Version 1  13 March 2013

Further versions will be published as we receive advice from the NSW Board of Studies (we will not be informed when the BoS will visit the school until after 31 March) and other information becomes available (e.g. results of consultation with stakeholders, students, etc)
Senior Schooling at Nepean involves …

Being independent and wise  Relaxing in God’s grace  Pursuing academic excellence

Preparing for the known and unknown  Clarifying goals, hopes, passions and faith

Engaging with life’s excitement, challenges, uncertainties, wonder and horror.

Making a positive difference to the school community

It is a privilege to guide young adults in the adventure of their Senior Schooling and the Nepean Christian School community welcomes the opportunity to work in partnership with students, parents and their families.

Learning, relationships and expectations of senior students:

• are driven by our authentic and passionate Christ-centred view of life
• are distinguished by contextualised, relevant and meaningful experiences
• delight in students who are growing in wisdom, joy, self-sacrifice and compassion

This booklet will equip you to make good decisions about Years 11 & 12. We realise that decisions about subject choice and direction can be an exciting and confusing process. While some students have clear goals by the time they start Year 11, some do not. For this reason, we have deliberately kept the subject offering tailored to those popular subjects that most students in NSW study in preparation for university courses, TAFE and general life. Our subject offering will prepare students to enter ANY course in any university or TAFE in Australia, as well as to enter the workforce, mission field or volunteer work.

Our NANAs (Not At Nepean Anymore) are currently pursuing a wide range of careers such as mechanics, hairdressing, dentistry, medicine, hospitality, law, real estate and management. One of our ex-students has been a Rhodes Scholar at Oxford University, some are on the mission field, two have been Olympians. We are very proud of all our NANAs and do not value the doctor above the ditch digger. Under God’s grace, we are committed to preparing each senior student according to their abilities, desires and faith journey.

We look forward to serving you in the adventure of Senior Schooling at Nepean within a distinctive and authentic Christian perspective.

Geoff Wheaton
Principal
A GLIMPSE INTO NEPEAN’S EDUCATIONAL WORLDVIEW

It is unthinkable to teach Maths without acknowledging the Creator and looking for ways in which to faithfully apply the knowledge and skills being learnt.

It is naïve to think that there is neutrality in Science, or to sever facts from faith.

It is misguided to approach literacy with detachment, rather than engagement with the very real issues of good and evil to which the Gospel speaks so powerfully.

It is not enough to teach facts in History and Geography that are detached from the context of life’s struggles, doubts and uncertainties.

It is disempowering to disconnect faith from learning, wisdom from knowledge and God’s revelation from the adventure of life.
YEARS 11 & 12 LEADERSHIP TEAM

Nepean has an exceptional depth of expertise and experience on its Years 11 & 12 leadership team:

GEOFF WHEATON  (our Principal)

Geoff has taught at two State Schools and six Christian Schools. He was the founding Teacher of Wycliffe Christian School in Warrimoo and The Lakes Christian College in Cranebrook.

He has been the Co-Principal of a large K-12 school.

For 7 years up to the year before last, Geoff was the only NSW Principal on the Board of Studies Registration and Accreditation Committee that approved schools seeking accreditation for the delivery of the Higher School Certificate and schools extending into Years 11 & 12.

Geoff is currently on the Board of the NSW Association of Independent Schools.

IAN SHAW  (our Deputy)

Ian has taught at St Pauls Grammar School, Tyndale Christian School, Plumpton High School

He has taught Years 11 & 12 Industrial Arts and Technological and Applied Studies.

Ian has been Head of Senior School, Senior Coordinator and Deputy Principal.

MARK RAMSAY  (our Secondary Team Leader)

Mark has taught at Trinity Grammar, St Ives High School and Thomas Hassall Anglican School

He has taught PDHPE and Maths. He taught at Thomas Hassall during the inaugural Year 11.

He has been a Peer Support Coordinator and Christian Leadership Coordinator. He has been involved in HSC study camps for 5 years.

Mark was also a Youth Worker at a large state school … and is also a fully qualified Physiotherapist!

GARY WATSON  (our TAS teacher)

He has been Years 11 & 12 Teacher at Arden Anglican School, Tyndale Christian School, St Paul’s Grammar and Blue Mountains Grammar

Gary has been a Years 11 & 12 Coordinator, Head of Department, Housemaster, Peer Support Coordinator, Leadership Training Coordinator

Gary has taught Years 11 & 12 Engineering Studies, VET Construction, Design & Technology

At Arden Anglican School, Gary was involved with the inaugural Year 11 class.
WHY NCS FOR YEARS 11 & 12?

- Authentic, down-to-earth, relevant Christian vision
- Opportunity to grow in faith journey at whatever stage this might be
- HSC exams are split over 2 years with more focus and less stress
- Students may change electives after Year 11
- Continuity and familiarity for students and parents
- Small classes – intimacy and help assured
- High expectations for academic, VET and personal excellence.
- Firm guidance and mentoring of students
- NCS punches above its weight! Research into small schools indicates that there are many benefits, especially in the areas of student engagement, learning focus and pastoral care
- Quality of staff who will go above and beyond the call of duty
- Accepting community, strong communication
- Member of large organisations - Christian Education National (e.g. Wycliffe Christian School at Warrimoo, Tyndale Christian School at Blacktown, Covenant Christian School at Belrose) and NSW Association of Independent Schools (e.g. Trinity, Kings, MLC, Knox Grammar)
- Flexibility of payment options
- Opportunity to contribute to the life of NCS as role models, senior students, young adults
- NCS will be able to enact best senior school practice, unburdened by bureaucracy and irrelevant traditions

ADVICE WHEN CONSIDERING SCHOOLS

Ask of prospective schools not just what you can get, but what you can give. How might you contribute to the life of the school? What legacy might you leave? How might you touch lives?

People and relationships are far more important than buildings and facilities.

All schools have a faith basis and they will seek to win you over. NCS is gladly Christian.

Make decisions about Years 11 & 12 with a package deal in mind. Don’t make decisions based on one or two particular issues e.g. subjects or uniform or timetable. Our experience tells us that such pursuits can be disappointing, full of false hopes and open to change. Senior schooling is a package deal!

Only consider changing schools for the right reasons. There are plenty of wrong reasons to change schools!

Remember that the final decision rests with parents.

 Mediocrity is mind-numbing.

The heart of education is education of the heart.
DEFINITIONS & EXPLANATIONS

**ATAR** = Australian Tertiary Admission Rank. This is calculated at the end of the HSC process and is a rank between 0 and 99.95 which is published in time for University enrolment. The ATAR is based on a student’s 10 best units (including at least 2 units of English). If a student does not apply to go to University, the ATAR is not needed. A student is then free to choose any subjects which interest them and might be helpful in the future (see HSC guidelines).

**BoS** = NSW Board of Studies. The organisation that oversees registration and accreditation of NSW schools, curriculum, exams etc.

