li> <li>• Appreciation: written examination (1 hour + 5 mins); or</li> <li>• Dance &amp; Technology:               <ul style="list-style-type: none"> <li>– Option 1: Choreographing the virtual body. Presentation of a choreographed work using 3D animation software and interview; or</li> <li>– Option 2: Film and video. Presentation filmed and edited, choreographed work and interview.</li> </ul> </li> </ul>			
	100		100

# DESIGN AND TECHNOLOGY

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2 Unit 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

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

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

Preliminary course students must participate in hands-on practical activities. In the HSC course, the studies of designing and producing (from 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
<ul style="list-style-type: none"><li>• 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.</li><li>• Section II: Major Design Project. This will include submission of:<ul style="list-style-type: none"><li>– A folio documenting the project proposal and project management, project development and realisation and project evaluation.</li><li>– A product system or environment.</li></ul></li></ul>	40	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li><li>• Knowledge and skills in designing, managing, producing and evaluating a major design project</li></ul>	40
	60		60
	100		100

# DRAMA

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2 Unit 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 the 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

The 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

The HSC Course comprises of:

- Studies in Australian Drama and Theatre (core content) 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.
- A Group Performance of between 3 and 6 students involving creating a piece of original theatre (8 to 12 minutes duration). It provides an opportunity for each student to demonstrate their performance skills.
- Individual Project where students demonstrate their expertise in a particular area. They choose one project from critical analysis, design, performance, script-writing or video drama.

## 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 for the written component or in any other HSC course when choosing Individual Projects.

## Assessment: HSC course only

External assessment	Weighting	Internal assessment	Weighting
<ul style="list-style-type: none"><li>• Group Presentation (core)</li><li>• Individual Project</li><li>• A written examination (1.5hrs) comprising two compulsory sections (two essays):<ul style="list-style-type: none"><li>– Australian Drama and Theatre (core)</li><li>– Studies in Drama and Theatre.</li></ul></li></ul>	<p>30 30 40</p>	<ul style="list-style-type: none"><li>• Australian Drama and Theatre</li><li>• Studies in Drama and Theatre</li><li>• Development of Group Performance</li><li>• Development of Individual Project</li></ul>	<p>30 30 20 20</p>
	100		100

# ECONOMICS

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2 Unit 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 students to reflect on both secular and Christian-focused solutions. In so doing, they will become informed participants 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 the reasons 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: HSC course only

External assessment	Weighting	Internal assessment	Weighting
A three-hour written examination, including multiple choice, short answer and extended response questions.	100	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li><li>• Stimulus-based skills</li><li>• Inquiry and research</li><li>• Communication of economic information, ideas and issues in appropriate form</li></ul>	40 20 20 20
	100		100



# ENGLISH STANDARD

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2 Unit 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 for students to 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, enable students to 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 emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

### Assessment: HSC course only

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

# ENGLISH ADVANCED

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2 Unit Board Developed Course

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

At Covenant Christian School, the study of English is crucial in order for students to 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

- 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.
- 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.

## Assessment: HSC course only

External assessment	Internal assessment	Weighting
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. <ul style="list-style-type: none"><li>• Paper 1: Common module – Texts and Human Experiences. The time allowed is 1 hour and 30 minutes plus 10 minutes reading time. The paper will consist of two sections.</li><li>• Paper 2: Modules – The time allowed is 2 hours plus 5 minutes reading time. The paper will consist of three sections.</li></ul>	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li><li>• Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</li></ul>	50
		100

# ENGLISH EXTENSION 1

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1 Unit Board Developed Course

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

Prerequisites: English (Advanced) course

Preliminary English Extension Course is prerequisite for Extension Course 1

At Covenant Christian School, the study of English is crucial in order for students to 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.

## Main topics covered

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

## 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; and undertake a related research project.
- 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); and at least two related texts.

## Assessment: HSC course only

External assessment	Internal assessment	Weighting
The examination is worth 50% of the total value awarded for the subject. It 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"><li>• Section I: Common Module (25 marks)</li><li>• Section II: Elective (25 marks).</li></ul>	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content.</li><li>• Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</li></ul>	50
		100

# ENGLISH EXTENSION 2 (HSC YEAR 12 ONLY)

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1 Unit Board Developed Course  
HSC Year 12 only

Exclusions: English (Standard), English Studies, English (EAL/D)  
Prerequisites: English (Advanced) course  
Extension Course 1 is prerequisite for Extension Course 2

At Covenant Christian School, the study of English is crucial in order for students to 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 2 HSC course, students develop a sustained composition and document their reflection on this process.

