

**Nowra**  
**Christian**  
**School**  
 Grow up into Christ

# SENIOR SUBJECT INFORMATION BOOKLET 2024



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## FROM THE PRINCIPAL

May, 2023

Dear Parents and Carers of Senior Students,

Welcome to the exciting world of Senior Secondary study at Nowra Christian School. This is a very significant time in the life of every student when major decisions are being made that will help to shape future directions. It is also an equally important time for parents and carers as you accompany your sons and daughters on their journeys through the HSC.

This Senior Secondary Information Booklet is specifically designed to assist students to make wise HSC subject selections. Some students will already have clear career preferences in mind. For others, future study pathways may be a little less certain. This booklet is designed to provide all students with practical advice and guidance.

NCS has a commitment to providing subject offerings that will enable our students to access the broadest range of courses that are delivered by universities and TAFE centres throughout Australia. We ensure that we offer the key subjects that the majority of students in NSW choose to undertake in preparation for tertiary studies. This subject offering is designed to equip our students with the required skills and knowledge to confidently enter the world of tertiary education, the workforce, mission field or volunteer work. Although we have a number of subjects offered, it does not mean that we can guarantee that any particular subject will be running. For this reason, we are asking students to inform us of their preferred subjects and we will carefully consider all of these requests.

Nowra Christian School uses the focused approach to deliver our HSC program. This approach enables our students to complete three full HSC courses each year over a two year period.

We know that the HSC years are demanding ones. For this reason, we have assembled an experienced staff team to assist our students to make the best decisions for their future pathways. Please be aware that decisions regarding who will teach specific subjects are still under consideration. There is no guarantee that the course contact person will become the teacher of that subject.

NCS is an authentic Christian School. This means that we employ committed Christian staff who deliver a high quality program from a genuine Christian worldview perspective. Our priority is to ensure that all students have clearly heard the gospel message and that they understand what it means to have a personal relationship with Christ. We trust that they will leave NCS with a genuine desire to faithfully serve the wider community.

Please be assured of the ongoing prayer support of our NCS staff as we uphold students and their families during this time of decision making.



Mr Graeme Jolliffe  
PRINCIPAL





## INTRODUCTION

This booklet has been carefully prepared to assist students and parents/carers to make decisions about subject choices for the HSC course. Year 11 & 12 students choose three subjects as Nowra Christian School offers the HSC in a focused approach. All Year 11 students will choose a Mathematics course and all Year 12 students will choose an English course. Students will be placed in appropriate Mathematics and English courses based on their performance in Year 10.

Unlike Years 9 & 10, there is only one mandatory subject in Years 11 & 12 which is English. Students must complete either English Advanced, English Standard or English Studies.

While Nowra Christian School offers many subjects, only subjects with sufficient numbers will run. In choosing a pattern of study, students must carefully consider their goals, areas of strengths, interests, abilities and career aspirations.

At Nowra Christian School, it is compulsory for Year 11 & 12 students to participate in Assembly and Senior Christian Studies. Senior Christian Studies will happen at least once a term during the time when one of the subject lines is running.

### **Subject Selection Process and Course Availability**

A form will be issued to students to place all subjects in order of preference. Depending on individual student choices, the school will then create three lines. Students will be given another form (second) to choose their final subjects. Students will be placed into their subjects as a result of this process. This will form the basis of the timetable. If required, there will be follow up interviews with students (especially if there are clashes and some subjects do not run). This process ensures that NCS can offer subjects that reflect student needs.



# SUBJECT SELECTION PROCESS

Steps	Procedures
Step 1	Submit the first google form. (First Week of June) Purpose: To rank subjects in order of preference to determine which subjects will be offered and possible line scenarios. THIS IS NOT FINAL SUBJECT CHOICES.
Step 2	Submit the second google form with set lines. Purpose: To choose the most favourable line scenarios. THIS IS NOT FINAL SUBJECT CHOICES.
Step 3	Submit the third google form. Students must choose one subject for each line as their final selection.
Step 4	Students will receive an email to confirm the final outcome. (Term 3)

## Do I need an ATAR?

If you want to go to university before you turn 21 then an ATAR is required for most undergraduate courses. This means that you need to select subjects that allow you to apply for an ATAR.

## What if my ATAR does not reflect my HSC marks?

Most universities are aware that the ATAR sometimes is not an accurate indicator of your ability to study, learn and achieve. Many universities offer alternative entry programs that allow you to enrol in undergraduate courses based on your raw HSC marks, interviews, design portfolios, community service, Principal's recommendation and even school reports and assessment tasks. The key is to keep your options open and plan ahead!

## Can a student change a subject if they do not like their choice?

Yes. Students must make the changes by the end of Week 8, Term 4.

Students who wish to change their subject choice MUST

1. Print the Stage 6 Application for A Subject Level Alteration form which can be found in Documents > SEQTA Learn/Engage.
2. Fill in the form and get the appropriate signatures before handing in the form to NESA Liaison Officer.'
3. Appreciate that it is not automatic, requires a good reason, available space in the new elective, the support of their parents/carers and cannot be used to avoid commitments in the subject that they wish to leave.
4. Accept that they are required to complete work that occurred in the subject that they are changing into prior to their move.
5. Students must catch up on any work missed.





## FROM OUR COUNSELLORS

May, 2023

Dear Students,

Congratulations on nearing the end of your Junior Schooling!