**CAFS** = Community And Family Studies

**Christ-centred** = focused on Jesus Christ – His divinity and humanity; His history and His teachings; what He achieved for people; His death on behalf of people and His resurrection that signifies God’s plan of making things new – partially now and fully after death; His world and life view. NCS is not linked with any denomination or church. NB Every school has a faith basis – Secular Humanist (e.g. state schools), Catholic, Islamic, Jewish. NCS is gladly and openly Christian.

**Final HSC Mark** = This is made up of the school assessment mark and the HSC examination mark. The school will not inform students of their school assessment mark, but can inform students of their ranking.

**GWISA** = Greater West Independent Schools Alliance. The local group of Independent Schools that provide trade training.

**HSC** = Higher School Certificate. To qualify for the HSC a student must:
- complete at least 12 Preliminary units and at least 10 HSC Units
- complete at least six units from Board Developed Courses
- do at least two units of a Board Developed Course in English (English Studies Content Endorsed Course satisfies the pattern of study English requirement)
- have at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- complete at least 4 subjects
- make a satisfactory effort in all course work
- complete all of the course requirements in terms of projects, orals, practicals etc
- complete assessment tasks, which are worth more than 50% of the available marks
- make a satisfactory attempt at the HSC examinations
- (to satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six units from courses in Science in each study pattern).
HSC course = a Higher School Certificate course (Year 12 course)

IPT = Information Processes and Technology

NCS = Nepean Christian School

PDHPE = Personal Development, Health and Physical Education.

Preliminary Course = a Year 11 course. Preliminary courses have to be completed before HSC courses.

RoSA = Record of Student Achievement. This is a NSW Board of Studies credential and may be provided to students from the end of Year 10 to the end of Year 12 i.e. whenever a student leaves school.

TAFE = Technical And Further Education. Learning institutions that offer a wide range of trade courses, child care courses, interest courses, etc.

Units = Most subjects are counted as 2 units. Some subjects such as Extension English 1 are 1 unit subjects. A student must study 12 Preliminary subject units (e.g. 6 x 2 unit subjects OR 5 x 2 unit subject plus 2 x 1 unit subjects). A student must study 10 HSC units (e.g. 5 x 2 unit subjects OR 4 x 2 unit subjects plus 2 x 1 unit subjects). The 10 best units are counted towards the Australian Tertiary Admission Rank (including 2 units of English).

University = a tertiary level education institution i.e. after secondary schooling. In general, universities train students for professions, rather than trades.

VET = Vocational Education and Training Courses. These are authorised by TAFE NSW. They are usually 2 Unit Courses but only count towards an ATAR when the optional HSC Examination is attempted. Only 2 Units can be counted in that way.

Worldview = How one views life, people, the world, the meaning of life - upon which decisions are made.
COURSE STRUCTURE

Each student will complete English over two years – Yrs 11 & 12.

We anticipate that a lot of students will complete Maths over two years – Yrs 11 & 12.

If a student chooses not to do Maths, they will complete a VET course over two years and will be transported to other schools on Tuesday afternoons. Parents need to arrange their own child’s transport home at 5:30pm. This is normal practice in schools that offer VET courses.

If a student wishes to do both Maths and VET, the Team Leader will negotiate this with the student and their parents.

In Year 11 each student will choose 2 electives (one from each group of subjects) to be completed within one year. These are called compressed subjects. These subjects will have at least twice the number of periods in a week, thus allowing students to complete Preliminary and HSC within one year. Students will sit for their HSC exams in these subject areas at the end of Year 11.

In Year 12, students will choose another 2 electives to be done over one year. Students may choose only 1 elective if they are doing Maths and VET. Students may drop Maths or VET or an elective when they have completed all Preliminary courses.

At the end of the second year students will do exams in English, Maths (or VET if they choose to sit for the non-compulsory exam) and their extra elective(s).

The subject grid shows two groups offered in non-compressed mode and four groups offered in compressed mode. Students will choose one subject from each group.

Distance Education is available for any HSC Subject - to highly motivated students, with a record of competence and with teacher approval. One subject only. Preferably in compressed mode.

Students completing Yrs 11 & 12 courses will be required to participate in lessons and group seminar sessions that occur outside the regular class timetable. Students completing courses with a practical or field work component can expect to participate in these activities after school hours following consultation between teachers, students and parents. This is normal practice in Senior Schooling.

Compressed courses may have half day ‘intensive workshops’ during the preliminary course. This, together with lessons conducted outside the regular timetable, enables students to cover all components of the course thoroughly before the Preliminary examinations. In addition to this, a series of half day study sessions are offered during STUVAC week, prior to the HSC. This flexible delivery enables students to be thoroughly prepared for all assessment tasks and examinations, and to have more than adequate time to cover the courses.

Vocational Education & Training (VET) Courses are offered through ‘The Greater West Independent Schools Alliance’. Member schools are Penrith Christian School at Orchard Hills, Wycliffe Christian School at Warrimoo and St Pauls Grammar at Cranebrook. NCS is a member of that cluster and has access to all their VET Courses.

Students who wish to complete their HSC over more than two years should consult with the Secondary Team Leader.
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Choose one subject from each group.
INDEPENDENCE WITH WISDOM

We will gladly provide opportunities for our senior students to enjoy independence. The level of this independence will be directly related to the level of wisdom that students display.

More wisdom = more independence

Any free periods, study days, non face-to-face lessons or special timetable changes will be opportunities for students to provide evidence of self-discipline, focus and solidarity.

Students will be allowed to arrive late or leave early depending on their timetables.

Students may drive their vehicles to and from school (with parental permission for students under 18)

An area of parking will be assigned for student cars.

A student with a licence and car may leave the school during a long break (e.g. to get lunch at a nearby café). Parental permission is required for students under 18. No passenger will accompany the driver unless permitted by both sets of parents (passenger and driver).

SELF-DISCIPLINE

Under God’s grace and rule, growing autonomy of decision making and independence are discovered, developed and deployed.

High personal expectations of behaviour, appreciation of Christ’s character, development of excellent learning habits, the meeting of faith and actions, and love for others are the cornerstones of self-discipline at NCS.

Layers of senior student discipline will include:

When things are good…

- Rejoicing and relaxing in all their good behaviour
- Affirming their good behaviour in ways that promote solidarity, contentment and in ways that never promote pride, competition, selfishness

When things go wrong…

- Reminding … usually done on the run
- Reprimanding … generally done without disrupting the learning of others
- Recompensing … normally the withdrawal of trust and other privileges
- Reforming … involving a negotiated behaviour plan
- Referring … to the Deputy or Principal for possible suspension or recommendation of expulsion
DISTANCE EDUCATION

At NCS senior students may do Distance Education for any Year 11 or 12 subject that is not offered by the school. (NB One Distance Education subject per student.)

Distance Education will be available only to students who are highly motivated, with a record of competence and with Teacher approval.

Sydney Distance Education High School (run by the NSW Department of Education and Communities) provides a wide range of courses.