## Course requirements

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); and multimedia.

## Assessment: HSC Extension 2

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

# ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

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2 Unit 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 for students to 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 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.

## Assessment: HSC course only

External assessment	Internal assessment	Weighting
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). <ul style="list-style-type: none"> <li>Paper 1: Module A and Focus on Writing. The time allowed is 1 hour and 30 minutes plus 10 minutes reading time. The paper will consist of two sections.</li> <li>Paper 2: Module B and Module C. The time allowed is 1 hour plus 5 minutes reading time. The paper will consist of two sections.</li> <li>Listening Paper: The time allowed is 30 minutes including listening time. There will be four to six questions.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	50
	<ul style="list-style-type: none"> <li>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</li> </ul>	50
		100

# ENGLISH STUDIES

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2 Unit Board Developed 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.

## Assessment

External assessment	Internal assessment	Weighting
<ul style="list-style-type: none"><li>• Optional written examination paper worth 70 marks in total. The time allowed is 2 hours and 30 minutes plus 10 minutes reading time.</li><li>• Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.</li></ul>	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content.</li><li>• Skills in comprehending texts; communicating ideas; and using language accurately, appropriately and effectively.</li></ul>	50 50

# GEOGRAPHY

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2 Unit 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. 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 and 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 12 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 (costing around \$150, partially subsidised by the school.)

## Assessment: HSC course only

External assessment	Weighting	Internal assessment	Weighting
A three-hour written examination, including multiple choice, short answers and extended responses.	100	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content.</li><li>• Geographic tools and skills.</li><li>• Geographical inquiry and research, including fieldwork.</li><li>• Communication of geographical information, ideas and issues in appropriate forms.</li></ul>	40 20 20 20
	100		100

# GERMAN BEGINNERS

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2 Unit Board Developed Course

Exclusions: German Continuers. Strict eligibility rules apply to the study of this subject (eligibility document must be signed).

At Covenant Christian School, students will study languages 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. Learning another language gives us the opportunity to communicate with, serve, and understand others who may not speak our language. Language itself is a gift from God.

## Course description

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 German. Topics studied through two interdependent perspectives, the personal world and the German-speaking communities, provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture. Students' skills in, and knowledge of German 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 German-speaking communities through the study of a range of texts.

## 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: HSC course only

External assessment	Weighting	Internal exam	Weighting
<ul style="list-style-type: none"><li>• Speaking</li><li>• Listening</li><li>• Reading</li><li>• Writing</li></ul>	20 30 30 20	<ul style="list-style-type: none"><li>• Speaking</li><li>• Listening</li><li>• Reading</li><li>• Writing</li></ul>	20 30 30 20
	100		100



# HISTORY EXTENSION

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1 Unit 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 investigative project, focusing on an area of changing historical interpretation.

## Assessment: HSC course only

External assessment	Weighting	Internal assessment	Weighting
A two-hour written examination in two parts, comprising two extended response questions.	100	• Knowledge and understanding of significant historical ideas and processes	40
		• Skills in designing, undertaking and communicating historical inquiry and analysis	60
	100		100

# INDUSTRIAL TECHNOLOGY MULTIMEDIA TECHNOLOGIES

2 Unit Board Developed Course

Exclusions: Industrial Technology Timber Products & Furniture

At Covenant Christian School, the Industrial 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

The Industrial Technology Preliminary and HSC Course consists of project work and industry study that develops 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

Students will be given two main projects during the course:

- Preliminary Project 1: Students will focus on developing ideas, storyboards and concepts. They will be using industry standard software to produce a logo and short film for a business they will construct. Students will also gain an understanding of the Multimedia Industry.
- Preliminary Project 2: Students will use this project to explore their gifts and strengths in film editing. This project gives students freedom to make choices and intends to refine their skills in preparation the HSC Major Work.

All projects require students to document their progress in an in-depth folio.

