YOUNG HIGH SCHOOL

SENIOR CURRICULUM GUIDE

2024-2025

A guide to selecting HSC subjects for students moving into Yr 11

YOUNG HIGH SCHOOL

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REACH FOR THE STARS

Growth Resilience Empathy Acceptance Team-

CONTENTS

PRINCIPALS MESSAGE TO YEAR 10 STUDENTS

Young High School believes in promoting choice and opportunity for students. With our wide selection of senior courses all senior students have the opportunity to gain a HSC qualification. Whether you are looking towards university entry, an apprenticeship or trade or moving into the workforce, students have the opportunity to study selected subjects, therefore increasing student engagement and commitment towards their learning and life after school.

This booklet outlines the subjects that Young High School can offer. Obviously, not all courses will have a class established as the formation of a class is based on a critical mass of students selecting that subject.

You should seek as much advice as possible before you make any decision regarding your subject choices. There are many people that you can consult: the Head Teachers and Teachers of each subject, your Year Advisor, Careers Advisor, Deputy Principal and Principal as well as your parents. Choose wisely because the elective lines are determined by your choices, staff availability and class size. Please take the advice of your teachers who have experience and know your ability to cope with different subject levels.

The academic demands of Year 11 are greater than those of Year 10. At Young High School, there is an expectation that every student will make the most of their education opportunity and allow others to do the same.

You will find that as you become more mature, bonds of mutual respect grow between you and your Teachers and that you will have greater participation in school activities and more opportunity to develop individual talents.

Positive results will be achieved if you work consistently and to the best of your ability.

When students are making their subject choices I ask that they consider a few points:

- If you wish to gain an ATAR you need to be more selective in your subject selection
- Consider selecting subjects you are good at and enjoy
- Select subjects you have the ability to do
- Think about what you want to do when you leave school and how different subjects can help you get there
- Consider your overall subject selection to see if you have a good balance
- Talk to a range of people to help you make your choices
- Do NOT select subjects based on what your friends are doing
- Do NOT select subjects based on who you think will be teaching them.

The decisions you make need to be based on making the best choice for you to prepare you for the future you want.

To assist you in making your choices please read through this booklet carefully or contact the relevant Faculty member for further information.

I look forward to be being part of this very exciting journey you are undertaking.

Anna Barker

Principal

INFORMATION ABOUT THE HSC

GENERAL INFORMATION

The aim of this book is to help you choose your courses for Year 11 and 12. This is your introduction to the HSC and the many options available.

Further information can be found by clicking HERE or by visiting the National Education Standards Authority (NESA) website.

ELIGIBILITY TO RECEIVE THE AWARD OF THE HSC

The HSC is the highest secondary educational award you can gain in New South Wales. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

To qualify for the Higher School Certificate students must:

- Complete 12 units of Year 11 Courses and 10 units of Year 12 Courses.
- Complete the requirements of each course, including any prescribed practical, oral or project works required for specific courses.
- Complete the assessment requirements for each course.
- Sit for and make a serious attempt at the HSC Examinations if required as part of the course.

THE HSC CURRICULUM & TYPES OF COURSES OFFERED

A subject is the general name given to an area of study. A course is a branch of study within a subject. A subject may have several different courses, for example, with the subject English the course will include English Standard, English Advanced, HSC English Extension 1, etc.

BOARD DEVELOPED COURSES (BDC)

These are the courses which are set and examined by Education Standards that also contribute to the calculation of the ATAR. A list of courses can be viewed on the NESA website. These courses have a compulsory examination at the end of the course,

BOARD CONTENT ENDORSED COURSES (CEC)

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

SPECIAL EDUCATION (LIFE SKILLS)

If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Year Advisor or Careers Advisor to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

VOCATIONAL EDUCATION & TRAINING COURSES - BOARD DEVELOPED OR BOARD ENDORSED (VET)

VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR. Check with your school about whether this will be possible for you.

Course Type	Board developed	Board Endorsed	VET/EVET
Example	*Mathematics*	*Sport, Lifestyle and Recreation (SLR)*	*Hospitality*
HSC Eligible	✓	✓	✓
ATAR Eligible	✓	✘	✓

UNITS OF STUDY

MANDATORY STUDY REQUIREMENT

English is a compulsory subject and both Year 11 & 12 courses must contain at least 2 units of English.
To be eligible to receive the award of HSC you must satisfactorily complete:

- 12 units in your Yr 11 study pattern (YR 11 - 3 terms).
- 10 units in your Yr 12 study pattern (Yr 12 - 4 terms, starting term 4 Yr 11).

Both study patterns must include:

- At least 2 units of a Board Developed course in English.
- At least 6 units of Board Developed courses.
- At least 3 courses of 2 unit value or greater.
- At least 4 subjects.

No more than 6 units of courses in Science can contribute to the 12 Preliminary units and 7 units of courses in Science can contribute to the 10 HSC units required for the award of the HSC.

ATAR (AUSTRALIAN TERTIARY ADMISSION RANK)

To be eligible for an ATAR a student must complete at least 10 units of Board Developed HSC Courses including:

- At least 2 units of English.

The ATAR is based on an aggregate score of scaled marks in ten units of Board Developed Courses comprising:

- The best 2 units of English.
- The best eight units from the remaining units.

Please note:

- The ATAR is shown on a separate form to your HSC and is a rank between 0 and 99.95. This indicates the student's position in relation to all other HSC candidates.
- The ATAR is used to decide which students qualify to enter university and which students will be offered positions in particular courses at university.
- The ATAR ranks all students on the basis of their HSC results after the results have been scaled according to a specific set of criteria.
- It is very difficult to predict the ATAR from the marks shown on the HSC results because a scaled mark is used to rank students.
- Not every student is seeking an ATAR – that is OK.

MAKING YOUR DECISION

GOLDEN RULES AND WHAT COURSES TO CHOOSE

Choose courses that interest you and will assist you with your future pathways to work or continued study. If you are unsure please seek advice from a subject Head Teacher, subject Teacher or Deputy. Choose courses that you feel confident with and feel capable of undertaking the assessment tasks and workload.

A BILITY	Choose subjects you are good at, can do well at and enjoy
I NTEREST	Choose the subjects that you are interested in studying
M OTIVATION	Choose the subjects that you really want to learn so that you can meet your future goals

WORDS OF ADVICE

The subject choice for the HSC is an extremely important one and students will often be presented with extensive options for achieving their final goal:

- Gather as much information as possible from a wide variety of sources e.g. talk to current year 11 and 12 students, Teachers, Year Advisor, Careers Advisor and subject Teachers and Head Teacher. Consider advice carefully.
- Be honest with yourself in terms of your ability to undertake a particular subject and your willingness to apply yourself to a subject.
- Not all subjects offered can be timetabled.
- The timetable is formed from student subject choices.
- Students are required to choose 12 units, ranking the subjects in priority order.
- Students are required to nominate reserve subjects in the event an original subject choice doesn't run.
- Students may be advised that a course may not be an appropriate choice for various reasons and further discussion must be had with the Head Teacher and the Principal or Deputy Principal.

Consider any additional course requirements listed. These requirements often take notable time away from other courses and students will need to be well-planned, motivated and organised to balance these requirements successfully.

- Does the course have a major work? Most teachers would advise against undertaking two major work courses without careful consideration.
- Does the course involve work placement that may take you away from your timetabled lessons? You are expected to complete any and all outstanding work during these times.

Consider potential requirements for any areas of Tertiary study you may be interested in. The Careers Advisor is an excellent source of advice and support on Tertiary prerequisites.

WHAT NOT TO DO - DO NOT

- Choose a subject because your friends choose them or because you're told you should be doing it.
- Approach your subject with the attitude that you can "try" the subject and change later if you don't like them.
- Play the scaling game. You will not be "scaled up" for choosing a "hard" subject. Your scaled mark for any course relates to your performance in that course and the quality of the other candidates in that course. The scaling process will not advantage you.
- Choose subjects based on excursions or because you believe that the course is an easier subject.

CHANGING OF COURSES

Students MUST CHOOSE CAREFULLY. Once the subject lines have been constructed students will be strongly discouraged to change subjects. Under certain circumstances the Principal/Deputy Principal may approve a change of subject following a meeting with the student and parent/carer.

- Applications to change may be declined.
- Subject change meetings must be held before week 5.

Students may choose to reduce their subject load at the completion of Year 11 and carry 10 units through to the end of Year 12. This will only be approved after a parent and student meeting with the Principal/Deputy Principal where all options are considered carefully.

SCENARIOS OF CHOICES

John has chosen to do PDHPE because he enjoys sport and has a keen interest in sports science, health and how the body functions. John will most likely achieve success and enjoy the course as he has an interest in the course content.

Jenny has chosen to do PDHPE because she wants to play sport and doesn't want too many assessments and isn't really interested in health or how the body functions. Jenny starts the course and doesn't like it as she thought she would be playing sport and learning about coaching. She now wants to change to Sports, Lifestyle and Recreation as she doesn't want an ATAR.