The Open High School (a private institution) provides approved courses in many languages.

Students are assigned a tutor and communication is via phone or on-line.

EXCURSIONS AND CAMPS

At NCS students are expected to LIVE THEIR LEARNING. They will be doers, not just hearers. Authentic learning gives meaning to a student’s endeavours.

When possible, learning will be contextualised, anchored in our distinctively Christian perspective, (whilst respecting the faith journey of individual students) and never neutralised – i.e. knowledge is futile without being accompanied by wisdom, belief or virtue.

There will be a wide range of relevant subject experiences, excursions and class camps. These are included in the school fee. Specialist camps may also be available and these are user pays (with assistance as needed)

Camps are planned. One camp will have a service emphasis…. i.e. when giving will eclipse getting! Details will be finalised towards the end of this year.

Trustworthiness and common sense are prerequisites for participation in any special event, excursion or camp.
STUDENT ACTION LEADERSHIP TEAM (SALT)

All Years 11 and 12 students are leaders in one way or another.

Specific Years 11 and 12 students may be asked to join SALT (Student Action Leadership Team) whose motto is TO SERVE and whose logo is a black hand holding a white hand (taken from a photo of people involved with our Ugandan sister schools). This decision is based on such things as evidence of strong leadership skills, strength of character, clarity of faith journey, commitment to the life of the school and personality.

Student Leaders have a variety of tasks e.g. leadership of assemblies, representing the school, caring for others, serving the school, positively influencing others, empowering others to lead, acts of service, fundraising, social justice, special events, protection of the weak and marginalised in the playground, monitoring of behaviour on buses, peer mediation.

Student Leadership will exist in the shadow of the Cross – such things as self-sacrifice, love, truth and justice will abound.

The process of Student Leadership will “build heroes, who know that they are villains”. i.e. no power plays, no pride!

SALT members engage in regular training and discussions. In March the Student Leaders attend an annual Leadership Retreat that is based on a model of challenge, reflection and action. This involves being taken well outside comfort zones.

SALT members are not prefects or school captains. There are no stereotypes.
WISDOM, HAPPINESS, OBEEDIENCE, KINDNESS
(Code of Conduct)

In general, we will forthrightly expect any NCS student to be wise, happy, obedient and kind – especially the young women and men in our Senior School, who will be leaders and models.

Specifically we expect that Years 11 & 12 students will:

• Promote learning
• Encourage everyone
• Act wisely
• Care for one another
• Enjoy God’s grace

... because we believe

1. Jesus of Nazareth, fully human, fully God, defines personhood for us at NCS. Jesus did not comply with a set of universally accepted, traditionally based traits of good character as if they existed apart from Him. He defined good character. He was/is Truth. He was/is Life. He was/is Love. He was/is Justice.

2. In common with all humanity, we fall far short of Jesus’ character – the pursuit of self-interest remains our main impediment. This does not mean that we are totally bereft of good character, but it does mean that we all have problems with doing good and thus incur the wrath of a perfect God and experience disharmony with others.

3. Jesus’ life, death and resurrection on our behalf bring us back into relationship with God and provide us with the inspiration and the model for good character i.e. Christ-likeness

4. The mystery of the Trinity, God in eternal relationship - Father, Son and Holy Spirit, precedes all earthly relationships.

5. Self-sacrifice, truth, justice and love are the hallmarks of Christ-likeness.

6. We should enjoy safety, happiness, personal fulfilment, freedom, well-being, peace and grace at NCS.

7. We have the responsibility of ensuring school mates and staff members enjoy safety, happiness, personal fulfilment, freedom, well-being, peace and grace.

and we recognise

• The importance of right motives, solidarity, forgiveness and humility

• Opposition, harassment and vilification are often aimed at those who make a stand for good character.

• Decisions must be anchored within a framework of wisdom, happiness, obedience and kindness.
SLICE OF LIFE ADVENTURE
- SOLA

All students in their first year of senior schooling will be expected to complete a personal SLICE OF LIFE ADVENTURE. This is similar to the International Baccalaureate Personal Project.

Each student will choose an area from:

- Service
- Personal challenge
- Out-of-the-ordinary experience

Students will be required to keep a personal journal while working on their project, and create a final reflection upon the completion of the project which explains how it ties in with at least one of the NCS story themes. A student's personal faith journey will be accommodated.

The result of the SOLA will be recorded on the student’s RoSA (Record of Student Achievement).

### NCS STORY THEME

**A GLIMPSE INTO A CHRISTIAN’S FAITH JOURNEY**

- **Live self-sacrificially**
  - because Jesus lived, died and rose on my behalf to put me right with God

- **Live confidently and fully**
  - because in His grace God chose me before the world was made and nothing can separate me from God’s love enacted in Jesus

- **Wonder at God’s greatness**
  - because God made and continues to make everything, and is beyond fully understanding

- **Relax**
  - because God is in control of everything

- **Fear God**
  - because God is just and severe – and people, including me, continue to sin

- **Trust God**
  - because the faith of Jesus sets me free from trying to win God’s favour and God now works out all things for my good

- **Love others**
  - because God first loved others and me

- **Seek truth**
  - because God reveals Himself

- **Act justly**
  - because Christ lives His story in my life and the lives of others – for His glory, and by the power and comfort of His Spirit

- **Endure with peace and hope**
  - because Jesus suffered, rose from death and now protects my place in heaven
PASTORAL CARE

Pastoral Care at NCS takes many forms:

- Home Class Time with Home Class Teachers—most days for 15 minutes
- Small Pastoral Care groups with around 5 classmates and one Teacher or Associate Staff member—once a week for 15 minutes
- The Pastoral Care Coordinator is available to work through issues with senior students. This is partly funded via the National Student Chaplaincy and Student Wellbeing Program and involvement is voluntary.
- Significant Teachers in a senior student’s life will always be available and willing to work through issues.
- Members of the Student Action Leadership Team are available for peer mediation and peer assistance.
- Referral to professional persons is available.
- Easy access to the Principal and Deputy out of school hours via mobile phone.
- Learning support.

The purposes of Home Class Time and Impact Groups are:

- Provide an individual and intimate approach to caring for students as they experience the delights and challenges of young adulthood.
- Effectively “scratch where students are itching”.
- Ensure that pastoral care is efficient and effective.
- Provide opportunity for senior students to have an impact in the lives of other students and their teachers.

CAREER ADVICE

This will be a compulsory element of Years 10, 11 and 12 at Nepean.

This will include such things as:

- The completion and analysis of career questionnaires
- Personal careers advice
- Attendance at careers market days
- General counselling
- VET course advice
- Access to careers information
TECHNICAL DEVICES

DRAFT ONLY AT THIS STAGE (Further consultation is needed.)

We anticipate that all Years 11 and 12 students will have their own computer device e.g. laptop, iPad, tablet. Students may bring their own device to and from school. For students without their own device, the school may broker a favourable purchase agreement for a suitable device that may be paid off during the 2 years of senior schooling. The student may keep this device in their possession during Years 11 and 12.