Component	Weighting
<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> </ul>	40
<ul style="list-style-type: none"> <li>• Knowledge and skills in the design, management, communication and production of projects</li> </ul>	60
	100

### HSC course

Students are required to undergo a Major Work Project which includes a Multimedia production and management folio. Students will also undertake a study of the Multimedia industry and examined on theory knowledge in relation to graphics, text, video, editing and publishing. See below for HSC assessment guidelines.

External assessment	Weighting	Internal assessment	Weighting
<ul style="list-style-type: none"> <li>• Major project and related management folio</li> </ul>	60	<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Knowledge and skills in the design, management, communication and production of projects</li> </ul>	40
<ul style="list-style-type: none"> <li>• Written examination (1.5 hrs)</li> </ul>	40		60
	100		100

## Particular course requirements

Students are required to obtain their own devices capable of storing and editing large files (the Adobe Suite will be available for students to download.) Students will also benefit from owning their own camera or recording device.

# INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS & FURNITURE

2 Unit Board Developed Course

Exclusions: Industrial Technology Multimedia

At Covenant Christian School, the Industrial 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 develops 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

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

- Materials, Hardware, Processes, Industry Terms, Tools, Machinery, Timber Joints, Turning, and Finishing.
- Industry Study, Design, Management and communication, Production, and Industry Related Manufacturing Technology.

Component	Weighting
<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content.</li> </ul>	40
<ul style="list-style-type: none"> <li>• Knowledge and skills in the design, management, communication and production of projects.</li> </ul>	60
	100

### HSC course

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.

- 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.

External assessment	Weighting	Internal assessment	Weighting
<ul style="list-style-type: none"> <li>• Major project and related management folio</li> </ul>	60	<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> </ul>	40
<ul style="list-style-type: none"> <li>• Written examination (1.5 hrs)</li> </ul>	40	<ul style="list-style-type: none"> <li>• Knowledge and skills in the design, management, communication and production of a major project</li> </ul>	60
	100		100

# INFORMATION PROCESSES AND TECHNOLOGY

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2 Unit Board Developed Course

Prerequisite: 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; and social and ethical issues.
- Tools for information processes (50%): collecting; organising; analysing; storing and retrieving; processing; transmitting and receiving; displaying; and integration of processes.
- Developing information systems (30%): traditional stages in developing a system; complexity of systems; roles of people involved in systems development; and social and ethical issues.

### HSC course

- Project management (20%). Techniques for managing a project: understanding the problem; planning; designing solutions; implementing; and testing, evaluating and maintaining
- Information systems and databases (20%): information systems; database information systems; organisation; storage and retrieval; other information processes; and 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; and 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; or multimedia systems.

## Assessment: HSC course only

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.

External assessment	Weighting	Internal assessment	Weighting
A three-hour written examination.	100	<ul style="list-style-type: none"><li>• Project management</li><li>• Information systems</li><li>• Communication systems</li><li>• Option strand (two of the following): transaction processing; decision support systems; automated manufacturing systems; or multimedia systems.</li></ul>	20 20 20 40
	100		100

# LEGAL STUDIES

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2 Unit 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 inquiry 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, or 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	<ul style="list-style-type: none"><li>• Knowledge and understanding</li><li>• Research</li><li>• Communication</li></ul>	60 20 20
	100		100

# MATHEMATICS STANDARD

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2 Unit 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.

## 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. 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 vocational education 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, and Statistical Analysis.
- HSC Course: Algebra, Measurement, Financial Mathematics, Statistical Analysis, and Networks.

## Assessment: HSC course only

External assessment	Weighting	Internal assessment	Weighting
Standard 2 A single HSC examination.	100	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: <ul style="list-style-type: none"><li>• understanding, fluency and communication</li><li>• problem solving, reasoning and justification.</li></ul>	50 50
Standard 1 An optional HSC examination which can be used by the University Admissions Centre (UAC) to contribute to a student's ATAR.			
	100		100

# MATHEMATICS ADVANCED

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2 Unit Board Developed Course

Exclusions: Mathematics Standard

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, and Statistical Analysis.
- HSC Course: Functions, Trigonometric Functions, Calculus, Financial Mathematics, and Statistical Analysis.

## Particular course requirements

This 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.