Maddox wants an ATAR and chooses to do music because he likes listening to music and is a good singer. He thinks it might be an easy course, even though he can't read music. He starts the course and realises that there's a lot he doesn't understand but is enjoying the learning, even though it's harder than he thought. He can choose to either work hard to keep up or change to another Board Developed subject that he would feel comfortable achieving success in.

ASSESSMENT AND REPORTING

The HSC is based on a standards referenced framework. Student performance is assessed and reported against standards of achievement established for each course. The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each course.

The HSC mark for 2 unit courses
This mark is reported on a scale of 0 - 100. A mark of 50 represents the minimum standard expected. There are 5 performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6 corresponds to the highest level of achievement, indicating a range of marks between 90 and 100.

- 50% of your mark comes from the HSC examination.

School-based assessment tasks
These are designed to measure performance in a wide range of objectives that may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.

- School based assessment tasks contribute to 50% of the HSC mark.

HSC results for VET courses are delivered at two levels. Assessment is competency based, with students receiving a competency log. An external exam is optional and will represent 100% of their mark in this course for the HSC. Completion of school-based assessment tasks for each Board Developed HSC Course, other than VET courses is required. For VET courses a competency based assessment program will apply.

On satisfactory completion of the HSC, students receive:

- The official certificate confirming achievement of all requirements for the award of the HSC.
- The document listing the results of each course satisfactorily completed. This also reports the marks and bands achieved.
- Course Reports
- Reports of marks, the Performance Scale and Band Descriptors for each course (except VET courses).
- AQF Certificate in VET or Statement of Attainment.

MINIMUM STANDARDS

Students need reading, writing and numeracy for everyday life after school. This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC.

To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

Students do not need to sit the reading, writing or numeracy test(s) if they achieved Band 8 or above in the respective Year 9 NAPLAN test(s).

WHAT HAPPENS IF A STUDENT DOESN'T MEET THE HSC MINIMUM STANDARD?

From 2020, only students who meet the HSC minimum standard will receive a HSC credential and if required an ATAR.

Students who do not meet the HSC minimum standard can still:

- Study HSC courses
- Sit HSC exams
- Receive HSC assessment and exam results
- Receive a Record of School Achievement.

HOW TO CHOOSE YOUR SUBJECT IN EDVAL

Year 10 – for Year 11 and 12

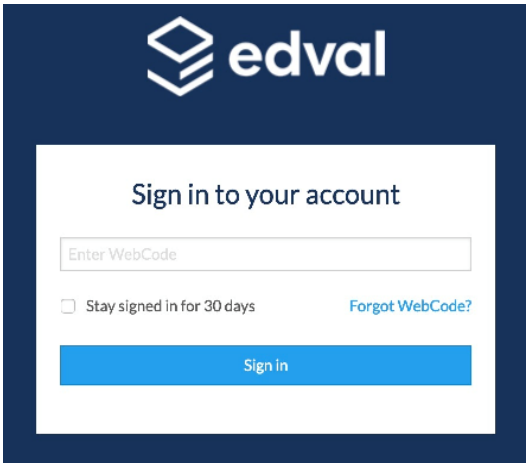
STEP 1.

Check your email for your Edval subject selection web-code and follow the link.

STEP 1: Click: spring.edval.education/login
STEP 2: Enter the following WebCode:
STEP 3: Select subjects you want, in order of your PREFERENCE (Important).
STEP 4: Click [Submit].

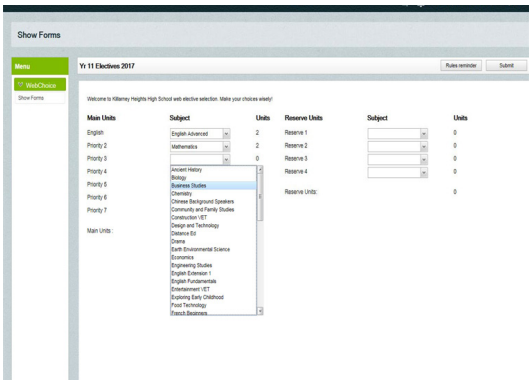
STEP 2.

Enter your web-code in the link.



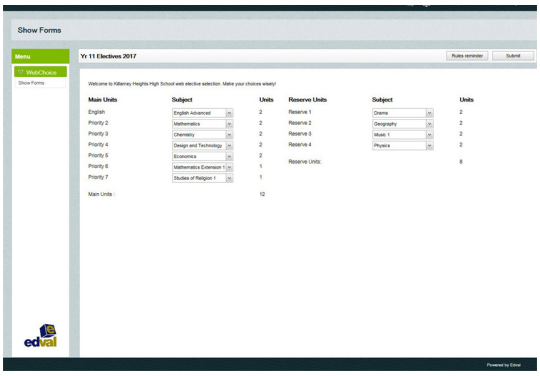
STEP 3.

- Select your subjects from the main units by clicking on the drop-down button for each entry and selecting a subject.
- Select your reserves from the 'Reserve units' by also clicking on the drop-down button for each entry and selecting a subject.



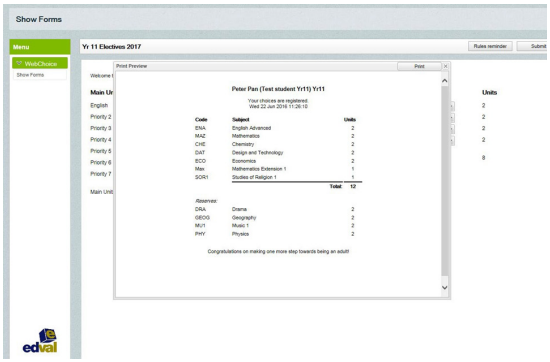
STEP 4.

Once all your subject choices have been filled out, confirm your preferences and then click submit. A warning message will appear if an incorrect choice has been made. Make the correction and submit again



STEP 5.

A receipt of your preferences will be shown on the screen as seen in this screen-shot. You need to print this, to be signed by student and parents/carer and return it to your Year Advisor. Print another for your records. Click OK to exit.



YEAR 11 SUBJECT CHOICES SUMMARY TABLE

	BOARD DEVELOPED COURSES - YEAR 11 AND 12	UNIT VALUE	AVAILABLE	
			Yr 11	Yr 12
	Aboriginal Studies	2	✓	✓
	Agriculture	2	✓	✓
	Ancient History	2	✓	✓
	Biology	2	✓	✓
	Business Studies	2	✓	✓
	Chemistry	2	✓	✓
	Community and Family Studies (CAFS)	2	✓	✓
	Earth and Environmental Science	2	✓	✓
	English Advanced	2	✓	✓
	English Extension	1	✓	✓
	English Standard	2	✓	✓
	English Studies	2	✓	✓
	Geography	2	✓	✓
	Industrial Technology (Multimedia)	2	✓	✓
	Industrial Technology (Timber)	2	✓	✓
	Legal Studies	2	✓	✓
	Mathematics Standard	2	✓	
	Mathematics Standard 1 (Year 12 Only)	2		✓
	Mathematics Standard 2 (Year 12 Only)	2		✓
	Mathematics Advanced	2	✓	✓
	Mathematics Extension	1	✓	✓
	Mathematics Extension 2	1		✓
	Modern History	2	✓	✓
	Music 1	2	✓	✓
	PDHPE	2	✓	✓
	Physics	2	✓	✓
	Software, Design and Development	2	✓	✓
	Textiles and Design	2	✓	✓

THE FOLLOWING COURSES ARE LISTED IN THE CEC, VET AND EVET GUIDE

	EVET - YEAR 11 AND YEAR 12 COURSES DELIVERED AT TAFE	HOURS	UNIT VALUE	AVAILABLE	
				Yr11	Yr 12
EVET / TAFE Delivered	Automotive Vocational Preparation – Mechanical Technology	240	2	✓	✓
	Electrotechnology – Career Start	240	2	✓	✓
	Human Services - Nursing 300hr	240	2	✓	✓
	Salon Assistant	240	3	✓	✓
	Early Childhood Education and Care	240	2	✓	✓

	VET - YEAR 11 AND YEAR 12 COURSES DELIVERED AT SCHOOL	HOURS	UNIT VALUE	AVAILABLE	
				Yr 11	Yr 12
Vocational Education	Information, Digital Media and Technology	240	2	✓	✓
	Construction	240	2	✓	✓
	Manufacturing and Engineering (Engineering Pathways)	240	2	✓	✓
	Hospitality	240	2	✓	✓
	Kitchen Operations	240	2	✓	✓
	Retail	240	2	✓	✓
	Primary Industries	240	2	✓	✓
Content Endorsed Courses	CONTENT ENDORSED COURSES (CEC) - YEAR 11 AND 12		UNIT VALUE	AVAILABLE	
				Yr 11	Yr 12
	Marine Studies		2	✓	✓
	Sport Lifestyle and Recreation (SLR)		2	✓	✓
	Work Studies		2	✓	✓

- Students may only study one TAFE course.
- These are courses that are on offer. NOT all courses will run as it is dependent on student selections.