As you begin a full two years of extended learning for the HSC, you will no doubt also encounter some stresses and challenges along the way. These are a normal part of life and development and it is the way these are worked through that will form part of your character, resilience and maturity.

The process starts with selecting subjects for Stage 6. Choosing the right subjects for senior school will likely have at least some bearing on your post-school study or work options. With intense study and completion of assessment tasks in short time frames, stress can become a part of working towards your HSC. The best advice we feel we can communicate in this process is that the HSC is but one part of your life - move through it and onward, using it as a challenge and an opportunity to grow.

The following tips will help guide you through this time of choice and intense study:

- Realistically assess your aptitude, ability and interest for a future career and the pathway to it before selecting subjects. For example there is no use pushing yourself through 6 units of science to get into Vet Science, if you hate science or are allergic to pets.
- In the absence of other clear reasons (ie subjects essential to your chosen area of tertiary study), we recommend that subjects are chosen based on enjoyment and interest. The subjects we tend to enjoy are usually the ones we do best in.
- The HSC is one of many pathways for accessing tertiary study and other post-school study and work options. These non-ATAR opportunities are vastly expanded from when your parents were at school and are continually growing.
- Current statistics indicate your career is unlikely to be set in concrete and is likely to change many times over your working life. You may one day work in a field not even invented yet!
- Timetable your study and revision of work. Making time to read over the day's notes and revising again within a two week period is the most effective method for committing class work to memory.
- Complete assessment tasks in small chunks by allotting several regular times over the assessment period to complete a task. Last minute completion of tasks will increase stress which lessens the ability to think clearly and to concentrate.
- Make sure you factor in time for doing things that you enjoy, relax you and keep you connected with other people. Do social things at appropriate times. These "Brain Breaks" actually aid in memory retention, recall and synthesis of ideas when doing assignments.
- Maintain your work and extracurricular activities, within reason.
- Stay connected with God through prayer, His word and in fellowship with your church and youth group activities.
- Do some form of exercise regularly to keep your mind fresh and your body active. Physical exercise is a great anxiety reducer, study circuit breaker, and also one of the best combatants to depression.
- Make sure you get enough good sleep. Having screen-free time for about an hour before bed helps this. We recommend devices not be kept in rooms. Alarm clocks work just fine!

If you find you are struggling with anxiety, not coping well or are feeling stressed during this time, we as counsellors are here to help you and provide you with strategies.

[counsellingteam@ncs.nsw.edu.au](mailto:counsellingteam@ncs.nsw.edu.au)



## NESA HSC REQUIREMENTS

The Government has appointed a group called the NSW Education Standards Authority (NESA) to determine courses that can be offered in all schools. In Stage 6, the first component of the course is called the Year 11 Course, with the second component being known as the HSC Course.

The HSC uses a standards-based approach to assessment and reporting. This is about establishing meaningful standards in particular subjects, not about equating standards across them.

All courses in the HSC are rigorous in terms of the standard of knowledge, skills and understanding expected of the students undertaking them.

To be awarded a Higher School Certificate, a minimum of 12 Year 11 units and 10 HSC units must be presented. Both Year 11 and HSC must include:

- at least six units from NESA Developed courses, including at least two units of English
- at least three courses of two units value or greater
- at least four subjects (including English)
- at most, six units in Science can count towards HSC eligibility

At our school we are encouraging students to present 12 units in both Year 11 and HSC.

However, for students wanting an Australian Tertiary Admission Rank (ATAR), used by the Universities Admissions Centre (UAC), the following eligibility guidelines apply:

- you must complete at least 10 units of ATAR courses.

These ATAR courses must include:

- eight units of Category A courses
- two units of English
- three NESA Developed courses of two units or greater
- four subjects.

The ATAR will use 99.95 as its top rank point, rather than 100.

Parents, students and teachers are reminded that this will have no impact on the Higher School Certificate. HSC marks report on what a student has achieved in each course, and a mark of 100 will still be possible. Year 11 courses are assessed in accordance with our policies and assessment schedule that are distributed during Foundation Studies.

HSC courses are assessed both internally and externally. The internal assessment and the external examination will carry equal weighting in the determination of the student's HSC result. Each component will be worth 50%.

# NESA HSC REQUIREMENTS

## **External assessment**

External assessment refers to the externally set and marked HSC examination including written papers, submitted projects and products, performances and practical demonstrations.

## **Internal assessment**

Internal assessment refers to the school-based assessment tasks that are developed, administered and marked by teachers and which comply with the NESA's mandatory assessment requirements.

All HSC candidates must participate in the HSC assessment scheme. An assessment mark will be determined by the subject teacher for each subject presented at the HSC. These marks are derived from a set of assessment guidelines produced by NESA. The official assessment period begins from the end of the Year 11 component for the course (approximately end of Term one). You will receive a detailed booklet on the overall philosophy of the scheme, the school policy and a copy of each subject's assessment schedule at the start of your senior schooling. Parents and students are advised to read it carefully when it is issued. Please note that if you do not follow the policies, your HSC may well be in jeopardy.

It is therefore imperative, both from the learning point of view and the HSC assessment point of view, that you know the school's Assessment Policy and know due dates, assessment requirements and that you seek to do your best in all assessment tasks and class work.

## **HSC: All My Own Work**

The HSC: All My Own Work program is designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies. All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed the HSC: All My Own Work program, or its equivalent. At NCS, students in Year 10 complete this program in Term four.