## Assessment: HSC course only

External assessment	Weighting	Internal assessment	Weighting
A single HSC examination.	100	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: <ul style="list-style-type: none"><li>• understanding, fluency and communication</li><li>• problem solving, reasoning and justification.</li></ul>	50 50
	100		100

# MATHEMATICS EXTENSION 1

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1 Unit Board Developed Course

Corequisites: Mathematics Advanced 2 Unit

At Covenant Christian School, the Mathematics Extension 1 course will enable capable students 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. This 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, and Combination.
- HSC Course: Proof, Vectors, Trigonometric Functions, Calculus, and 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.

## Assessment: HSC course only

External assessment	Weighting	Internal assessment	Weighting
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.	100	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: <ul style="list-style-type: none"><li>• understanding, fluency and communication</li><li>• problem solving, reasoning and justification.</li></ul>	50 50
	100		100



# MATHEMATICS EXTENSION 2 (HSC YEAR 12 ONLY)

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1 Unit Board Developed Course  
(in addition to the Mathematics Extension 1 course for the HSC)

Prerequisites: Mathematics Advanced and  
Mathematics Extension 1

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.

## 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, and Mechanics.

## 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.

## Assessment: HSC course only

External assessment	Weighting	Internal assessment	Weighting
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.	100	There will be four assessments in the HSC course. The objectives of the course are grouped into two components: <ul style="list-style-type: none"><li>• understanding, fluency and communication.</li><li>• problem solving, reasoning and justification.</li></ul>	50 50
	100		100

# MODERN HISTORY

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2 Unit 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 gain 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

### Preliminary course

- Investigating Modern History (60 indicative hours). Students undertake at least one option from The Nature of Modern History and at least two case studies.
- Historical investigation (20 indicative hours).
- At least one study from The Shaping of the Modern World (40 indicative hours).

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

### 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 answers 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

# MUSIC I

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2 Unit 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. The list of topics can be found in the Music 1 syllabus.

## Particular course requirements

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

## 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.

## Assessment: HSC course only

External assessment	Weighting	Internal assessment	Weighting
<ul style="list-style-type: none"><li>• Core Performance (one piece)</li><li>• One-hour Aural examination</li></ul>	20 30	<ul style="list-style-type: none"><li>• Core Performance</li><li>• Core Composition</li><li>• Core Musicology</li><li>• Core Aural</li></ul>	10 10 10 25
Electives: Three electives from any combination of: Performance (one piece) Composition (one submitted composition) Musicology (one viva voce)		<ul style="list-style-type: none"><li>• Elective 1</li><li>• Elective 2</li><li>• Elective 3</li></ul>	15 15 15
<ul style="list-style-type: none"><li>• Elective 1</li><li>• Elective 2</li><li>• Elective 3</li></ul>	20 20 20		
	110		100

# MUSIC II

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2 Unit Board Developed Course

Exclusions: Music I

Prerequisites: Music additional study course (or equivalent)

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

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

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 NESA to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.

## Assessment: HSC course only

External assessment	Weighting	Internal assessment	Weighting
<ul style="list-style-type: none"><li>• Core performance (one piece reflecting the mandatory topic)</li><li>• Sight singing</li><li>• Core composition (reflecting mandatory topic)</li><li>• Written examination (1.5 hrs): Musicology/Aural Skills</li></ul>	15 5 15 35	<ul style="list-style-type: none"><li>• Performance</li><li>• Composition</li><li>• Musicology</li><li>• Aural</li></ul>	20 20 20 20
One elective representing the additional topic: <ul style="list-style-type: none"><li>• Performance (two pieces); or</li><li>• one submitted Composition; or</li><li>• one submitted Essay.</li></ul>	30	One elective from <ul style="list-style-type: none"><li>• Performance</li><li>• Composition; or</li><li>• Musicology</li></ul>	20
	100		100

# MUSIC EXTENSION

1 unit (60 hour) Board Developed Course

Exclusions: Music I

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

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.