CHECKLIST

- ☐ Have you chosen courses that you're interested in?
- ☐ Do you feel confident that you will succeed in the courses that you've chosen?
- ☐ Do your courses complement each other?
- ☐ Have you considered the amount of major works you will undertake and how they may affect your other courses?
- ☐ Do any of your courses have work placement? (If they do, remember that you will need to catch up on work missed.)
- ☐ Have you considered how courses may assist or affect your chances or future pathways beyond school?

FURTHER INFORMATION

If you are in doubt about your choices ASK! ASK! ASK! Everyone wants you to make the best choice for you and your education. There are a range of places you can get more specific information to support your preference listing....

- Information sessions provided by staff.
- The Parent Information Evening.
- Your teachers, Head Teachers, subject teachers.
- Ask for copies of the textbook or similar information sources.
- Look up the NESA syllabus online.
- Students who are currently doing the course.
- Careers Advisor for advice on careers, tertiary institution requirements, TAFE NSW courses, VET courses.
- Deputy Principal regarding curriculum requirements and subject combination.
- Year Advisors for assistance in working through the process and discussing your areas of strength.
- University Entry Requirements Year 10 Book produced by University Admissions Centre (UAC) CLICK HERE or go to https://www.uac.edu.au/future-applicants/year-10-students

BOARD DEVELOPED COURSES

COMPULSORY ENGLISH COURSES

ENGLISH STANDARD

UNITS: 2 UNITS

Prerequisites/Recommendations: n/a
Contact Person: Ms Allen **Exclusions:** n/a

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

YEAR 11 COURSE TOPICS

Common Module – Reading to Write: Transition to Senior English
Module A: Contemporary Possibilities
Module B: Close Study of Literature

YEAR 12 COURSE TOPICS

Common module – Texts and Human Experiences
Module A: Language, Identity and Culture
Module B: Close Study of Literature
Module C: The Craft of Writing

COURSE REQUIREMENTS

Students complete 120 indicative hours
The Year 11 course requires students to work through three separate modules which require wide reading, critical analysis and the composition of a variety of texts for different purposes.

EXCURSIONS

HSC Study day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Students can undertake journalism, teaching, public servant positions in policy analysis, police force, advertising, marketing.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?
Standard English is an ATAR course.
This level of English is necessary to enter university.
Students who enjoy reading and writing about literature.
The most challenging aspect about this course is:
Writing extended essay responses.
The most rewarding aspect about this course is:
This course will further the analytical skills of students when working with texts from different genres and will give students the opportunity to discuss and write creatively and analytically.

ENGLISH ADVANCED

UNITS: 2 UNITS

Prerequisites/Recommendations: High level English results in Year 10 course
Contact Person: Ms Allen **Exclusions:** n/a

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english

The English Advanced course is designed for students who have a particular interest and ability in the subject. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range cultural contexts, including Australia and literature from the past and present.

YEAR 11 COURSE TOPICS

Common Module: Reading to Write
Module A : Narratives that Shape our World
Module B : Critical Study of Literature

YEAR 12 COURSE TOPICS

Common Module: Texts and Human Experiences
Module A : Textual Conversations
Module B : Critical Study of Literature
Module C : The Craft of Writing

COURSE REQUIREMENTS

Complete 120 indicative hours
The Year 11 course requires students to complete three separate modules which involves wide reading, critical analysis, composition of a variety of text types, forming one's own opinion and interpretation about texts and a commitment to independent learning.

EXCURSIONS

HSC Study Day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Journalism, teaching, professional writing, advertising, research, media presenters, policy analysts.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?
Those students that have achieved at a high level in Year 10 English.
Those students who can write an analytical essay and original creative writing pieces.
Those students who enjoy reading, discussing and researching literature.
The most challenging aspect about this course is:
The analytical essay writing, close analysis of extracts and being independent readers and researchers.
The most rewarding aspect about this course is:
Students have the opportunity to read and write about literature at a high level which involves the student in reflecting on their processes of composing and responding to high order literary texts.

ENGLISH EXTENSION

UNITS: 1 UNIT

Prerequisites/Recommendations: Students must be studying Advanced English course
Contact Person: Ms Allen **Exclusions:** as above

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

YEAR 11 COURSE TOPICS

Module: Texts, Culture and Value.
Related research project.

YEAR 12 COURSE TOPICS

Common module: Literary Worlds with ONE elective option.
The study of at least THREE texts must be selected from the prescribed list including at least TWO extended print texts.
Students are required to study at least TWO related texts.

COURSE REQUIREMENTS

Students complete 60 hours
Students undertake the common module
Students undertake the related independent research project

EXCURSIONS

HSC Study day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Professional writer, journalism, teaching and analyst.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?
Students that can read, enjoy and analyse complex texts, undertake independent research, can write high level analytical essays, enjoy discussing literature and can write imaginatively at a high level.
The most challenging aspect about this course is:
Being an independent learner and researcher.
The most rewarding aspect about this course is:
The opportunity to discuss literature at a challenging level.

ENGLISH STUDIES

UNITS: 2 UNITS

Prerequisites/Recommendations: nil
Contact Person: Ms Allen **Exclusions:** Nil

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.

YEAR 11 COURSE TOPICS

Mandatory module – Achieving through English: English in education, work and community.
There are 12 modules in the preliminary course of which 2 - 4 modules are studied.

YEAR 12 COURSE TOPICS

Mandatory common module – Texts and Human Experiences
There are also 12 modules in the HSC course of which 2 - 4 modules are to be studied.

COURSE REQUIREMENTS:

Students complete 120 hours
Students study and complete the mandatory module
Students complete the additional 2 - 4 modules from the elective modules

EXCURSIONS

HSC Study day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Studying English Studies can prepare students for many TAFE courses. This course also prepares students for the world of work and may also allow students to enter tertiary courses.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?
Those students who have difficulty writing essays and reading novels and extended texts. Students who are not interested in receiving an ATAR. It is possible students may still be eligible for an ATAR if selected as their only Category B subject.
The most challenging aspect about this course is:
There is still the expectation that students read texts, be able to discuss these texts and make a written response about the texts being studied. There are still assignments and assessments to be completed.
The most rewarding aspect about this course is:
Students can link their English modules to the world they live and work in and the community to which they belong.

BOARD DEVELOPED COURSES

ABORIGINAL STUDIES

UNITS: 2 UNITS

Prerequisites/Recommendations: Nil
Contact Person: Mrs Schiller **Exclusions:** n/a

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/aboriginal-studies

The Year 11 course is structured to provide students with an historical body of knowledge from pre-contact times to the 1960's and the impact of government policies and how this affected Aboriginal Australians. This course involves working closely with the local Aboriginal community.

YEAR 11 COURSE TOPICS

Aboriginality and the Land
Heritage and Identity
International Indigenous Community, Comparative Study
Research and Inquiry Methods, Local Community Case Study

YEAR 12 COURSE TOPICS

Social Justice and Human Rights Issues Part 1
Global perspectives and 2 Case Studies
Aboriginality and the Land or Heritage and identity Part 2
Research and Inquiry Methods, Major Project

COURSE REQUIREMENTS

The preliminary course comprises four sections. Students are required to study all four sections of the course.

EXCURSIONS

HSC Course Study day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Teacher, researcher, foreign affairs, archaeologist, writer, working in museums, and working in fields that require knowledge of Aboriginal history.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?
Students with an interest in Aboriginal societies and asking questions about the past and an interest in the world's and Australia's Aboriginal heritage.
The most challenging aspect about this course is:
Writing extended responses and understanding government policies and practices and their consequences for Aboriginal people.
The most rewarding aspect about this course is:
Understanding and appreciating how Aboriginal Australians have coped with many social and political issues over the latter part of the twentieth century. Learning about other indigenous communities across the world and comparing these societies with Aboriginal Australian communities.

AGRICULTURE

UNITS: 2 UNITS

Prerequisites/Recommendations: Students do not need to have studied Agriculture in year 10. Students keen to study Agriculture should consider also studying VET Primary Industries which provides a more practical course than the more academic agriculture course.

Contact Person: Mr McGrath and Ms Rae **Exclusions:** n/a

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/agriculture-syllabus

The Agriculture course challenges students academically as well as providing them with a range of practical skills and the awareness of technologies associated with agriculture. Agriculture provides opportunities for multiple pathways to employment and further education. The preliminary course studies the interactions between agricultural production, marketing and management, while considering the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course. The HSC course builds on the preliminary course. It examines the complexity and scientific principles of the components of agricultural production.

The farm as a fundamental production unit, provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from national to international contexts.