## **Changing subjects during the Year 11 Course**

We strongly discourage unnecessary changes to your pattern of study. The information night and this booklet, plus the availability of the staff to advise is all meant to give you advice to help you make and stick to your subject choice decisions. Changing levels within subjects can happen, but even this is really only advisable during the first half of Term one each year. Sometimes students decide to drop a subject and only present the bare minimum of 12 Year 11 and 10 HSC units. Again, we discourage this as many students end up wasting their extra time if they are only doing 10 units.

NB. The deadline for changing subjects in the Year 11 Course will be the end of the first week of Term one. Application must be made by completing the school's official form for changing a subject, signed by the parents and the teachers.

## **Dropping subjects**

The school strongly advises against dropping subjects unless it is absolutely necessary to the student's well-being. Students wishing to drop a subject must apply to the Head of Secondary for permission. Before permission is granted, the student must have satisfactorily completed an adequate number of units at Year 11 level. A letter outlining the wisdom of such a decision is sent to the parents and should be seriously considered before parental permission is given.

Dropping a HSC subject in Year 11 would only be considered under extreme circumstances as students have no knowledge of how they will perform in the next three subjects the following year and need to do everything possible to keep options open.



# NCS HSC REQUIREMENTS

## Attendance at school

Students need to understand that the school fulfills its duty of care to the students by ensuring that students are present in allocated classes, doing school work, during any non-face-to-face lessons. See pages 12-15 for the NSW Department of Education Compulsory Attendance Policy. Permission to leave during non-face-to-face periods will only be considered for periods 5 and 6. Permission in these cases may only be granted if the request comes in advance from the student's parents. The school reserves the right to rescind permission at any time.

On the pages that follow are subject outlines for the subjects that may be completed in 2023 and 2024. Of course, like all schools, your school has limited resources and we need to be wise in determining the number of subjects that will run. If a subject is offered, this does not mean it will run unless there is a viable class.

The number required to make a viable class varies depending on the size of other classes and total enrollments, but full subjects with classes smaller than six students are very unlikely. To assist you with your planning, the school has established the following pattern.

Subjects likely to be offered in "odd" years (e.g. 2025, 2027, etc.)	Subjects likely to be offered in "even" years (e.g. 2024, 2026 etc.)
Ancient History, Biology, Chemistry, Community & Family Studies, Engineering Studies, French Beginners, Industrial Technology (Timber Products and Furnishings), Legal Studies, Music 1 & 2, Society & Culture, Textiles and Design, Visual Arts	Business Studies, Design & Technology, Drama, Earth & Environmental Science, Food Technology, Modern History, PDHPE, Physics, Visual Design

Should sufficient student demand for other subjects be present, the school will explore its ability to offer that subject and may be able to modify its subject offerings. Note that we will not be able to offer all of these subjects and both the subject list and descriptions are accurate without being prescriptive.

## Distance Education, Advanced & Extension Courses

If you intend to study by Distance Education you must have demonstrated ability to study independently and have a reputation for excellent time and study management. Students will be guided by their English and Mathematics teachers in regards to the most suitable level of study to maximise their future options. Extension classes for English and Mathematics may run before or after school. Students are strongly urged to follow their teacher's advice in these matters.

## Subject Allocations - Part time and off-line options

Occasionally, at the school's discretion, students may be offered subjects which we refer to as part time or off-line options. This is done at the school's initiative in an attempt to meet students' needs, and students should not assume that this option will automatically be available to them. An off-line allocation means that a student will be able to study two subjects on the same line. A part time allocation is where a student is permitted to complete a subject with greatly reduced face to face teacher allocation. In both part time and off-line allocations, the following issues are considered by the school:

- Has the student demonstrated an aptitude for the subjects in the Junior years?
- Has the student demonstrated the ability to work independently, without direct supervision?
- Does the relevant subject have a significant proportion of practical/project work that the student can complete independently?





# NCS HSC REQUIREMENTS

- Does the school have a suitably qualified teacher who has the capacity in his/her timetabled allocation to provide reasonable support to the student?
- Does the likely supervising teacher and the student have a relationship that will allow the more mature approach that off-line and/or part time study entails?

The final decision whether a student will be offered a part time or off-line subject remains with the school. The final decision is made in consultation with the Principal, teachers, the student and the student's parents. If a student is allocated to an off-line or part time subject, they will need to be aware of the following:

## Off-line allocations

- The student will negotiate with relevant teachers to determine when he/she is attending lessons in what subject.
- Students are expected to be supervised in the TAS foyer for any non-face-to-face periods to maintain their learning in the affected subjects.
- Students should anticipate that their position studying an off-line subject will be reviewed at the end of Foundation Studies and throughout the Year 11 program. If the student does not maintain an acceptable standard, the student will not be permitted to progress with the subject into the HSC course.

## HSC Pathway Students

The HSC can be accumulated over a period of five years from the completion of the first HSC course. This allows for flexible study arrangements and is often referred to by the term "Pathways". This avenue is open to both school students and adult learners. Pathways provisions may also include: being able to repeat one or more HSC courses; recognition of prior learning, whereby you may be granted credit transfer towards your HSC, or advanced standing in a course; and part-time traineeships (particularly helpful to adult learners).