Whatever is decided, during school hours students may make use of the 100+ desk top computers available across the school’s 4 computer labs, Resource Centre and classrooms.

COSTS

The total school fee for a Year 11 student in 2014 will be less than $7000 i.e. the secondary student fee of $6000, plus a levy of up to $1000. The Board and the Business Manager will set the fee in the second half of the year when CPI and other factors are better known.

We can assure parents that the extra Yr 11 / 12 levy will be no more than $1000 in 2014.

As Christians (and as we are able), we will seek to assist those families who are committed to a Christian education at NCS and who are experiencing financial hardship.

In 2014 and 2015 the School will pay for all GWISA VET (the local schools alliance of trade training courses) and Distance Education course fees. (There might be extra costs for parents for any special materials or clothing.)

Materials for major works (e.g. Visual Arts, Design & Technology) are at the parent’s or student’s expense.

Parents are reminded of the school’s family orientation by the way it reduces the second child’s fee by 50% and the third child’s fee by 75% (exclusive of levies for such things as excursions, camps and special section costs). The fourth and subsequent children pay no school fee.

This makes Nepean amongst the most financially favourable, if not the most favourable, independent school in the area, without loss of quality, focus or opportunity.

The school does not have scholarships for students with special academic, sporting or cultural prowess. As a Christian school, we value all students as humans with the stamp of God’s image on them, regardless of their various talents, dispositions and abilities.

The School Board is exploring flexible payment options and will confirm these when formalised.
MISCELLANEOUS

SPORT:
Sport will not be timetabled. Students may participate in carnivals at school, zone and state level. Students may also participate in Gala Days and special events.
We encourage all students to maintain good levels of fitness and wellbeing.
The school is well equipped with a variety of playing fields and equipment.
We hope to provide some basic fitness equipment for senior students.

BUILDINGS & FACILITIES
The school is well equipped to handle the demands of senior secondary schooling.
Specialist rooms include Design & Technology, computer labs, theatre, large multi-purpose hall, sporting fields and equipment, Music room, Resource Centre, Science Lab.
A builder has been engaged to explore a Years 11 and 12 area.
Senior students will have access to a microwave, fridge, griller, sandwich maker and kettle.
The school grounds are surrounded by delightful bushland.

USE OF PHONES & MUSIC DEVICES
Senior students will be permitted to use the devices before and after school, during breaks and during free periods.
They may be used with teacher permission during lessons.

‘ALL MY OWN WORK’
The NSW Board of Studies requires all students to complete a short course on integrity of learning, especially with regard to ensuring that all individual student work is free of plagiarism.
This course will be part of a bigger picture at NCS called, “Digital Discipleship”. We expect more than compliance to regulations. We expect strength of character, honesty, responsibility and transparency.

UNIFORM
To be decided after further consultation with stakeholders.
Slovenliness, immodesty, impracticality and excesses of fashion will play no part in this area.
One of our school’s sayings will apply... “It’s what’s inya, not what’s onya”.

USE OF TEACHER FIRST NAMES
As we are a K-12 school, this is not allowed.
All history is the study of God’s plan for his world. At the centre of all history stand the death and resurrection of Jesus. At Nepean Christian School, Ancient History is studied within this framework. Each civilization rose and conquered at the foreordained times to accomplish God’s plans. Nothing occurs in history contrary to God’s will.

Students are confronted by people’s efforts to distance themselves from God and how they strive to worship other things in place of Him. Therefore, by studying Ancient History, students are provided with an overview of God’s power and purpose. It also allows them to look at our society critically and to realise that many aspects of today’s society have direct links with the past.

The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists. The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum.

**Main topics:**

The main societies that we examine are:

- New Kingdom Egypt and Rome during the 1st Century AD.

**Preliminary**

- Historiography: the role of Archaeology, the role of the historian and the role of science.
- Case Studies
- The Iceman
- Ancient Societies
- Deir el Medina
- The City of Rome
- Historical Investigation

**HSC**

- Core Study: Pompeii & Herculaneum
- Ancient Society 1: New Kingdom Egypt to Amenhotep III
- Historical Period: New Kingdom Egypt to the death of Tuthmosis IV
- Personality: Hatshepsut

**Assessment:**

Assessment consists of internal (school based) and external (HSC exams) assessment.

Students will be required to complete assessment tasks at home and in class.

**Preliminary**

- Historical Investigation Task
- Source Analysis Task
- Oral Task
- End of Preliminary Exam

**HSC**

- Research Report on NKE Society
- NKE Essay Task
- Oral Task
- Personality Source Analysis task
- ½ Yearly Exams / Trial HSC Exams

**Particular Course Requirements:**

1. Students are required to read, analyse and evaluate the societies that we study. They will also be required to write essays, reports and short answer questions.

2. Students may study both Ancient History and Modern History.
Biology is the study of living organisms, life processes and interactions between organisms and their environment. Students work individually and with others in practical, field and interactive activities that are related to the theoretical concepts considered in the course. This requires the application of investigative and problem-solving skills and the ability to research effectively communicate biological information.

The study of Biology helps students to recognise that, because people are placed as the stewards of God’s creation, they have responsibility to care, nurture and protect all aspects of creation. It also provides a platform for considering the incredible intricacy of design in every aspect of this world, from the molecular structure and functioning of a cell to the interactions of the diverse organisms in an ecosystem. The history and philosophy of Science highlights the need for people to be good stewards in conserving, protecting, maintaining and improving the quality of all environments for future generations. Consideration of this history and philosophy also helps students to identify how it is that some people have identified a conflict between Science and the Bible that ought not exist.

A significant amount of scientific research focuses on improving our understanding of human disease. It seeks to find compassionate and effective responses for the treatment of disease and the relief of its associated misery. This focus is consistent with the teaching and action of Jesus in confronting these woes.

**Main topics:**

**Preliminary**
- A Local Ecosystem
- Patterns in Nature
- Life on Earth
- Evolution of Australian Biota

**HSC**
- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health
- Communication

**Assessment:**

The students are required to satisfactorily complete a variety of assessment tasks (see below) throughout the year for both the Preliminary and HSC courses. The marks from these contribute to individual reports, and, in the case of the HSC course, towards their final Higher School Certificate Assessment grades.

**Preliminary**
- Open Ended Research/Investigation
- In Class Test
- Topic Research Assignment
- Experiment Practical Test
- End of Preliminary Exam

**HSC**
- Open Ended Research/Investigation
- Topic Research Assignment
- Mid Course Exam
- Experiment Practical Test
- Trial HSC Exam
- Personality Source Analysis task
- ½ Yearly Exams / Trial HSC Exams

**Particular Course Requirements:**

1. The Biology Stage 6 course is designed for those students who have a substantial achievement level based on the Science Stages 4-5 course performance descriptions.

2. Students will complete 80 indicative hours of practical/field work during both the Preliminary and HSC courses with no less than 35 indicative hours of practical experiences in the HSC course.