YEAR 11 COURSE TOPICS

Overview of Australian Agriculture; The Farm Case Study; Plant Production; Animal Production

YEAR 12 COURSE TOPICS

Core Topics: Plant/Animal Production; Farm Product Study

One elective chosen from: Agri-Food, Fibre & Fuel Technologies; Climate Challenge; Farming for the 21st Century

COURSE REQUIREMENTS

Practical experiences occupy a minimum of 30% of both Preliminary and HSC course time.

EXCURSIONS

Farm case study: Farm Product Study

COURSE COSTS

$30

EXTERNAL ASSESSMENT

A three hour written HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

The agriculture course provides the foundation for a range of careers, including farm equipment sales; agro-chemical sales; livestock agent.

Further studies in Agriculture at university would be appropriate for careers in areas such as agronomy; research; farm business economics; pest and weed control research; agro-chemical research; agricultural engineering; biosecurity; sustainability research, agriculture/science teaching.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest in studying Agriculture at a HSC level , or are considering going on to study Agriculture at the tertiary level.

The most challenging aspect about this course is:

Literacy skills are needed for researching and writing reports; the scientific skills required to design and conduct scientific investigations and the mathematical skills needed to manipulate data collected from investigations.

The most rewarding aspect about this course is:

The satisfaction of developing agricultural understanding and practical skills to solve farming problems that affect specific enterprises.

ANCIENT HISTORY

UNITS: 2 UNITS

Prerequisites/Recommendations: Nil
Contact Person: Ms Cooke **Exclusions:** Nil

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017

The Year 11 course is structured to provide students with the opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies ,events and developments.

YEAR 11 COURSE TOPICS

Trowelling Troy - Beg, Borrow and Steal
Power and Perception
Teotihuacan
Frozen in Time

YEAR 12 COURSE TOPICS

Core Study - Cities of Vesuvius, Pompeii and Herculaneum
Ancient Societies
Personalities in their times
Historical Periods

COURSE REQUIREMENTS

The course is made up of four sections and students are required to study all sections of the course.

EXCURSIONS

HSC Study day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Teacher, researcher, foreign affairs, archaeologist, writer, working in museums and journalism.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?
Students with an interest in ancient societies and asking questions about the past and an interest in the world's cultural heritage.
The most challenging aspect about this course is:
Writing extended responses.
The most rewarding aspect about this course is:
Working with archaeological sources and learning about the conservation and preservation of ancient sites.

BIOLOGY

UNITS: 2 UNITS

Prerequisites/Recommendations:
As a guide, students should be performing strongly in their Year 10 Science and Mathematics courses, usually achieving a "High" or "Outstanding" grade on classwork and assessment tasks in Science and a "Sound" in Mathematics. Students must be prepared to work consistently in class, and complete out of class study and homework, this includes textbook readings that are crucial for effective engagement in classroom tasks. It is strongly recommended that students choose the 2 unit mathematics course to complement their biology studies. Certain universities require 2 unit mathematics as a pre-requisite for Science-based courses.

Contact Person: Ms Greenaway

Exclusions: students are not permitted to study more than 6 units of science.

COURSE DESCRIPTION

http://syllabus.nesa.nsw.edu.au/science

The Biology course explores the diversity of life from molecules to cells, to whole organisms and ecosystem dynamics. The course takes the students in-depth to discover the causes of biodiversity, how DNA codes for living systems, the relationship between humans and disease, and the significance of biological research in finding solutions to health and sustainability issues in a changing world. The Biology course develops a student's scientific investigative skills, problem-solving skills, and critical thinking skills to understand the place of living systems in our universe. Students are provided with opportunities to design and conduct investigations both individually and collaboratively.

YEAR 11 COURSE TOPICS

- Investigating and explaining cells' internal structure and biochemical processes
- Explaining the structure and function of multicellular organisms and how the coordinated activities of cells, tissues and organs contribute to the functioning of organisms
- Learning about biological diversity and explaining the relationships between organisms in terms of specialisation and evolution of species
- Analysing ecosystem dynamics and the interrelationships of organisms within the ecosystem

YEAR 12 COURSE TOPICS

- Analysing how characteristics are inherited, the role of DNA in cellular processes, and various forms of reproduction
- Analysing natural genetic change and application of those processes to the use of genetic technologies such as genetic engineering and reproductive technologies
- Analysing infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- Explaining non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

COURSE REQUIREMENTS

At least one depth study is included in Year 11 and in Year 12, each requiring a minimum of 15 hours of in-class time. A depth study is any type of investigation/activity that allows the further development of concepts found within, or inspired by the syllabus. It may be one investigation/activity or several shorter ones. A depth study can be completed individually or collaboratively.

EXCURSIONS Nil

COURSE COSTS Nil

EXTERNAL ASSESSMENT HSC Examination - 3 Hours

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

The Biology course provides the foundation for undertaking post-school studies in a wide range of science, technology, engineering and mathematics (STEM) fields.
Most university science-based courses require successful completion of an HSC science course such as Biology.
Further studies in Biology at university would be appropriate for careers in areas such as ecology, environmental protection, microbiology, medicine, allied health, genetics, biology research, science teaching, and forensic science.
Even for students not pursuing a science at university, a solid performance in HSC Biology demonstrates that the student is: competent in scientific thinking; able to study and describe complex relationships; able to undertake scientific investigations; and work independently and collaboratively.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?
Students who have an interest in and passion for understanding how living things function and are considering a related university science course. Students who have a high level of interest in science, particularly living things, and a high level of achievement in Year 10 Science, particularly in the topics of ecosystems, disease, natural selection, evolution, DNA and genetics.
The most challenging aspect about this course is:
Learning detailed content in regards to microscopic and sub-cellular structures, biochemistry and specific terminology related to this course as well as the memorisation and retention of biological vocabulary, and the requirement of having to use vocabulary with confidence in researching and writing. A high level of literacy is required for textbook reading and summarising, and for depth study researching and writing. A student in this course must be able to work independently and set interim goals on research tasks and investigations.
The most rewarding aspect about this course is:
The satisfaction of technical mastery of scientific learning, a better understanding of the origin of biodiversity and a deeper understanding of the relationship humans have with disease at a personal and population level.

BUSINESS STUDIES

UNITS: 2 UNITS

Prerequisites/Recommendations: Nil
Contact Person: Mrs Phoebe Causer **Exclusions:** Nil

COURSE DESCRIPTION

http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies

Business Studies is a subject that provides students with insight, knowledge and experience into the functioning of business. Students examine real-world and hypothetical business case studies to determine how businesses succeed or while others fail.

In the Year 11 course, students will examine the foundations of business structures, perspectives on effective business management approaches and how to plan a successful business.

In the Year 12 course, students will examine how businesses operate, strategies to market products and services, effective management of finances, and obligations surrounding employees.

Students are not required to have studied Commerce in Year 9-10 to be successful in Business Studies.

YEAR 11 COURSE TOPICS

Nature of business (20%) - The role and nature of business
Business management (40%) - The nature and responsibilities of management
Business planning (40%) - Establishing and planning a small to medium enterprise

YEAR 12 COURSE TOPICS

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

COURSE REQUIREMENTS

All Preliminary and HSC topics are mandatory.

EXCURSIONS

HSC Study day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination – 3 hours.

- Multiple Choice (20 marks)
- Short Answer Questions (40 marks)
- Business Report (20 marks)
- Essay (20 marks)

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Studying Business Studies will be beneficial to students interested in employment and further studies in Business, Commerce, Accounting, Marketing, Management, and Banking/Finance.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Any student with an interest in how businesses operate and potentially may wish to start a business in the future. Students who have shown a high level of interest or attainment in Year 9-10 Commerce is an indicator of suitability.

The most challenging aspect about this course is:

Students are required to recall a large volume of content including specific business terminology and concepts. Students must be able to relate theoretical concepts to real world case studies. Extended response writing is a major component of assessment.

The most rewarding aspect about this course is:

Business Studies covers practical concepts that students will be easily able to relate to the real world. Students may be able to apply concepts learnt in starting their own business in the future.

CHEMISTRY

UNITS: 2 UNITS

Prerequisites/Recommendations: As a guideline, to be successful in this subject, students should be performing strongly in their Year 10 Science and Mathematics courses, usually achieving a "High" or "Outstanding" grade on classwork and assessment tasks. Students must be prepared to work consistently in class, and complete out of class study and homework – typically an hour per day. Students must be prepared to work independently and/or collaboratively on each depth study. It is strongly recommended that students choose the 2 Unit Mathematics course to complement their chemistry studies. Certain universities require 2 Unit Mathematics as a pre-requisite for science-based courses.

Contact Person: Ms Geromboux **Exclusions:** students are not permitted to study more than 6 units of science.

COURSE DESCRIPTION

http://syllabus.nesa.nsw.edu.au/science

The Chemistry course explores the structure, composition and reactions of and between elements, compounds and mixtures; the discovery and synthesis of new compounds; the monitoring of elements and compounds in the environment. Industrial processes and their applications to life processes are also investigated for their role in future industries and Earth's sustainability.