Should you be considering a Pathway approach to obtaining an HSC whilst attending NCS, you will need to discuss the matter with a Senior Coordinator and the Principal who will determine, with the student and parents, a specific program of work over an agreed period of years.

## How to apply for Disability Provisions

Disability Provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by the functional impact of their disability.

It is not embarrassing to apply for provisions. More than 7000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA determines disability provisions for the Higher School Certificate examinations.

To apply for provisions, schools must submit an online application to NESA. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Disability Provisions include:

- diabetic needs
- rest breaks
- small group supervision
- oral and sign interpreters
- readers and writers.

**Please see Mrs Schipp for more information.**



# DISTANCE EDUCATION

Students who are passionate about studying a subject that is not offered at NCS may be eligible to study this subject through distance education. There are three distance education providers that NCS uses:

- Finigan School of Distance Education
- NSW School of Languages
- Dubbo School of Distance Education

Students who seek to study through distance education must have the following:

- A strong dedication to independent learning
- Home access to appropriate technology and internet
- Absolute determination to complete the course

Enrolment for distance education takes place prior to the student commencing their year of learning. This requires NCS to pay upfront fees. For this reason it is essential that the student is committed to completing their study with their distance education provider.

Students who enrol in distance education courses need to be committed to online learning. The student needs to maintain regular communication with their external teacher as well as submitting regular work and assessment tasks. Throughout their distance education course, students will be provided with opportunities to meet their teachers face to face and attend intensive lessons at respective distance education facilities.

Additional fees may apply.

If you are interested in enrolling in a distance education course you must register your interest with Mrs Edwards (Careers Adviser). Your interest will then be taken to the Head of Secondary and the Principal for further consideration before any contact is made with the distance education provider.

## Contact person

Mrs Edwards

TAFE is an excellent study option for students who desire a practical, hands-on approach to learning. Students in Years 10, 11 and 12 who choose to enrol in a TAFE course as a subject for their HSC will be enrolled in a TVET course. TVET stands for TAFE delivered Vocational and Education Training. TAFE NSW is a Registered Training Organisation (RTO) that delivers courses to students as part of their Higher School Certificate (HSC). Students who meet the NSW Education Standards Authority (NESA) requirements for the course will gain units of credit towards their HSC as well as a nationally recognised TAFE NSW qualification.

Studying a TVET course allows students to:

- gain practical, work-related skills to enhance their future employment opportunities
- complete units that count towards their Higher School Certificate (HSC)
- start or complete a nationally-recognised TAFE NSW qualification while still at school

**There are two main types of TVET courses:**

**NESA Developed courses (Category B Courses)** These courses contribute to the Higher School Certificate (HSC) and allow you to sit for an optional examination which can contribute to an Australian Tertiary Admission Rank (ATAR), provided all HSC syllabus requirements are met. Note that only 2 units of category B subjects can contribute to your ATAR.

**NESA Endorsed courses** These courses contribute to the Record of School Achievement (ROSA) or Higher School Certificate (HSC), but will NOT count towards your ATAR.

The following is a list of types of courses that could be offered in 2024 at Nowra campus

NESA Developed (Category B Courses)	NESA Endorsed Courses
<ul style="list-style-type: none"> <li>• Automotive- Mechanical Technology</li> <li>• Electrotechnology Career Start</li> <li>• Retail Services</li> <li>• Primary Industries (Agriculture)</li> <li>• Human Services- Individual Support (Ageing)</li> <li>• Tourism Travel and Events- Events</li> </ul>	<ul style="list-style-type: none"> <li>• Animal Studies</li> <li>• Beauty Services- Makeup</li> <li>• Early Childhood Education and Care</li> <li>• Maritime Operations</li> <li>• Salon Assistant</li> <li>• Skills for Work &amp; Vocational Pathways</li> </ul>
<p>*Only 2 units of category B subjects can contribute to your ATAR.</p>	

Students who wish to study at TAFE need to be aware that if the TAFE course is in place with a line of study at NCS, students will be charged the normal school fees. Students who wish to study a course through an external provider while studying at NCS need special approval as additional fees may apply. Families are responsible for providing transport to and from TAFE each week.

**Contact person**

Mrs Edwards





# Compulsory school attendance

## Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

### What are my Legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age of 17 years. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the NSW Education and Standards Authority for home schooling.

Once enrolled, children are required to attend school each day it is open for students.

### The Importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

### What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

## Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An Application for Extended Leave may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.

## My child won't go to school what should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

## What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court – Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department may apply to the Children's Court for a Compulsory Schooling Order. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

## What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

## Working in Partnership

The NSW Department of Education recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

# Days missed = years lost

A day here and there doesn't seem like much, but...



## More information

Further Information regarding school attendance can be obtained from the following websites:

### Policy, information and brochures:

Please visit the Department of Education's Policy Library AND The Department's Attendance Matters Website

### The school leaving age:

Please visit the Department of Education's Wellbeing and Learning website

### Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on **131 450**. You will not be charged for this service.