3. Practical experiences must include at least one open-ended investigation integrating skill and knowledge outcomes in both Preliminary and HSC courses.
Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level. Students work individually and with others in practical, investigative and interactive activities that are related to the theoretical concepts considered in the course. This requires the application of investigation planning and problem-solving skills and an ability to effectively communicate scientific information.

The study of Chemistry helps students to comprehend the delicate balance in the Creator’s design of atomic structure, with a focus on chemical interactions at the atomic and molecular levels and the formation of new substances. Students also gain an appreciation of how crucial the values of specific atomic quantities are in determining various properties of substances that we take for granted (for example, water).

God’s creation inspires awe, whether it is in the seen or unseen world. As people make technological advances they inherit the responsibility to reverse or minimise the impact of past mistakes and excesses. As we study the Earth and its resources, responsible implementation of methods used to exploit its riches is essential, and consistent with God’s mandate to rule over His creation in ways that reflect Jesus’ teaching about the value of people, communities and God’s gracious bounty.

**Main topics:**

**Preliminary**
- The Chemical Earth
- Metals
- Water
- Energy

**HSC**
- Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management
- Forensic Science

**Particular Course Requirements:**

1. The Chemistry Stage 6 course is designed for those students who have a substantial achievement level based on the Science Stages 4-5 course performance descriptors.

2. Students will complete 80 indicative hours of practical/field work during both the Preliminary and HSC courses with no less than 35 indicative hours of practical experiences in the HSC course.

3. Practical experiences must include at least one open-ended investigation integrating skill and knowledge outcomes in both Preliminary and HSC courses.

**Assessment:**

Assessment consists of internal (school based) and external (HSC exams) assessment. Students will be required to complete assessment tasks at home and in class.

**Preliminary**
- Research Assignment
- In Class Test
- Open Ended Investigation
- Experiment Practical Test
- End of Preliminary Exam

**HSC**
- Open Ended Investigation
- Research Assignment
- Mid HSC course Exam
- Experiment Practical Test
- Trial HSC Exam
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 concept of family and community, to encourage our students to come to a deeper understanding of the vital importance of the role of both the individual and the family unit, in weaving the very fabric of our society.

Community and Family Studies is an interdisciplinary course which draws upon family studies, sociology, developmental psychology and students’ life experience, to give a detailed study of human behaviour and societal interaction. The course has a strong focus on effective resource management that enables a person to function effectively in his/her everyday life, whilst acknowledging at all times that Jesus calls us to live lives 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 is a Christian worldview. Value clarification exercises and critical analysis of media and contemporary society, will be key components of this course. The dynamic nature of this course places importance on the skills of inquiry and investigation. Research therefore is an integral component to every unit. Students are required to develop and utilise skills in planning, recording, interpreting, analysing and synthesizing as they employ various research methodologies and finally complete an Independent Research Project (IRP).

**Main topics:**

**Preliminary**
- Resource Management:- basic concepts of resource management
- Individuals & Groups: Individual’s roles, relationships and tasks within and between groups
- Families & Communities:- Family structures and functions; interaction between family & community

**HSC**
- Research Methodology:- including completion of major Independent Research Project
- Groups in Context :- Characteristics and needs of specific community groups
- Parenting & Caring:- issues facing parents and carers in contemporary society
- Individuals & Work:- Issues confronting individuals as they manage roles within both family and work environments

**Assessment:**

**Preliminary**
- Critical review – “Remember the Titans”
- Mini Independent Research Project
- Research Essay – aspects of the family and community
- End Preliminary Examination

**HSC**
- Investigative report & oral presentation – 2 community groups
- Research Essay – Parenting and Caring
- Independent Research Project
- Report – Impact of Technology on the Work Environment
- Examination / Trial HSC

**Particular Course Requirements:**

1. 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.
2. Students will also undertake a peer support project involving a group of primary students. A section of this project will be formally documented and submitted as a Mini Independent Research Project, in the Preliminary Course.
The study of Design and Technology Stage 6 develops conceptual understanding and enables students to creatively apply these to specific technological endeavours through design projects. It also seeks to develop students’ appreciation of the historical and cultural influences on design and the interrelationships of design, technology, society and the environment. Design and Technology has a unique focus on creativity, innovation and the successful implementation of innovative ideas. God makes each of us different and this subject develops notions of discovery and creativity as students research, try new ideas and learn skills. Students will investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, as well as exploring current and emerging technologies. Through the completion of quality design projects, students are provided with the opportunity to develop specific production and manufacturing skills.

The culmination of this Course is a Major Design Project (MDP) which is undertaken in the HSC Course and represents 60% of the HSC mark.

**Main topics:**

**Preliminary**
- OH & S
- Design Project 1 Bridge Building
- Design Project 2 The Great Australian Dream
- Design Project 3 Minor Design Project
- Child’s game or toy

**HSC**
- Innovations and Emerging Technology
- Major Design Project:
  - Project Proposal
  - Project Management
  - Project Development
  - Project Realisation
  - Project Evaluation

**Assessment:**

**Preliminary**
- Research Task
- Model Home
- Child’s Toy
- Exam

**HSC**
- Innovation and Emerging Technology
- Oral Report
- Materials Investigation
- Management, Production and Communication
- Trial Examination

**Particular Course Requirements:**

1. In the Preliminary course, students must participate in hands-on practical activities.
2. In the HSC course, the comprehensive study of designing and producing that were studied in the Preliminary course are synthesised and applied.
3. This culminates in the development and realisation of a Major Design Project and the presentation of a case study of an innovation/design/designer.
Drama is a mode of creative expression which allows us to reflect our Creator and the teachings of his Word. Drama can play a vital role in contemporary worship and teaching both in churches and in broader settings, in school, as it has throughout history. Students are encouraged to use their God-given gifts in their home churches and the broader community to reach people for Christ, to convict them of the truths of His Word and provide the thrill of entertainment.

Studying Drama in Stage 6 equips students to understand and appreciate these truths as well as gaining another means of expressing their God-formed nature through the creativity of dramatic expression. The practices of Making, Performing, and Critically Studying interrelate. Students learn to engage in a collaborative process in which they explore, shape and symbolically represent imagination, ideas, feelings, attitudes, beliefs and their consequences.

Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in society, taking account of moral, ethical and spiritual considerations. The study of drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others.

### Main topics:

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

**HSC**
- Australian Drama and Theatre
- Studies in Drama and Theatre
- Group Performance
- Individual Project

### Assessment:

**Preliminary**
- **MAKING**
  - Performing
  - Critically Studying

**HSC**
- **MAKING**
  - Performing
  - Critically Studying

**EXAMINATION**
- Written Paper
- Group Performance
- Individual Project

### Particular Course Requirements:

Students must take part in a group performance as well as an individual performance as part of the HSC External Assessment.
This course enables students to develop the skills necessary to be active, literate Christian members of our society. Students are encouraged to critique texts from a Christian worldview, particularly remembering that God has complete sovereignty in our exciting, yet broken, world.