The course further develops an understanding of chemistry through the application of working scientifically. It focuses on exploring models, and how an understanding of theories and laws allows us to predict the behaviour of chemicals.

Chemistry involves using specialised representations, explanations, predictions and creativity, especially in the development of new materials. It requires students to use their imagination to visualise the dynamic and miniature world of atoms.

YEAR 11 COURSE TOPICS

- Developing knowledge and understanding of the basics of chemistry and chemical reactions
- Exploring the properties and trends in the physical, structural and chemical aspects of matter
- Exploring many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- Analysing energy inputs and outputs of chemical reactions

YEAR 12 COURSE TOPICS

- Developing knowledge and understanding of equilibrium and acid reactions
- Developing knowledge and understanding of the applications of chemistry
- Describing, explaining and measuring acids and bases
- Analysing the structure of, and predicting reactions involving carbon

COURSE REQUIREMENTS

At least one depth study is included in Year 11 and in Year 12, each requiring a minimum of 15 hours of in-class time. A depth study is any type of investigation/activity that allows the further development of concepts found within, or inspired by the syllabus. It may be one investigation/activity or several shorter ones. A depth study can be completed individually or collaboratively.

EXCURSIONS Students may undertake one depth study day excursion during Year 11 or 12.

COURSE COSTS Nil

EXTERNAL ASSESSMENT HSC Examination - 3 Hours

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

The Chemistry course provides the foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields.

Most university science-based courses require successful completion of an HSC Science course such as Chemistry.

Further studies in Chemistry at university would be appropriate for careers in areas such as chemistry, pharmacy, electronics, nanotechnology, engineering, energy research, forensic science, toxicology, biochemistry and science teaching.

Even for students not pursuing a science at university, a solid performance in HSC Chemistry demonstrates that the student is: competent in scientific thinking; able to study and describe complex relationships; able to undertake scientific investigations; and work independently and collaboratively.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course? Students who have an interest and passion in understanding and explaining chemical phenomena and are considering a university science course. Students who have a high level of interest and achievement gained in Year 10 Science, particularly the topics of chemical reactions, the periodic table, reaction types and materials.

The most challenging aspect about this course is: Learning detailed content and specific chemistry terminology. The literacy skills required for researching and writing. The mathematical skills required in handling large and small numbers, and manipulating data and equations. Working independently on research and investigations.

The most rewarding aspect about this course is: The satisfaction of better understanding the impact of Chemistry in the world we live in.

COMMUNITY AND FAMILY STUDIES

UNITS: 2 UNITS

Prerequisites/Recommendations: Nil
Contact Person: Mrs Brown and Miss Berry **Exclusions:** Nil

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus

Community & Family Studies is designed to develop an understanding of the diverse nature and interdependence of families and communities. This course focuses on skills in resource management that society requires to function effectively in their everyday lives as part of a family and a community. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities they have in contributing to society.

YEAR 11 COURSE TOPICS

Resource Management - Basic concepts of the resource management process (approximately 20% of course time).
Individuals and Groups - The individual's roles, relationships and tasks within groups (approximately 40% of course time).
Families and Communities - Family structures and functions and the interaction between family and community (approximately 40% of course time).

YEAR 12 COURSE TOPICS

Research Methodology - Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
Groups in Context - The characteristics and needs of specific community groups (approximately 25% of course time).
Parenting and Caring - Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).
Plus one optional strand - Family and Societal Interactions - Government and community structures that support and protect family members throughout their lifespan. (Approximately 25% of course time).
Social Impact of Technology - The impact of evolving technologies on individuals and lifestyle.
Individuals and Work - Contemporary issues confronting individuals as they manage roles within both their family and work environments

COURSE REQUIREMENTS

As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination – 3 hours.
Written paper consisting of two sections

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

This subject provides students with a valuable foundation for a range of courses and employment opportunities such as; Psychology, social work, nursing, teaching, human resource management, business management, communications.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?
Students with an interest in studying skills necessary for everyday independent living.
The most challenging aspect about this course is:
Students are required to develop and utilise research skills in planning, collecting, recording, interpreting, analysing and presenting as they employ various research methodologies to complete an Independent Research Project (IRP) worth 25% of their assessment.
The most rewarding aspect about this course is:
Students can apply the knowledge and skills that they learn in this course to their everyday lifestyle.

EARTH AND ENVIRONMENTAL SCIENCE

UNITS: 2 UNITS

Prerequisites/Recommendations:
Contact Person: Mr Cronin **Exclusions:** n/a

COURSE DESCRIPTION

HTTPS://EDUCATIONSTANDARDS.NSW.EDU.AU/WPS/PORTAL/NESA/11-12/STAGE-6-LEARNING-AREAS/STAGE-6-SCIENCE

The study of Earth and Environmental Science enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. Through applying Working Scientifically skills processes, the course aims to examine how earth and environmental science models and practices are used and developed.

YEAR 11 COURSE TOPICS

- Earth's resources
- Plate tectonics
- Energy transformations
- Human impacts

YEAR 12 COURSE TOPICS

- Earth's processes
- Hazards
- Climate science
- Resource management

COURSE REQUIREMENTS YEAR

At least one depth study must be included in both Year 11 and Year 12. The syllabus specifies a minimum of 15 hours of in-class time in each of Year 11 and 12. A depth study is any type of investigation that a student completes individually or collaboratively that allows the further development of one or more concepts inspired by the syllabus. Depth Study may be one investigation/ activity or several shorter ones.

EXCURSIONS

Students must undertake one excursion during year 11 and may undertake one excursion during year 12.

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination - 3 Hours

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries, such as park rangers and soil scientists. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?
Students who are considering a science university course or have a high level of interest and enjoyment in Year 10 Science.
The most challenging aspect about this course is:
There is a large amount of detailed content and terminology. Strong literacy skills are needed for researching and writing tasks.The most rewarding aspect about this course is:
The satisfaction of gaining knowledge about the planet we live on and developing scientific skills that are important to Australia and the world's future.

GEOGRAPHY

UNITS: 2 UNITS

Prerequisites/Recommendations: Nil
Contact Person: Mr Cooper **Exclusions:** Nil

COURSE DESCRIPTION

http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/geography

Questioning the world around you is the cornerstone of geographical inquiry and underpins success in HSC Geography. Students are encouraged to explore contemporary issues in human and physical geography through research and practical field work. By encouraging hands on learning, students in Geography don't revise the textbook – they remember their experiences!

Geography provides students with the opportunity to explore the world around them. It allows students to explore contemporary issues impacting on communities and the environment and provides them with the skills to assess the impact that humans have on the biophysical environment. Students will participate in fieldwork and excursions and they will build their communication, collaboration and critical thinking skills. Geography provides students with the skills to interpret geographic stimuli such as topographic maps, climate graphs and satellite photos.

YEAR 11 COURSE TOPICS

Applying geography in the contemporary world

Understanding how Geography is applicable to occupations and environmental mangement.

Earth's natural systems

An investigation of the diverse landscapes of the Earth's surface and its distinctive physical features.

People, patterns and processes

An examination of human diversity across the Earth.

Human–environment interactions

An examination of land cover change through a practical examination.

YEAR 12 COURSE TOPICS

Global sustainability:Sustainability and management in the contemporary world

Rural and urban places: Examination of the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale.

Ecosystems and global biodiversity: Examine the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity.

COURSE REQUIREMENTS

Students are required to complete all HSC topics. Students must complete fieldwork in Year 11 and Year 12.

EXCURSIONS

Kosciuszko field excursion and urban places excursion

COURSE COSTS

Excursion costs

EXTERNAL ASSESSMENT

HSC Examination – 3 hours - Multiple choice, short answer stimulus-based responses and extended response questions.

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Studying Geography will be beneficial to students interested in employment and further studies in Environmental Management, Urban Planning, Defence Forces, Agriculture, Business, Government, Park Ranger, Fisheries Officer

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course? Students interested in the world around them, investigating issues and proposing effective responses to deal with the challenges in environments around us. Students with a high level of interest and achievement in Year 7-10 Geography or Elective Geography is an indication of suitability.

T**he most challenging aspect of this course is:** Geography requires students to be able to recall a large volume of detailed content an terminology such as ecosystems management plans. Students need to keep up-to-date with the news and current issues. Extended response writing is a major component of assessment.

The most rewarding aspect about this course is: Students will have a greater understanding of the world around them. Students aren't confined to the classroom all the time and get to experience what they are learning about through fieldwork and excursion experiences.

INDUSTRIAL TECHNOLOGY
MULTIMEDIA TECHNOLOGIES

UNITS: 2 UNITS

Prerequisites/Recommendations:
There are no prerequisites for the Industrial Technology course. Students should choose this subject if they are passionate about using videography, animation and photography to create quality multimedia products.
Contact Person: Mr Brown / Mr Sheppard
Exclusions: Only ONE I.T. subject can be selected for the HSC, however you can choose the other as a reserve choice.