# COURSES OFFERED IN 2024

## DISTANCE EDUCATION

**TAFE**

### MATHS COURSES- YEAR 11 STUDENTS ONLY

MATHEMATICS STANDARD 2

MATHEMATICS ADVANCED

MATHEMATICS EXTENSION 1

MATHEMATICS EXTENSION 2

### ENGLISH COURSES- YEAR 12 STUDENTS ONLY

ENGLISH STUDIES

ENGLISH STANDARD

ENGLISH ADVANCED

ENGLISH EXTENSION 1

ENGLISH EXTENSION 2

## BUSINESS STUDIES

## DESIGN & TECHNOLOGY

**DRAMA**

## EARTH & ENVIRONMENTAL SCIENCE

**FOOD TECHNOLOGY**

**FRENCH (BEGINNERS)**

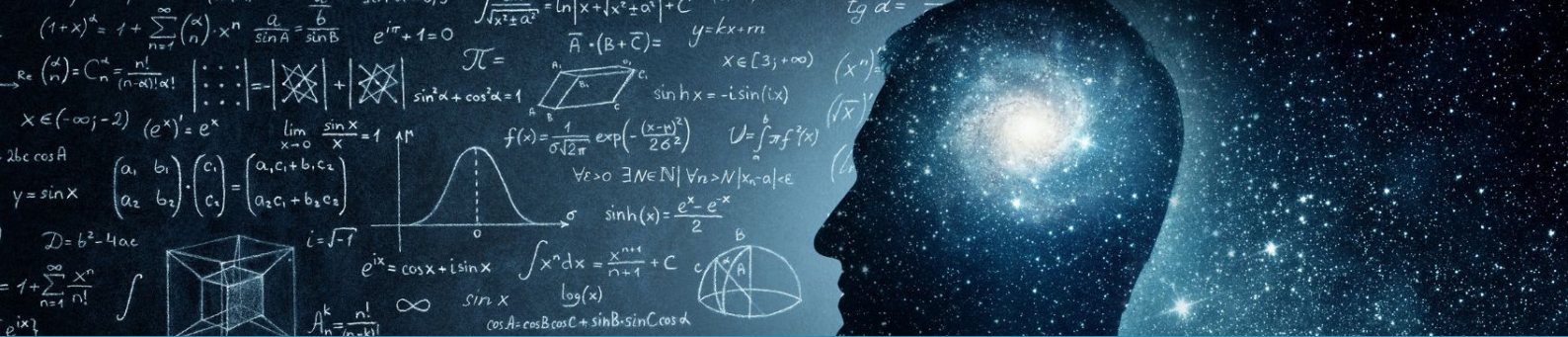
**MODERN HISTORY**

**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION**

**PHYSICS**

**VISUAL DESIGN**





# MATHEMATICS STANDARD 2

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level. The course content has an emphasis on integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. Tasks may draw from more than one area of study, and encourage the transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects. The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

## Main Topics in the Year 11 Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

## Main Topics in the HSC Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

## HSC External Assessment

A two and a half hour written examination consisting of:

- Multiple choice questions
- Short answer questions

## Particular Course Requirements

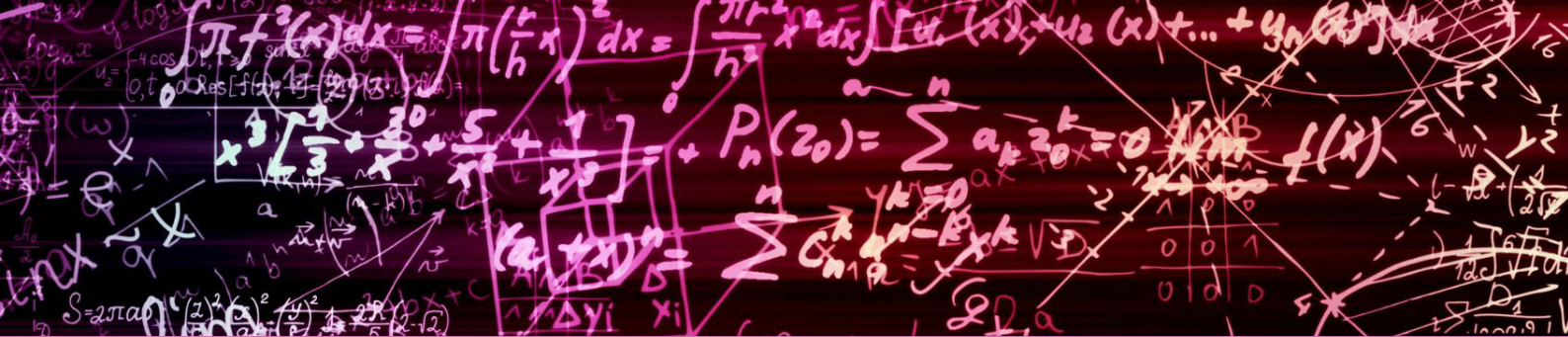
This course is for students who have completed a minimum of Stage 5.1 course in Years 9 & 10.

Approved calculators as well as compasses, set squares, a protractor and a mathematical curve-drawing template may be used in the exam.

A formula sheet will be provided.

## Contact person for this course

Mr Clarke



# MATHEMATICS ADVANCED

Students will only be permitted to study Mathematics Advanced after consultation with their Mathematics teachers. If a student wishes to complete a higher level against the teacher's advice, parents will be informed that this is the case. The content and depth of treatment of this course indicates that it is intended for students who have completed the Stage 5.3 Mathematics course and demonstrated general competence in all the skills included in that course. The course gives students an understanding of and competence in some further aspects of Mathematics which are applicable to the real world. It has general educational merit and is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the Life Sciences or Commerce.