The study of English enables students to recognise and use language in its various textual forms to meet different literacy demands, including higher-order social, aesthetic and cultural aspects. This study is designed to promote a sound knowledge of the structure and function of the English language. Students must develop effective English communication that navigates around rude, arrogant and hurtful language and revels in encouraging, beautiful and assertive language.

English develops an understanding of literary expression and aims to nurture an appreciation of aesthetic values. Through the reading, writing, listening, speaking, viewing and representing of experience, ideas and values, students are encouraged to adopt a critical approach to all texts. Students investigate the disasters and difficulties of relationships, communications and structures in a variety of prescribed and related texts.

Main topics:

Preliminary
- Worldviews
- Area of Study – Power & Authority
- Form & Purpose: Poetry
- Meaning & Context: Taming of the Shrew

HSC
- Area of Study: Belonging
- Module A: Experience Through Language
- Module B: Close Study of Text
- Module C: Texts & Society

Assessment:

Preliminary
Essays, examinations, group performances, critical reviews, listening and viewing tests, prepared discussions, speeches, scrapbooks and reflective logs.

HSC
Essays, examinations, group performances, critical reviews, listening and viewing tests, prepared discussions, speeches, scrapbooks and reflective logs.

Particular Course Requirements:
1. Students may not study any other Stage 6 English course in conjunction with English (Standard).
2. Reading of texts outside lesson times is a vital element of successful completion of the course.
Advanced English in Stage 6 is designed for students to become critical users of English in order to enhance their personal, social, spiritual and vocational lives. This course enables students to develop the skills necessary to be active Christian members of our broken and extraordinary society. Students are encouraged to critique texts from a Christian worldview, particularly remembering that God has complete authority in this world.

The course provides opportunities to explore a breadth and variety of English texts through reading, writing, speaking, listening, viewing and representing with a central focus on meaning. The study of English makes explicit the language forms and processes of both wonderful and horrible meaning. This involves exploring, responding to and composing in personal, social, historical and cultural contexts in light of Christ’s life, death and resurrection.

Through a critical investigation of texts, students will explore and refine their understanding of the relationship between language and meaning. Students learn to use language in complex and subtle ways to express experiences, ideas and feelings. Students are encouraged to value a range of approaches to texts so that they may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society.

Main topics:

**Preliminary**
- Worldviews
- Area of Study – Power & Authority
- Form & Purpose: Robert Frost
- Meaning & Context: Much Ado About Nothing

**HSC**
- Area of Study: Belonging
- Module A: Comparative Study of Text & Context
- Module B: Critical Study of Text
- Module C: Representation & Text

Assessment:

**Preliminary**
Essays, examinations, group performances, critical reviews, listening and viewing tests, prepared discussions, speeches, scrapbooks and reflective logs.

**HSC**
Essays, examinations, group performances, critical reviews, listening and viewing tests, prepared discussions, speeches, scrapbooks and reflective logs.

Particular Course Requirements:

1. Advanced candidates must have demonstrated a high level of ability in the Year 10 English Course and be interested in the critical examination of texts in context.

2. Reading of texts outside lesson times is a vital element of successful completion of the course.
The English (Extension) course enables students who are accomplished, analytical and imaginative in their use of English to refine their understanding and appreciation of the important cultural roles played by and the significance of texts in societies. The course is designed for students with a desire to pursue a specialised study of English at tertiary level.

Students explore the purpose of language and texts from a Christian worldview. An exploration of highly valued cultural texts and their appropriation into popular culture is explored and investigated extensively. Through this process, students evaluate the way in which texts can be used to shape or deny a Christian worldview.

This course provides students with the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Through extended engagement in investigation and composition, students explore multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation.

### Main topics:

**Preliminary**

Module: Texts, Culture and Value

Students examine a key text from the past and its manifestations in one or more popular cultures. Through close study they:

- consider the relationships between the text and its culture
- explore the language of the texts and examine the ways in which language shapes and reflects values
- consider the effects of different ways of responding to texts
- consider the ways and reasons the original and later manifestations of the text are valued.

**HSC**

Module A: Genre

This module requires students to explore and evaluate notions of genre. It develops their understanding of the conventions and values associated with generic forms.

Module A: Crime Writing or Science Fiction

### Assessment:

**Preliminary**

Essays, examinations, group performances, critical reviews, listening and viewing tests, prepared discussions, speeches, scrapbooks and reflective logs.

**HSC**

Essays, examinations, group performances, critical reviews, listening and viewing tests, prepared discussions, speeches, scrapbooks and reflective logs.

### Particular Course Requirements:

1. Extension candidates must have demonstrated a high level of ability in the Year 10 English Course and be interested in the critical examination of texts in context.

2. Reading of texts outside lesson times is a vital element of successful completion of the course.
This ‘hands on’ Course seeks to use Project Work to learn and explore the possibilities of Computing. Each task is ‘open ended’ and designed to allow students the freedom to delve deeper into a particular topic. The HSC Course contains an Option Strand where students can pursue a particular interest as an assessable unit of work.

The United Nations defines technology as “…an endeavour to improve the human condition” (UNESCO). Likewise, as we seek to serve and bring glory to God through helping and caring for others, we also recognise the potential for using the technological process to achieve this.

Computers are a part of our everyday life and integrated into every Course of study in the HSC. Information and Processes Technology is a Course which firstly teaches software packages and then gives the opportunity for students to use their knowledge in a practical situation.

The area of ‘Information Systems’ has provided major jobs growth for both women and men in recent years. Moreover, fields which have not traditionally been associated with computers — but in which processing information is a vital function — are emerging as exciting new areas of employment. These include music, the arts, science and technology as well as new and fast-growing industries that use multimedia.

Main topics:

**Preliminary**
- Introduction to Information Skills and Systems
- Tools for Information Processes
- Developing Information Systems

**HSC**
- Project Management
- Information Systems and Databases
- Communication Systems
- Option Strands

Assessment:

**Preliminary**
- Case Study
- Web 2.0 report
- Scenario Analysis
- Preliminary course Exam

**HSC**
- Database Project
- Communications Assessment
- Half Yearly Examination
- Multimedia Major Project
- HSC Trial Examination

Particular Course Requirements:

1. Information Processes and Technology is deliberately ‘Project’ based to allow for the most appropriate ‘up-to-date’ software to be chosen to solve a particular challenge.
2. Rapid changes in technology ensure the vibrancy and resilience of the class.
3. The course is project-based to allow for the most appropriate software to be chosen for a given setting.
General Mathematics focuses on mathematical skills and techniques, which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.

Students continue to consider how Jesus’ death and resurrection shape our understanding of Mathematics. In particular, we marvel at the faithfulness of God in maintaining the ‘laws’ of Maths … 1+1 = 2 always. We are also made aware of the ways in which some people use Maths to abuse, manipulate and take advantage of others. Jesus’ sacrifice reminds us that there is no place for this in the life of a Christian.