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology
Industrial Technology Multimedia at Young High Schools is a balance of creativity, design and digital media. The vision for our students is that they will be conceptually and technically equipped to tell powerful stories through photography, film and animation.
Industrial Technology consists of strong theory components, practical project work and Industry Studies that develop a broad range of skills and knowledge related to the industry focus area, and an introduction to industrial processes and practices.

YEAR 11 COURSE TOPICS

In Year 11 students will produce an integrated project with an accompanying folio which documents their designs, planning, research, materials selection, construction techniques, problem solving and evaluation.
This provides students with a solid foundation in advanced multimedia related techniques and processes, experience with a range of software and hardware products and broad knowledge of computing technology.

YEAR 12 COURSE TOPICS

In the HSC course, students design and construct a Major Project, selected by the student along with an accompanying folio which documents their designs, planning, research, software selection, editing techniques, problem solving and evaluation. The folio and major work are marked by a visiting team of examiners, prior to the HSC and combined are worth 60% of the final HSC mark. The remaining 40% is allocated to a theory exam sat during the normal HSC exam period.

COURSE REQUIREMENTS

In the Preliminary course, students must design, develop and construct a single large scale project incorporating a range of different skills, processes and media. The project must include a design management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area. They are also required to complete the study of a range of relevant theory content to enhance their knowledge and understanding.

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

The examination will consist of a written paper worth 40 marks and a Major Project worth 60 marks. Time allowed for the written exam: 1 hour and 30 minutes plus 5 minutes reading time.

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

TAFE, University study, Computer programmer, Software design, Computer Science, Web design, Multimedia design, game design, Database administrator, Game Developer, Multimedia programmer, Web designer, Web developer.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?
Students who have a passion for being creative digitally and designing and creating multimedia products. Students who are self motivated and driven to learn new skills in the areas of computing and multimedia products.
The most challenging aspect about this course is:
Being patient with the designing, production and documenting process and having an eye for detail, while also being able to problem solve.
The most rewarding aspect about this course is:

INDUSTRIAL TECHNOLOGY
TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

UNITS: 2 UNITS

Prerequisites/Recommendations: There are no prerequisites for the Industrial Technology course. Students should choose this subject if they are passionate about; working with a variety of different timbers, using industry standard equipment and learning lifetime skills to create quality timber products.
Contact Person: Mr Brown
Exclusions: Only ONE I.T. subject can be selected, however you can choose IT Multimedia as a reserve subject.

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology
Industrial Technology Timber is a predominately practical course designed for students wishing to develop their skills in timber technologies and processes. Students will develop these skills through practical experience when working with different timbers and the use of industrial technologies.
Industrial Technology consists of strong theory components, practical project work and Industry Studies that develop a broad range of skills and knowledge related to the Timber industry and an introduction to industrial processes and practices.

YEAR 11 COURSE TOPICS

In Year 11 students will design and produce an integrated project with an accompanying folio which documents their designs, planning, research, materials selection, construction techniques, problem solving and evaluation.
This provides students with a solid foundation in advanced cabinet-making and wood-machining techniques and processes, experience with a range of timbers and timber products and broad knowledge of wood technology.

YEAR 12 COURSE TOPICS

In the HSC course, students design and construct a Major Project, selected by the student along with an accompanying folio which documents their designs, planning, research, materials selection, construction techniques, problem solving and evaluation.
The folio and major work are marked by a visiting team of examiners, prior to the HSC and combined are worth 60% of the final HSC mark. The remaining 40% is allocated to a theory exam sat during the normal HSC exam period.

COURSE REQUIREMENTS

In the Preliminary course, students must design, develop and construct a single project incorporating a wide range of skills, processes and timber. The project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area. They are also required to complete the study of a range of relevant theory content to enhance their knowledge and understanding.

EXCURSIONS

Nil

COURSE COSTS

$90 per year + materials

EXTERNAL ASSESSMENT

The examination will consist of a written paper worth 40 marks and a Major Project worth 60 marks. Time allowed for the written exam: 1 hour and 30 minutes plus 5 minutes reading time.

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

TAFE, University study, teaching, building industry, architecture, forestry, cabinet making, carpentry, trades, furniture making/design.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?
Students who have a great interest in developing their craftsmanship and designing original products.
The most challenging aspect about this course is:
Being patient with the designing, building and documenting process and having an eye for detail.
The most rewarding aspect about this course is:
Creating a product for yourself or others that you can be proud of.

LEGAL STUDIES

UNITS: 2 UNITS

Prerequisites/Recommendations: Nil
Contact Person: Mrs Markham **Exclusions:** Nil

COURSE DESCRIPTION

http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies

Legal Studies is a subject that provides students with insight, knowledge and experience into the functioning of the Australian legal system and the laws that govern modern society. Students explore the concept of justice and how our legal system can better achieve justice for all citizens.

In the Year 11 course, students will examine the foundations of the legal system, how laws address individuals' rights and responsibilities, and a range of contemporary legal issues.

In the Year 12 course, students will examine criminal law and how our legal system addresses criminal activity. Students further explore issues associated with human rights, property law and consumer law.

Students are not required to have studied Commerce in Year 9-10 to be successful in Legal Studies.

YEAR 11 COURSE TOPICS

The Legal System (40%)
Basic legal concepts and sources of law
The Individual and the Law (30%)
How individuals address issues in the legal system
Law in Practice (30%)
Contemporary legal case studies

YEAR 12 COURSE TOPICS

Core Topics
Crime (30%)
Investigation of all aspects of criminal law
Human Rights (20%)
How are human rights protected?
Option Topics
Students will complete TWO option topics(each 25%)
Consumer, Family, Shelter, Environmental Protection, Indigenous Rights, Workplace, World Order

COURSE REQUIREMENTS

Students are to complete all core topics and two option topics

EXCURSIONS

HSC Study day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination – 3 hours - Multiple Choice (20 marks), Short Answer Questions (15 marks), Crime Report (15 marks), TWO Option Essays (25 marks each).

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Studying Legal Studies will be beneficial to students interested in employment and further studies in Law, Policing, Commerce, Business, Real Estate, Government, Forensics.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest in issues in society and how law can address these problems. Legal Studies is not just for students interested in becoming a lawyer or police officer. It provides skills and knowledge for any student wishing to pursue careers that require an understanding of law and regulations such as Nursing, Real Estate, and Teaching.

The most challenging aspect about this course is:

Legal Studies requires students to be able to recall a large volume of detailed legal concepts and terminology such as specific laws and cases. Students need to keep up-to-date with the news and current issues. Extended response writing is a major component of assessment.

The most rewarding aspect about this course is:

Students develop an understanding of relevant concepts that they may have to deal with in adult life. Students learn how the legal system works, their rights and responsibilities according to the law and how to navigate the legal system.

MATHEMATICS STANDARD

UNITS: 2 UNITS

Prerequisites/Recommendations: The course has been constructed on the assumption that students have studied the content and achieved most of the outcomes of the Stage 5.2 Mathematics Pathway in Year 9 and 10, or have a general interest in basic mathematical skills and techniques.

Contact Person: Mr Lovasz **Exclusions:** n/a

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics

The Mathematics Standard course is a course designed to enable students to think mathematically through the development of prior knowledge and understanding of mathematical concepts, and to improve their skills in solving problems relating to their present and future needs. This is accomplished through an atmosphere of questioning, communicating, reasoning and reflection to think critically and creatively.

Please Note: This course is for Year 11. The course separates in Year 12 into HSC Mathematics Standard 2 (ATAR - compulsory HSC exam) course and Mathematics Standard 1 (ATAR applicable only if HSC exam is attempted). For further information see contact person above.

YEAR 11 COURSE TOPICS

The Strands are Algebra (equations and linear relationships), Measurement (including time), Financial Mathematics, and Data and Statistical Analysis (including probability).

YEAR 12 (STANDARD 2) COURSE TOPICS

The HSC Strands are Algebra (types of relationships), Measurement (non-right-angle Trigonometry, rates and ratios), Financial Mathematics (investments, loans and annuities), Statistical Analysis (bivariate data and distribution) and Networks (concepts and critical path analysis)

The same topics are studied in Standard 1 with simplified content

COURSE REQUIREMENTS

120 completed hours

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

The Mathematics Standard course provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in business, the humanities, nursing and paramedical sciences.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Those who need Mathematics Standard 2 as a pre-requisite for university entry or those that enjoy solving problems. Those who need Mathematics Standard 1 for university entry or those looking to further their mathematical ability before entering the workforce.

The most challenging aspect about this course is:

Thinking mathematically and linking concepts and strands.

The most rewarding aspect about this course is:

Discovering the usefulness of everyday mathematics.

MATHEMATICS ADVANCED

UNITS: 2 UNITS

Prerequisites/Recommendations: The course has been constructed on the assumption that students have studied the content and achieved all of the outcomes of the Stage 5.3 Mathematics Pathway in Years 9 and 10, in particular the sub-strands of Algebraic Techniques, Surds and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras' theorem and Single Variable Data Analysis and at least some of the content from the substrands of Non-Linear Relationships and Properties of Geometrical Figures.