## Main Topics in the Year 11 Course

- Working with functions
- Trigonometry
- Exponential and logarithmic functions
- Statistical analysis & probability
- Tangent to a curve and derivative of a function

## Main Topics in the HSC Course

- Graphing techniques
- Trigonometric functions and graphs
- Geometrical applications of differentiation
- Integration
- Financial mathematical modelling
- Statistical Analysis

## HSC External Assessment

A three hour written examination consisting of:

- Multiple choice questions
- Short answer questions

## Particular Course Requirements

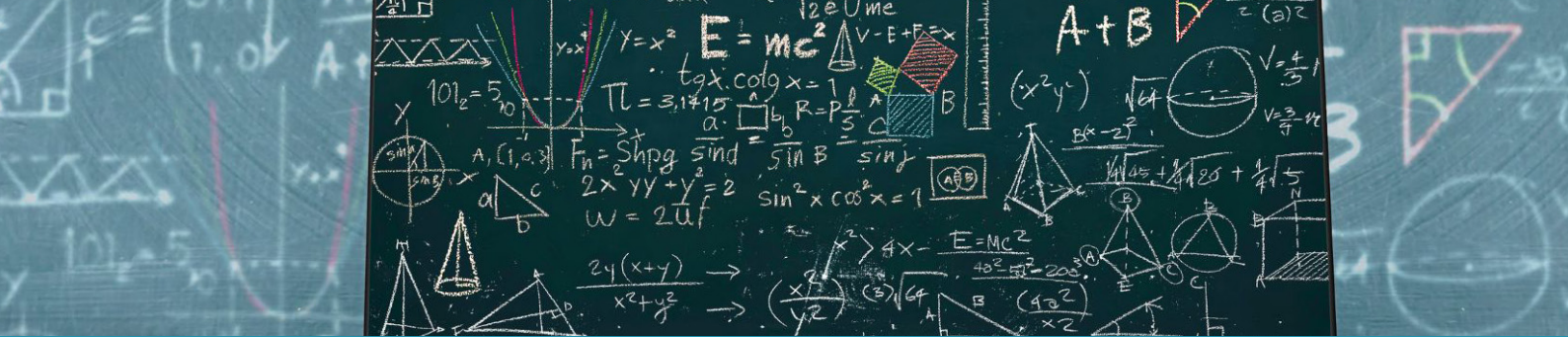
This course is for students who have completed a minimum of Stage 5.3 course in Years 9 & 10.

Approved calculators may be used in the exam.

A reference sheet will be provided.

## Contact person for this course

Mrs Toole



# MATHEMATICS EXTENSION 1 - 1 UNIT

The content of the Mathematics Extension 1 Course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of Science, Industrial Arts and Commerce. The course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level and for the study of Mathematics in support of the Physical and Engineering Sciences.

## Main Topics in the Year 11 Course

- Further functions
- Polynomials
- Inverse trigonometric functions
- Further trigonometric identities
- Further Calculus - rates of change
- Permutations and combinations

## Main Topics in the HSC Course

- Mathematical Induction
- Introduction to vectors
- Trigonometric equations
- Applications of calculus
- The binomial distribution

## HSC External Assessment

A two hour written examination consisting of:

- Multiple choice questions
- Short answer questions

## Particular Course Requirements

This course is for students who have excelled in the Stage 5.3 course in Years 9 & 10.

Approved calculators and a ruler may be used in the exam.

A reference sheet will be provided.

Contact person for this course

Mrs Toole





# MATHEMATICS EXTENSION 2 - 1 UNIT

Mathematics Extension 2 is a Year 12 only course designed for students with a special interest in Mathematics who have shown that they possess outstanding mathematical ability and aptitude for the subject. The course offers a suitable preparation for study of Mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level in school Mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of Mathematics as well as an adequate foundation for the further study of the subject.

## Main Topics in the HSC Course

- Further proofs
- Further work with vectors
- Complex numbers
- Integration
- Mechanics

## HSC External Assessment

A three hour written examination consisting of:

- Multiple choice questions
- Short answer questions

## Particular Course Requirements

This course is for students who have excelled in the Year 11 Mathematics Extension 1 course. Students must possess outstanding mathematical ability and aptitude to solve abstract mathematical problems creatively.

Approved calculators and a ruler may be used in the exam.

A reference sheet will be provided.

**Contact person for this course**

Mrs Toole



# ENGLISH STUDIES

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives. This course would suit students who do not wish to pursue university study.

The course is distinctive in its focus on the development of students' language and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts.

## Main Topics in the Year 11 Course

The course has two sections:

Students study the mandatory module, Achieving through English: English in education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.

Students study 2–4 additional syllabus modules (selected based on their needs and interests).

## Main Topics in the HSC Course

The HSC Common Content consists of one module, Texts and Human Experiences, which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.

Students study 2–4 additional syllabus modules (selected based on their needs and interests).

## HSC External Assessment

Students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses.

Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESAs.

To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

The examination will consist of one written examination paper.

The time allowed is 2 hours and 30 minutes plus 10 minutes reading time.

## Contact person for this course

Mrs Thompson



# ENGLISH STANDARD

In the English Standard course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

## **Main Topics in the Year 11 Course**

The course has two sections

Reading to Write: Transition to Senior English. This content is common to the English Standard and English Advanced courses. Students explore texts and consolidate skills required for senior study.

Two additional modules: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning.