## Assessment: HSC course only

External assessment	Weighting	Internal assessment	Weighting
Performance (50) Three contrasting pieces, one of which must be an ensemble: <ul style="list-style-type: none"> <li>• Ensemble</li> <li>• Solo 1</li> <li>• Solo 2</li> </ul>	20 15 15	Performance (50) Two assessment tasks: <ul style="list-style-type: none"> <li>• Task 1</li> <li>• Task 2</li> </ul>	25 25
OR		OR	
Composition (50) Two original compositions (to be submitted to the Board of Studies): <ul style="list-style-type: none"> <li>• Piece 1</li> <li>• Piece 2</li> </ul>	25 25	Composition (50) Two assessment tasks: <ul style="list-style-type: none"> <li>• Task 1</li> <li>• Task 2</li> </ul>	25 25
OR		OR	
<ul style="list-style-type: none"> <li>• Musicology (50) One extended essay to be submitted to NESAs</li> </ul>	50	Musicology (50) Two assessment tasks: <ul style="list-style-type: none"> <li>• Task 1</li> <li>• Task 2</li> </ul>	25 25
	50		50

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

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2 Unit Board Developed Course

Exclusions: Nil

At Covenant Christian School, our approach to 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 also study first aid.

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.

## Main topics covered

### Preliminary course

- Core Topics (60%): Better Health for Individuals and The Body in Motion.
- Optional Components (40%). Students study the following options: First Aid and Fitness Choices.

### HSC Course

- Core Topics (60%): Health Priorities in Australia and Factors Affecting Performance
- Optional Component (40%). Students study the following options: Sports Medicine and 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 examination.	100	<ul style="list-style-type: none"><li>• Core</li><li>• Options</li></ul>	60 40
	100		100

# PHYSICS

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2 Unit 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 topics covered

- Preliminary course: Kinematics, Dynamics, Waves and Thermodynamics, and Electricity and Magnetism.
- HSC course core topics: Advanced Mechanics, Electromagnetism, The Nature of Light, and 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: HSC course only

External assessment	Weighting	Internal assessment	Weighting
A three-hour written examination.	100	<ul style="list-style-type: none"><li>• Skills in Working Scientifically</li><li>• Knowledge and understanding of course content</li></ul>	60 40
	100		100

# SCIENCE EXTENSION

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1 Unit Board Developed Course

Exclusions: Nil

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.

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 factors influence 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.

## 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. This task may assess a broad range of course content and outcomes.	100	<ul style="list-style-type: none"><li>• Communicating scientifically</li><li>• Gathering, recording, analysing and evaluating data</li><li>• Application of scientific research skills</li></ul>	30 30 40
	100		100



# SOCIETY AND CULTURE

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2 Unit 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 members of society, students will be exposed to both these aspects during their lives. 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.

## 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 (40% of course time). Two chosen from: Popular Culture, Belief Systems, Equality and Difference, or 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	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li><li>• Application and evaluation of social and cultural research methodologies</li><li>• Communication of information, ideas and issues in appropriate forms</li></ul>	50 30 20
	100		100

# SOFTWARE DESIGN AND DEVELOPMENT

BOARD DEVELOPED COURSE OFFERED EXTERNALLY, STUDIED ONLINE

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2 Unit 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.

## Course description

This course is designed for those who have a keen interest in programming and the whole process of software design. This not just a programming course – it 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
  - Software developer’s view of the hardware.

# SOFTWARE DESIGN AND DEVELOPMENT

BOARD DEVELOPED COURSE OFFERED EXTERNALLY, STUDIED ONLINE (CONTINUED)

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## 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.

## Assessment: HSC course only

External assessment	Weighting	Internal assessment	Weighting
A three-hour written examination.	100	• Knowledge and understanding of 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

### Important things to consider

- Software Design and Development is offered externally and studied online via Wagga Wagga Christian College. Enrolment is via Christian Education National.
- There is a cost for this course of \$950 per year.
- Students are required to complete their course work during allocated study periods within the school timetable. A staff member will coordinate the receipt and return of work but it is up to individual student to complete their work.
- Students are expected to complete all set tasks and return work regularly (usually weekly).
- Students will need to be motivated, self-disciplined and have good time management skills in order to complete this course.
- Enrolment in this course is based on approval by the Deputy Principal Curriculum 7-12.

# SPANISH BEGINNERS

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2 Unit Board Developed Course

Exclusions: Spanish Continuers, Spanish Extension. Strict eligibility rules apply to the study of this subject (eligibility document must be signed.)

At Covenant Christian School, students will study languages 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. Learning another language gives us the opportunity to communicate with, serve, and understand others who may not speak our language. Language itself is a gift from God.