Contact Person: Mr Lovasz

Exclusions: Not recommended for students that have undertaken Stage 5.1 or 5.2 only. Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard course.

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics

The Mathematics Advanced course is a calculus based course focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. It enables students to enhance their knowledge and understanding of what it means to work mathematically, develop their understanding of the relationship between 'real-world' problems and mathematical models and extend their skills of concise and systematic communication.

YEAR 11 COURSE TOPICS

Working with Functions, Trigonometric Functions, Trigonometry and Measure of Angles, Trigonometric Functions and Identities, Calculus, Introduction to Differentiation, Exponential and Logarithmic Functions, Logarithms and Exponentials, Statistical Analysis, Probability and Discrete Probability Distributions.

YEAR 12 COURSE TOPICS

Functions and Graphing Techniques, Trigonometric Functions and Graphs, Differential Calculus, the Second Derivative, Integral Calculus, Financial Mathematics, Modelling Financial Situations, Statistical Analysis, Descriptive Statistics and Bivariate Data Analysis, Random Variables

COURSE REQUIREMENTS

120 completed hours

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Those students wanting to do a university course where Mathematics Advanced is a pre-requisite or students who enjoy mathematics at a deeper level.

The most challenging aspect about this course is:

Difficult concepts, justifying solutions and connecting topics.

The most rewarding aspect about this course is:

Being able to see the beauty of mathematics at a higher level.

MATHEMATICS EXTENSION 1

UNITS: 1 UNIT

Prerequisites/Recommendations: The higher level outcomes of the Mathematics Extension Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands Polynomials, Logarithms, Functions and Other Graphs.
Contact Person: Mr Lovasz
Exclusions: Recommended for students who have achieved at an advanced level in Stage 5.3 course. Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard course.

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics
Mathematics Extension 1 can only be undertaken in conjunction with Mathematics Advanced and is focused on opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. It enables students to extend their knowledge and understanding of what it means to work mathematically, develop their skills to reason logically, generalise and make connections, and enhances their understanding of how to communicate in a concise and systematic manner.

YEAR 11 COURSE TOPICS

Harder applications of the Preliminary Mathematics Advanced course, Functions, Further Work with Functions, Polynomials, Trigonometric Functions, Inverse Trigonometric Functions, Further Trigonometric Identities, Calculus, Rates of Change, Working with Combinatorics.

YEAR 12 COURSE TOPICS

Harder applications of HSC Mathematics Advanced course, Proof by Mathematical Induction, Vectors, Introduction to Vectors, Trigonometric Functions, Trigonometric Equations, Calculus, Further Calculus Skills, Applications of Calculus, Statistical Analysis, The Binomial Distribution.

COURSE REQUIREMENTS

60 completed hours

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Mathematics Extension 1 provides the basis for tertiary study in fields where an understanding and exploration of mathematics is advantageous such as Sciences, Engineering, Finance and Economics.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?
Those students wanting to undertake university degrees where Mathematics Extension 1 is a pre-requisite or those students who like to solve complex problems
The most challenging aspect about this course is:
This is a fast paced course with lots of connections between topics that must be understood to be able to solve problems.
The most rewarding aspect about this course is:
A thorough understanding of higher level mathematics applied to real world scenarios.

MATHEMATICS EXTENSION 2

UNITS: 1 UNIT

Prerequisites/Recommendations: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Extension 1 Year 12 course.
Contact Person: Mr Lovasz
Exclusions: Students must have completed Mathematics Advanced and Extension 1 Preliminary courses.

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics
Mathematics Extension 2 provides students the opportunity to develop strong mathematical manipulative skills by extending students conceptual knowledge and deepen their understanding and appreciation of mathematics. The course allows students to tackle difficult, unstructured problems in a concise and systematic manner.

YEAR 11 COURSE TOPICS

n/a

YEAR 12 COURSE TOPICS

Proofs, The Nature of Proofs, Further Proof by Mathematical Induction, Vectors, Further Work with Vectors, Complex Numbers, Introduction to Complex Numbers, Using Complex Numbers, Calculus, Further Integration, Mechanics, Applications of Calculus to Mechanics

COURSE REQUIREMENTS

60 completed hours

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Mathematics Extension 2 provides the basis for tertiary study in fields where an understanding and exploration of mathematics is advantageous such as Sciences, Engineering, Finance and Economics.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?
Those students wanting to undertake university degrees where Mathematics Extension 2 is a pre-requisite or those students who like to solve complex problems
The most challenging aspect about this course is:
The complex nature of the material covered.
The most rewarding aspect about this course is:
A thorough understanding of higher level mathematics applied to real world scenarios.

MODERN HISTORY

UNITS: 2 UNITS

Prerequisites/Recommendations: Nil
Contact Person: Ms Cook and Mr Albaf **Exclusions:** Nil

COURSE DESCRIPTION

http://syllabus.nesa.nsw.edu.au/assets/modern_history/modern-history-stage-6-syllabus-2017.pdf

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

YEAR 11 COURSE TOPICS

Modern History and case studies
Topic 1: Investigating Modern History
Topic 2. An Historical Investigation
Topic 3: The shaping of the Modern world
All of the topics need to be studied in order to complete the Preliminary course.

YEAR 12 COURSE TOPICS

Core Study: Power and Authority in the Modern World Topic 2: National Studies
Topic 3: Peace and Conflict
Topic 4: Change in the Modern World
All of these topics need to be studied in order to complete the HSC course.

COURSE REQUIREMENTS

Students are required to study all sections of the course

EXCURSIONS

HSC Study day

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Researcher, political analyst, teacher, archaeologist, media, foreign affairs

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?
Students that have an interest in history and researching.
The most challenging aspect about this course is:
Analytical essay writing.
The most rewarding aspect about this course is:
Students gain an understanding and appreciation of the forces that have shaped the modern world.

MUSIC 1

UNITS: 2 UNITS

Prerequisites/Recommendations: Nil
Contact Person: Mrs Job **Exclusions:** Nil

COURSE DESCRIPTION

http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus

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 can tailor the course to suit their own skills in Music by electing to specialise in composition, performance or musicology as a major focus for each topic in their HSC year. For every topic, there is a listening component.
Students study three topics in each year of the course from a range of styles, periods and genres. Students elect any combination of performance, composition or musicology as a major focus for each topic. For each topic, there is a listening component. Students can tailor the course to suit their own skills in Music by selecting to specialise in composition, performance or musicology.
Music 1 assumes no prior knowledge of musical notation beyond the basic introduction in the Years 7–10 Mandatory course. It recognises that students who have had no further involvement in Music beyond their introduction in the Mandatory course will need to revisit elementary musical skills and understanding.

YEAR 11 COURSE TOPICS	YEAR 12 COURSE TOPICS
Students study THREE musical contexts (topics): • Music of the 20th & 21st Century, Rock Music, Jazz, Popular Music, Music for Small Ensemble, Music for Radio, Film and Multimedia, Music of Another Culture etc While focusing on the concepts of music: • Pitch, Duration, Dynamics and Expressive Techniques, Tone Colour, Texture, Structure	Students study THREE different contexts (topics): • Music of the 20th & 21st Century, Rock Music, Jazz, Popular Music, Music for Small Ensemble, Music for Radio, Film and Multimedia, Music Of Another Culture etc While focusing on the concepts of music: • Pitch, Duration, Dynamics and Expressive Techniques, Tone Colour, Texture, Structure Students will also choose THREE electives made up of any combination of performance, composition and/or musicology.

COURSE REQUIREMENTS

Students are required to complete both formal and informal performances, musicology viva voce's, compositions and aural written examinations.

EXCURSIONS

HSC Study Day, student performances at school events and functions such as Soiree, Open Day, Assemblies

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

Written Exam – Aural Skills – 1 hour exam (30 marks)
Practical Skills – Core Performance (20 marks)
Electives - Performance, Composition or Musicology (60 marks)

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Studying Music 1 will be beneficial to students interested in employment and further studies in Music, the Performing Arts, Music Teaching.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?
Students who have a love and passion for musical performance and composition. Students who have an existing musical skill or wish to broaden their musical horizon. Students willing to perform their instrument or sing in front of an audience.
The most challenging aspect about this course is:
Music 1 requires students to be able to perform an instrument or sing in front of an audience as a soloist or part of an ensemble. This requires confidence and technical musical skill. Students are required to analyse different musical pieces from a range of genres, styles and periods. (It's not just about your favourite performer or band.)
The most rewarding aspect about this course is:
Students will be able to build on and refine existing musical skills and potentially encounter different perspectives that widen their outlook on music.