## **Main Topics in the HSC Course**

The course has two sections

Texts and Human Experiences. This course is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses. Students analyse and explore texts and apply skills in synthesis.

Three modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

## **Contact person for this course**

Mrs Douglas

## **HSC External Assessment**

Two HSC examinations:

Paper One: A ninety minute examination

Paper Two: A two hour written examination consisting of:

- Short answer questions
- Extended response questions





# ENGLISH ADVANCED

Students will only be permitted to study English Advanced after consultation with their English teachers. If a student wishes to complete a higher level against the teachers' advice, parents will be informed that this is the case. In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced HSC course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama, prose fiction, poetry or drama, film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

## **Main Topics in the Year 11 Course**

The course has two sections:

Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.

Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

## **Main Topics in the HSC Course**

The course has two sections:

The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.

Three additional modules are studied which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

## **HSC External Assessment** **Two HSC examinations:**

Paper One: A ninety minute examination

Paper Two: A two hour written examination consisting of:

- Short answer questions
- Extended response questions

## **Contact person for this course**

Mrs Thompson



# ENGLISH EXTENSION 1

1 unit for Year 11 and Year 12 (HSC).

Prerequisites:

(a) English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

## Main Topics in the Year 11 Course

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

### Students are required to:

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

## Main Topics in the HSC Course

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

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

### HSC External Assessment

A two hour written examination consisting of either:

- An analytical question  
And/or
- A creative writing question

## Contact person for this course

Mrs Thompson



## ENGLISH EXTENSION 2

This is a ONE unit course designed for students to develop a sustained composition, and to document their reflection on this process.

Note: There is no Year 11 Course for this subject.

English Extension 1 is a prerequisite for English Extension 2.

In the English Extension 2 course students are required to complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

**Students can choose to compose in ONE of the following forms:**

- short fiction
- creative non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia.

### **HSC External Assessment**

There is no HSC examination for English Extension 2.

**Contact person for this course**

Mrs Douglas





# BUSINESS STUDIES

Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. Whether as employees or employers, consumers or investors, we all depend on the business sector for much of our quality of life.

You will examine different types of businesses, how to set up a business, learn how to manage finances, evaluate performance, and undertake market research for marketing and promotion purposes. Contemporary business case studies are embedded in the course to provide students with recent and relevant problems businesses encounter.

Business studies is a great subject to prepare for a wide range of tertiary courses. The content of this course can be applied in any work environment.

## **Main Topics in the Year 11 Course**

- Nature of Business
- Business Management
- Business Planning

## **Main Topics in the HSC Course**

- Operations
- Marketing
- Finance
- Human Resource

## **HSC External Assessment**

A three hour written examination consisting of:

- Multiple choice questions
- Short answer questions
- Extended response question

**Contact person for this course**

Mr deRooy





# DESIGN & TECHNOLOGY

Design and Technology is a 2 Unit subject and is ideal for students seeking a more practical aspect to their HSC Studies.

The aim of the course is for students to experience the importance of design using a range of materials and technologies. This involves a series of design projects culminating in a Major Design Project of the student's choice.

Documentation plays a vital role (in the form of detailed reports on the design process) and the Major Project Report (folio) together with the Major Design Project contributes 60% towards your HSC Mark, with 40% coming from the D&T HSC exam.

## Main Topics in the Year 11 Course

### Designing and Producing

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

## Main Topics in the HSC Course

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio addresses three key areas: project proposal and management, project development and realisation, and project evaluation.

## HSC External Assessment

- Major design project
- 90 minute written examination

## Particular Course Requirements

In the Year 11 course, students must participate in hands-on practical activities and undertake a minimum of two design projects.

In the HSC course the activities of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.

## Contact person for this course

Mr Lawrence



# DRAMA

Drama is a creative and collaborative art form that explores the world through enactment. As an art form it is produced from the collaborative efforts of individuals using a range of creative, reflective and performance based skills. As a discipline it encourages the development and strengthening of collaborative and communication skills in a variety of settings beyond performing.

Drama involves the exploration of culture, universal issues and human interaction and emotions. It does this through the making, performing and critical study of drama through practical and theory based approaches.

It is open to all students and is best suited to those who have completed 100 or 200 hours of Stage 5 Drama course or have a keen interest or shown talent in drama

## Main Topics in the Year 11 Course

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

## Main Topics in the HSC Course

- Australian Drama and Theatre
- Studies in Drama and Theatre
- Core Group Devised Performance
- Individual Project drawn from one of the following: critical analysis, performance, design elements, script writing or video drama.

## HSC External Assessment

- A written examination of one and half hours duration consisting of two extended response questions on the two core topics
- Group Performance – external examiners assessment
- Individual project - drawn from one of the following: critical analysis, performance, design elements, script writing or video drama to be submitted to external examiners

## Particular Course Requirements

Individual and group performance is an essential part of Stage 6 Drama. Students must be willing to work in groups and perform publicly.

Contact person for this course

Mrs Ellery



# EARTH & ENVIRONMENTAL SCIENCE

The Year 11 Earth and Environmental Science course investigates layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

## Main Topics in the Year 11 Course

Module 1 - Earth's Resources

Module 2 - Plate Tectonics

Module 3 - Energy Transformations

Module 4 - Human Impacts

## Main Topics in the HSC Course

Module 5 - Earth's Processes

Module 6 - Hazards

Module 7 - Climate Science

Module 8 - Resource Management

## HSC External Assessment

A three hour written examination consisting of:

- Multiple-choice questions
- Short-answer questions

## Particular Course Requirements

Students are provided with 15 hours of course for depth studies in both Year 11 and HSC

Students will complete a minimum of 35 hours of practical investigations in both the Year 11 and HSC courses. This includes secondary source investigations and the depth study.