## Course description

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.

## 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: HSC course only

External assessment	Weighting	Internal exam	Weighting
<ul style="list-style-type: none"><li>• Speaking</li><li>• Listening</li><li>• Reading</li><li>• Writing</li></ul>	20 30 30 20	<ul style="list-style-type: none"><li>• Speaking</li><li>• Listening</li><li>• Reading</li><li>• Writing</li></ul>	20 30 30 20
	100		100

# SPANISH CONTINUERS

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2 Unit Board Developed Course

Prerequisites: 200-400 hours study of the language in Stage 5 or equivalent knowledge is assumed

Exclusions: Spanish Beginners

At Covenant Christian School, students will study languages 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. Learning another language gives us the opportunity to communicate with, serve, and understand others who may not speak our language. Language itself is a gift from God.

## Course description

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and mandatory topics. Students’ skills in, and knowledge of, Spanish will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Spanish-speaking communities through the study of a range of texts.

Prescribed themes	Mandatory topics
The Individual	Personal Identity Education and Future Aspirations Leisure and Interests Feelings, Opinions, Attitudes and Preferences
The Spanish-speaking Communities	Travel and Tourism Lifestyles Arts and Entertainment
The Changing World	The World of Work Current Issues Youth Issues

## Assessment: HSC course only

External assessment	Weighting	Internal exam	Weighting
<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>	20 30 30 20	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>	20 30 30 20
	100		100

# STUDIES OF RELIGION I

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1 Unit 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; and 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; and Significant Practices in the Life of Adherents.

## Assessment: HSC course only

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

# STUDIES OF RELIGION II

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2 Unit 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; or 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; or Significant Practices in the Life of Adherents.
- Religion and Peace.
- Religion and Non-religion.

## Assessment: HSC course only

External assessment	Weighting	Internal assessment	Weighting
A three-hour written examination: <ul style="list-style-type: none"><li>• Section I: Religion and Belief Systems in Australia post-1945; Religion and non-religion</li><li>• Section II: Religious Tradition depth studies</li><li>• Section III: Religious Tradition depth studies (extended response)</li><li>• Section IV: Religion and Peace (extended response).</li></ul>	30  30 20 20	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li><li>• Source-based skills</li><li>• Investigation and research</li><li>• Communication of information, ideas and issues in appropriate forms</li></ul>	40  20 20 20
	100		100

# TEXTILES AND DESIGN

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2 Unit 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

The 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 or 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.

## 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:

- supporting documentation: design inspiration; visual design concept development; project manufacture specification; and investigation, experimentation and evaluation
- textile item/s.

## Assessment: HSC course only

External assessment	Weighting	Internal assessment	Weighting
<ul style="list-style-type: none"><li>• Major Project and related documentation</li><li>• Written examination 1.5 hours</li></ul>	50	<ul style="list-style-type: none"><li>• Knowledge and understanding of textiles and the textile industry</li><li>• Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes, using appropriate technology</li></ul>	50
	50		50
	100		100



# VISUAL ARTS

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2 Unit Board Developed Course

Exclusions exist between Content Endorsed Courses (Ceramics, Furnishing, Photography and Visual Design) and the Board Developed Visual Arts Course. The Visual Arts body of work cannot contain products developed for these courses.

At Covenant Christian School, we recognise that humanity is created in God's image, and as such all humankind possesses 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 cater 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 humankind. 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 visually 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. Please note: additional costs may be necessary for students' bodies 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; and building understandings over time through various investigations and working in different art 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; and how students may further develop meaning and focus in their work.

## Particular course requirements

- Preliminary course: Students develop artworks in at least two expressive forms and a process diary. They also study a broad investigation of ideas in art criticism and art history.
- HSC course: Students develop a body of work and a process diary. They also explore various case studies (4-10 hours each) and deeper and more complex investigations of ideas in art criticism and art history.

## Assessment: HSC course only

External assessment	Weighting	Internal assessment	Weighting
<ul style="list-style-type: none"><li>• 1.5 hour written paper</li><li>• Submission of a body of work</li></ul>	50 50	<ul style="list-style-type: none"><li>• Development of the body of work</li><li>• Art criticism and art history</li></ul>	50 50
	100		100

# Notes

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