PDHPE

UNITS: 2 UNITS

Prerequisites/Recommendations: Satisfactory completion of Stage 5 PDHPE
Contact Person: Ms Danckert **Exclusions:** n/a

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus

The Year 11 PDHPE 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, composing and performing and fitness choices.

In the Year 12 PDHPE course 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.

YEAR 11 COURSE TOPICS

Core Topics (60%):
Better Health for Individual
The Body in Motion
Optional Components (40%):
Students select two options from list below:
First Aid
Composition and Performance
Fitness Choices
Outdoor Recreation

YEAR 12 COURSE TOPICS

Core Topics (60%)
Health Priorities in Australia
Factors Affecting Performance
Optional Components (40%):
Students select two options from list below:
The Health of Young People
Sport and Physical Activity in Australian Society
Sports Medicine
Improving Performance
Equity and Health

COURSE REQUIREMENTS

In addition to the core studies, students study two options in each of the Year 11 and Year 12 PDHPE courses.

EXCURSIONS

HSC Study day in Year 12

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination – 3 hours.

- 20 multiple choice (20 marks).
- Short and extended response answers – core 1 and core 2 (40 marks).
- Extended response questions for two options (20 marks each).

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

Ideal choice for students desiring further study and vocational pathways in the area of recreation, paramedical, movement and health sciences. PDHPE provides the foundation for tertiary study to become a nurse, physiotherapist, exercise physiologist, diagnostic imaging technician, paramedic, beautician, sports coach, dietician, health worker, professional athlete or teacher.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest and passion in the health and sport areas, with a strong knowledge and liking for learning about health issues and illness and the human body. A high level of interest and achievement gained in Year 10 PDHPE and/or PASS is an indication of suitability.

The most challenging aspect about this course is:

The volume of course content that students need to be able to recall and literacy skills for extended response questions, and implementing and identifying correct syllabus terminology.

The most rewarding aspect about this course is:

Students can apply the knowledge and skills that they learn in this course to their everyday lifestyle, in terms of both personal health and sporting performance.

PHYSICS

UNITS: 2 UNITS

Prerequisites/Recommendations: As a guideline, to be successful in this subject, students should be performing strongly in their Year 10 Science and Mathematics courses, usually achieving a "High" or "Outstanding" grade on classwork and assessment tasks. Students must be prepared to work consistently in class, and complete out of class study and homework – typically an hour per day.
It is strongly recommended that students choose the 2 Unit Mathematics course to complement their Physics studies. Certain universities require 2 unit mathematics as a pre-requisite for science-based courses.
Contact Person: Mrs Rathjen
Exclusions: Students are not permitted to study more than 6 units of Science subjects.

COURSE DESCRIPTION

http://syllabus.nesa.nsw.edu.au/science
The Physics course involves the study of matter and its motion through space and time, along with related concepts that include energy and force. The Physics course develops student's scientific investigative skills, problem-solving skills and critical thinking skills to understand natural events.

YEAR 11 COURSE TOPICS

- Mechanics (study of collisions); Newton's Laws of Motion; the Law of Conservation of Energy
- Waves and the transfer of energy by sound, light and heat
- Electric fields, electric circuits and magnetism

YEAR 12 COURSE TOPICS

- Advanced mechanics and electromagnetism
- Evidence and prediction in Physics
- Circular motion; motion in a gravitational field including projectile motion
- Properties of light; astronomical events and the formation of atoms

COURSE REQUIREMENTS

At least one depth study is included in Year 11 and in Year 12, each requiring a minimum of 15 hours of in-class time. A depth study is any type of investigation/activity that allows the further development of concepts found within, or inspired by the syllabus. It may be one investigation/activity or several shorter ones. A depth study can be completed individually or collaboratively.

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

HSC Examination - 3 Hours

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

The Physics course provides the foundation for undertaking post-school studies in a range of Science, Technology, Engineering and Mathematics (STEM) fields.
Most university science-based courses require successful completion of an HSC Science course such as Physics.
Further studies in Physics at university would be appropriate for careers in areas such as medical physics, electronics, nanotechnology, photonics, engineering, energy research, sustainability research, science teaching.
Even for students not pursuing a science at university, a solid performance in HSC Physics demonstrates that the student is competent in scientific thinking; able to describe complex relationships; work independently & collaboratively.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course? Students who are considering a university science course or have a high level of interest and achievement gained in Year 10 Science, particularly the topics of motion and energy, electricity, astronomy and waves.
The most challenging aspect about this course is: Learning detailed content, physics terminology and the literacy skills required for researching and writing plus the mathematical skills required in handling large and small numbers, and manipulating data and equations.
The most rewarding aspect about this course is: The satisfaction of better understanding the world we live in

SOFTWARE DESIGN AND DEVELOPMENT

UNITS: 2 UNITS

Prerequisites/Recommendations: There is no prerequisite study for the Software Design and Development course. Students should choose this subject if they like problem solving and are interested in programming computer applications, authoring multimedia with scripting, and computer science. Students will need good mathematical, analytical and problem-solving skills.

Contact Person: Mr Daniels **Exclusions:** Nil

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/software-design-development

This course provides students with the opportunity to develop skills in designing and developing software solutions, project management and communication. 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 other components of computer systems. Students apply a systematic approach to develop and document software solutions using a variety of data structures and language facilities.

YEAR 11 COURSE TOPICS

Concepts and Issues in the Design and Development of Software (30%)
Introduction to Software Development 50%
Developing Software Solutions 20%

YEAR 12 COURSE TOPICS

Development and Impact of Software Solutions (15%)
Software Development Cycle (40%)
Developing a Solution Package (25%)
Options (20%) – Study ONE of the following options:
Programming paradigms or The interrelationship between software and hardware

COURSE REQUIREMENTS

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course. It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.

EXCURSIONS

Nil

COURSE COSTS

Nil

EXTERNAL ASSESSMENT

The examination will consist of a written paper worth 100 marks. Time allowed: 3 hours plus 5 minutes reading time.

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

TAFE, University study, Computer programmer, Software design, Computer Science, Web design, Multimedia design, game design, Database administrator, Game Developer, Information systems manager, IT consultant, Multimedia programmer, SEO Specialist, Systems analyst, Systems developer, Web designer, Web developer, Computer science researcher (e.g. researching the field of Artificial Intelligence), Bioinformatics engineer, Robotics engineer.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course? Students interested in the fields of software development and computer science will find this subject of value. The subject is not only for those who seek further study or careers in this field, but also for those who wish to understand the underlying principles of coding and software design and development. Students with software development skills wishing to acquire team and communication skills will find this subject useful.

The most challenging aspect about this course is: For students to be able to understand the creation process of digital technologies they will need to understand the why and how and will need good mathematical, analytical and problem-solving skills.

The most rewarding aspect about this course is: Learning about coding and putting newly learnt knowledge into practice by creating small applications and games.

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TEXTILES AND DESIGN

UNITS: 2 UNITS

Prerequisites/Recommendations: There are no prerequisites for the Textiles and Design course. Students should choose this subject if they are passionate about working with various textile materials to create quality textile products and have an interest in the multi-faceted fashion and design industry.

Contact Person: Mr Brown **Exclusions:** Nil

COURSE DESCRIPTION

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/textiles-and-design-syllabus

The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work. The course involves the student developing a portfolio of work.

The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

YEAR 11 COURSE TOPICS

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

YEAR 12 COURSE TOPICS

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%).

COURSE REQUIREMENTS

In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, as either experimental work and/or project work. In the HSC course, the major textiles project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the Textiles, Clothing, Footwear and Allied Industries developed in the Preliminary course.

EXCURSIONS

Nil

COURSE COSTS

$50 + additional costs for projects

EXTERNAL ASSESSMENT

The examination will consist of a written paper worth 50 marks (1 hour and 30 minutes plus 5 minutes reading time) and a Major Textiles Project worth 50 marks.

EMPLOYMENT/UNIVERSITY OPPORTUNITIES

This course is also suitable for students who are interested in the following career choices: Fashion Design, Interior Design, Graphics, Advertising, Costume Design and Theatre Staging, Window Dressing, Fashion construction and marketing and science based fields in research of fibres / fabric development.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

This course is for students who enjoy being creative, and want to develop skills in designing, manipulating and experimenting with fabrics for an end use.

The most challenging aspect about this course is:

Being patient with the designing, producing and documenting process and having an eye for detail.

The most rewarding aspect about this course is:

Creating a product for yourself or others that you can be proud of.

STUDENT PLANNING SHEET

Priority	Subject	Level (e.g.. Adv)	Units
1. Compulsory	1. English		2
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

NOTES

AFTER SCHOOL GOALS

What are your plans after the HSC? (*please select at least one*):

UNIVERSITY

What are you interested in studying?

APPRENTICESHIP/TRAINEESHIP

What type of industry?

EMPLOYMENT

What Areas?

ARE YOU AWARE OF ANY EDUCATION REQUIREMENTS YOU MAY NEED TO ENTER YOUR CHOSEN PATH WHEN YOU LEAVE SCHOOL?

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