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

**Main topics:**

**Preliminary**
- Earning & investing money. Taxation
- Statistics and society
- Data collection and sampling
- Displaying single data sets
- Summary statistics
- Units of measurement
- Applications of area and volume
- Similarity of two-dimensional figures
- Right-angled triangles
- The language of chance
- Relative frequency and probablility
- Basic algebraic skills
- Modeling linear relationships

**HSC**
- Credit and borrowing; Annuities and loan
- repayments; Depreciation
- Interpreting sets of data
- The normal distribution
- Correlation
- Further applications of area and volume
- Applications of trigonometry
- Spherical geometry
- Multi-stage events
- Applications of probability
- Algebraic skills and techniques
- Modeling linear and non-linear relationships

**Assessment:**

The students are required to satisfactorily complete assessment tasks (see below) throughout the year for both the Preliminary and HSC courses. The marks from these contribute to individual reports, and, in the case of the HSC course, towards their final Higher School Certificate Assessment grades.

**Preliminary**
- Two In Class Tests
- Practical Test
- End of Preliminary course Exam

**HSC**
- Two In Class Tests
- Practical Test
- Mid HSC Exam
- Trial HSC Exam

**Particular Course Requirements:**

1. Students may not study any other Stage 6 Mathematics course in conjunction with General Mathematics.
This course begins the study of theoretical mathematics and how it applies to the real world. It is relevant for those students who have a strong mathematical foundation as demonstrated by high achievement in Stage 5. Students wishing to study this level of mathematics will have studied at least the 5.2 outcomes, but preferably the 5.3 outcomes. The skills learnt at these levels are considered the foundational skills of the Mathematics 2 Unit course.

Students continue to consider how Jesus' death and resurrection shape our understanding of Mathematics. In particular, we marvel at the faithfulness of God in maintaining the 'laws' of Maths … 1+1 = 2 always. We are also made aware of the ways in which some people use Maths to abuse, manipulate and take advantage of others. Jesus' sacrifice reminds us that there is no place for this in the life of a Christian.

This course enables students to continue their study of mathematics at the tertiary level as a minor discipline or in specific areas such as the life sciences and commerce.

Main topics:

**Preliminary**
- Basic Arithmetic
- Algebra and Surds
- Equations
- Geometry
- Functions and Graphs
- Trigonometry
- Straight Line Graphs
- Introduction to Calculus
- The Quadratic Function
- Locus and the Parabola

**HSC**
- Review, Coordinate Methods and Geometry
- Probability
- Geometrical Applications of Calculus
- Integration
- Exponential and Logarithmic Functions
- Trigonometric Functions
- Applications of Calculus to the Physical World
- Series

### Assessment:

The students are required to satisfactorily complete assessment tasks (see below) throughout the year for both the Preliminary and HSC courses. The marks from these contribute to individual reports, and, in the case of the HSC course, towards their final Higher School Certificate Assessment grades.

**Preliminary**
- 1 In Class Test
- 1 Assignment
- Mid Course exam
- End of Preliminary Course Exam

**HSC**
- 1 In Class Test
- 1 Assignment
- Mid HSC exam
- Trial HSC Exam

### Particular Course Requirements:

1. The course assumes a high degree of achievement in the outcomes of the core 5.2 Mathematics course for Stage 5.

2. General Mathematics students may not undertake this course.
This course is intended for students who are interested in further study in Mathematics. The course builds upon the content of the Mathematics 2 Unit course and is intended to give students a thorough understanding of and competence in aspects of Mathematics, including many which are applicable to the real world.

Students continue to consider how Jesus’ death and resurrection shape our understanding of Mathematics. In particular, we marvel at the faithfulness of God in maintaining the ‘laws’ of Maths … 1+1 = 2 always. We are also made aware of the ways in which some people use Maths to abuse, manipulate and take advantage of others. Jesus’ sacrifice reminds us that there is no place for this in the life of a Christian.

It is relevant for those students studying subjects such as chemistry, physics and technology. 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.

Main topics:

Preliminary
- Algebra – Inequalities, Problem Solving and Harder 2 Unit
- Quadratic Functions
- Polynomials 1
- Locus and the Parabola 1
- Properties of the Circle
- Further Straight Line Graphs
- Further Trigonometry
- Permutations and Combinations

HSC
- Series 1
- Geometry 2
- Polynomials 2
- Methods of Integration
- Binomial Theorem
- Inverse Functions
- Trigonometric Functions
- Applications of Calculus to the Physical World

Assessment:
The students are required to satisfactorily complete assessment tasks (see below) throughout the year for both the Preliminary and HSC courses. The marks from these contribute to individual reports, and, in the case of the HSC course, towards their final Higher School Certificate Assessment grades.

Preliminary
- Three Exams including the End of Preliminary course Exam

HSC
- Three Exams including the Mid HSC Exam and Trial HSC Exam

Particular Course Requirements:
1. General Mathematics students may not undertake this course.
2. The course assumes that students have achieved the outcomes in the 5.3 Mathematics course for Stage.
All history is the study of God’s plan for his world. At the centre of all history stand the death and resurrection of Jesus. Modern History is an inquiry into past human experience that helps make the present more intelligible. It is a key discipline through which students approach the world of words and ideas - the intelligent and literate discourse about the great issues that affect the common fate of humanity.

The study of Modern History at Nepean Christian School has a distinctive role in the school curriculum as it challenges students to consider, from a Christian perspective, the great social, technological, economic, political and moral transformations of the nineteenth and twentieth centuries that have made their world what it is. It requires students to analyse the causes, progress and effects of these transformations and finally to make judgments about them. Furthermore, Modern History is especially relevant to the lives of students, as the events and issues that form its content are, in many cases, still current.

Modern History also contributes to the development of skills, such as problem solving, research, and analytical and critical thinking, that are of great importance in today’s competitive workforce.

Main topics:

- Preliminary - capitalism, communism, democracy, imperialism, industrialisation, nationalism, racism, revolution, war
- HSC – anti-Semitism, democracy, militarism, nationalism, racism, totalitarianism, communism, peace-making & internationalism.

Preliminary

- Part I: Depth Studies (50%)
  - Decolonisation in Indo-China 1945-1954
  - The Civil Rights Movement in the US 1950s, 1960s
- Part II: An Historical Investigation of the student’s own choosing (20%)
- Part III: Core Study – The world at the beginning of the twentieth century (30%)

HSC

- Part I: Core Study – World War I & its Aftermath 1914-1921 (25%)
- Part II: National Study: Germany 1918-1945 & Albert Speer (25%)
- Part III: Personalities of the Twentieth Century – Albert Speer (25%)

Assessment:

Preliminary

- group work & research
- oral
- source analysis
- examination/test items

HSC

- oral
- research
- source analysis
- examination/test items

Particular Course Requirements:

1. Students are required to read, analyse and evaluate the societies and events that we study. They will also be required to write essays, reports and short answer questions.

2. Students may study both Ancient History and Modern History.
Music is, at its heart, an artful form of communication. At NCS we believe that Music is one of God’s amazing gifts, one that permeates all aspects of life and society. Music has the potential to enhance students’ personal, cultural and spiritual wellbeing, allowing them to express their feelings and ideas creatively.

Students are prepared for external assessment during and at the conclusion of the HSC Course. Through the learning experiences of performance, composition, musicology and aural, all students have the opportunity to develop their musical gifts and understanding of the important concepts of Music. Students undertake two in-depth integrated projects in Stage 6, one in each of the Preliminary and HSC Courses. The nature of these projects allows students to develop their capacity to manage their own learning, work together with others and engage in activities that reflect the real world practice of performers, composers and audiences.

The New Testament urges us to create music which honours Jesus Christ, “the “Lamb of God”, and our students are encouraged to discern the fine line between the wonder of music and the infamy of idolatry in various musical contexts.

For many, Music serves as a pathway for further training and employment in the music industry or in contemporary music fields.

Main topics:

**Preliminary**
Students will study the concepts of music

- Through the learning experiences of performances, composition, musicology and aural.
- Within the context of a range of styles, periods and genres.
  - Australian Music
  - Jazz
  - Rock
  - Technology

**HSC**

- Core Studies in performance, composition, musicology and aural.
- Electives provide students with the opportunity to choose to develop individual strengths in performance, composition and musicology. These electives must represent each of the three topics studied in the HSC course.
- Core Studies include a performance examination and a written aural examination of 1 hour duration.

Assessment:

**Preliminary**
- Performance
- Composition
- Musicology
- Aural

**HSC**
- Performance Core
- Composition Core
- Musicology Core
- Aural Core
- Elective 1
- Elective 2
- Elective 3

Particular Course Requirements:

1. Students must take part in a live performance (vocal or instrumental) as part of the HSC External Assessment.
Health and Physical Activity are gifts of God and are given to all people in different measures. It is our role as Christians to be good stewards of these gifts and to uncover God’s intended plan for us in the areas of Health, Physical Activity and Relationships.

The Senior PDHPE curriculum is an advanced exploration of areas such as individual and communal health, exercise physiology and anatomy. The course provides students with learning opportunities which focus on two major areas.

The first focus area enables students to make informed choices about individual health matters and also to lead them to an understanding and engagement with community and global health initiatives.

The other major focus area provides students with a comprehensive understanding of the human body, its physical, physiological and psychological responses to exercise and how these may be best managed when training.

As Christians, it is vital to engage with the developing trends of our society that surround the areas of health, sport and the human body. PDHPE aims to give students tools that will allow them to critique these current trends and to engage actively in the areas of PDHPE and Sport.

Main topics:

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

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

Assessment:

**Preliminary**
- Better Health for Individuals
- The Body in Motion
- First Aid
- Preliminary Course Exam

**HSC**
- Health Priorities in Australia
- Factors Affecting Performance
- Sports Medicine
- The Health of Young People
- Trial HSC Examination

Particular Course Requirements:

1. Commitment to physical activity is necessary.
2. Accommodation of the flair and limitations of others with regard to physical activity is essential.
Nepean Christian School is part of a cluster of local Christian schools who have joined together to maximise the opportunities in vocational training in the Penrith area. The name of the cluster is ‘The Greater West Independent Schools Alliance.’

The schools are
- Wycliffe Christian School, Warrimoo (WCS)
- St Paul’s Grammar School, Cranebrook (SPGS)
- Penrith Christian School, Orchard Hills (PCS)
- Nepean Christian School, Mulgoa (NCS)

Students will be driven to these schools by either a Teacher, Teachers Aide or volunteer.

The Registered Training Organisation (RTO) is the official group responsible for the delivery of the Courses.

The Association of Independent Schools (AIS) is the organisation that supports Nepean Christian School.

VET Courses in 2014 that are available are: (VET courses are category B courses – see the Team Leader for info)

**Trade Courses:**
- Certificate III in Automotive (Motor Technician) – RTO is Motor Traders Association NSW (at PCS)
- Certificate III in Electro-Technology (Electrician) – RTO is Hunter Trade College (at PCS)
- Certificate III in Carpentry – RTO is AIS NSW (at WCS)
- Certificate III in Hospitality (Commercial Cookery) – RTO is AIS NSW (at SPGS)

**Other VET Courses, all with AIS NSW as RTO, are:**
- Certificate II in Business Services – at PCS
- Certificate III in Information Digital Media and Technology – at PCS
- Certificate III in Entertainment Industry (Live Production, Theatre and Events - Technical Operations) – at PCS
- Certificate II in Hospitality (Multitasking) – at PCS and WCS

More specific details of these courses are available from the school.
The Visual Arts are like the personal and cultural footprints left behind by artists and communities throughout the ages. The Years 11 and 12 Visual Arts provides the opportunity for students to engage in the world of Art by investigating art works, artists and the cultures that shaped them, and also by making their own significant art works.

The course rests on two underlying ideas. Firstly, that as people made in God’s likeness, we were created to create. Secondly, that any product of human hands is either God-honoring and Christ-reflecting in its truthfulness, its depth or its hope; or God-rejecting in its falsehood, its superficiality or its despair. Students will come to discern that not all “ugly” art is lacking truth and that not all “beautiful” art is without sinfulness.

In the practical component of the preliminary course, students will build upon previous artistic skills, experiment and refine their use of materials and express their views visually as they become more self-directed in their art making. HSC students will prepare their Body of Work which is related to a theme of their choosing and in a choice of media – drawing, painting, printmaking, photography, digital media, graphic design, sculpture, ceramics, textiles and fibre, designed objects (including jewellery, architecture or product design) or film and video.

In studying art, students cover two case studies in the Preliminary year and three in the HSC year. These case studies cover major themes in Western and Eastern art and the main movements in Western Art from Modernism to the present day. Students research, analyse and critique artworks in class discussions and in writing.

### Main topics:

**Preliminary**
- Places and Spaces: Art as a visual language to express ideas.
- The Ideal Exposed: The human form and issues of beauty.

**HSC**
- Modernism: Significant movements in Western Art & Body of Work.
- Art for Art’s Sake: Abstract Art & Body of Work.
- What will they think of next? Contemporary Art & Body of Work.

### Assessment:

**Preliminary**
- Visual Arts Process Diary
- Printmaking Body of Work
- In Class Open Book Test
- Preliminary Examination
- Sculptural Art work

**HSC**
- Case Study Research Assignment
- Visual Arts Process Diary
- Trial HSC Examination
- Visual Arts Process Diary
- Documentation of Body of Work

**External BoS**
- Exam External
- Body of Work

### Particular Course Requirements:

Students will be committed to ongoing practical and theory work in and out of class.

It is not essential to have completed Year 10 Visual Arts to enter Year 11 Visual Arts.

Each student will produce a ‘Body of Work’ in the HSC Course as a major assessment task.