**Contact person for this course**

Mrs Edwards





# FOOD TECHNOLOGY

Food Technology is a category A subject in which students develop an understanding of food systems with an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

Students studying Food Technology learn about the nature of food and human nutrition and an appreciation of the importance of food to health. Students are also able to experiment with and prepare food by applying theoretical concepts and design, implement and evaluate solutions to food situations.

This course is recommended for those students interested in Nutrition, Dietetics, Nursing, Sports Nutrition, Exercise and Sports Science and Food Science.

## **Main Topics in the Year 11 Course**

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

## **Main Topics in the HSC Course**

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

## **HSC External Assessment**

A three-hour written examination consisting of:

- Section I- Objective response questions
- Section II- Short answer question
- Section III- Students answer two questions for each option they have studied. One question on each option will consist of short-answer parts to the value of 10 marks. The other question on each option will be an extended response question to the value of 15 marks, with an expected length of response of approx four examination writing booklets - 600 words

## **Particular Course Requirements**

It is mandatory that students undertake practical activities.

## **Contact person for this course**

Mrs Rogers



# FRENCH BEGINNERS

Language is the basis of all communication and human interaction. By learning French, you develop knowledge, understanding and skills for the dynamic world of the 21st century. Learning French improves intellectual development, enhancing literacy skills, creativity, analysis, negotiation and problem-solving. French study also provides opportunities for future employment, both domestically and internationally, in areas such as commerce, hospitality, education, marketing, international relations, media and tourism. When Jesus said, “Go into all the world and preach the gospel”, he wasn’t just talking about going to English speakers!

## **Objective 1 Interacting (listening and speaking)**

Students will develop the linguistic and inter-cultural knowledge, understanding and skills to communicate actively in French in interpersonal situations.

## **Objective 2 Understanding Texts (reading)**

Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

## **Objective 3 Producing Texts (writing)**

Students will create and present texts in French for specific audiences, purposes and contexts, incorporating their linguistic and inter-cultural knowledge, understanding and skills.

## **Main Topics in the Year 11 and HSC Courses**

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

## **HSC External Assessment**

- A two and a half hour written examination based on listening, reading and writing
- Oral examination - a five minute conversation

## **Particular Course Requirements**

Be prepared to work hard learning and practising French regularly

**Contact person for this course**

Mrs Wilkinson



# MODERN HISTORY

Modern History is the rather intriguing study of the modern and contemporary world with a particular focus on the late twentieth century. The study of modern history provides students with the knowledge to understand the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially.

Students develop transferable skills associated with the process of historical inquiry and the interplay of historical evidence and argument. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. The knowledge, understanding and skills that students acquire through studying Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

## Main Topics in the Year 11 Course

- Investigating Modern History - The Nature of Modern History
- Investigating Modern History - Case Studies (e.g. The Fall of the Romanovs, The Cuban Revolution)
- Independent Historical Investigation - Student Interest Project
- The Shaping of the Modern World - World War One

## Main Topics in the HSC Course

- Core Study - Power and Authority in the Modern World 1919-1946
- National Studies - Russia and the Soviet Union 1917-1943.
- Peace and Conflict - The Cold War
- Change in the Modern World - Apartheid in South Africa

## HSC External Assessment

A three-hour written examination consisting of:

- Short-answer questions
- Extended response questions

## Particular Course Requirements

- Strong interest in the history of the world since 1933 with particular focus on Europe.
- Interest in independent research into primary and secondary historical sources and sites.
- Strong literacy and writing skills.

## Contact person for this course

Mrs Rebel





## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

PDHPE deals with a wide range of issues concerning personal and community health, principles of movement and analysis of physical performance. It combines rigorous academic study with some practical activities that help improve the students' understanding of the theory. There is an emphasis in the course on the knowledge, skills and attitudes related to healthy living and individual lifestyles, as well as the health status of the wider community.

### Main Topics in the Year 11 Course

#### Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

#### Optional Component (40%)

Students to select **two** options each from:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

### Main Topics in the HSC Course

#### Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

#### Optional Component (40%)

Students to select **two** options each from:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

### HSC External Assessment

A three-hour written examination consisting of:

- Multiple choice questions
- Short answer questions related to core topics
- Longer responses related to option topics

### Particular Course Requirements

- Strong interest in health, movement and performance
- Strong literacy and writing skills
- Please note: Unlike Junior PDHPE this is a primarily theory based course

### Contact person for this course

Miss Bignell

The study of Physics in Stage 6 develops students' understanding of models of the structure and behaviour of the universe. It enables students to develop working scientific skills to analyse problems and conduct investigations.

The Year 11 course primarily explores motion, forces, momentum, energy, waves, heat, electricity, magnetism. Students perform lots of calculations including with vectors in three dimensions, practice explaining physical principles with clarity and analyse experiments. We bring Maths and Science together in a steep but exciting learning curve.

The HSC course extends the foundations established in year 11. For example, it analyses projectile motion, circular motion and motion in outer space. It covers how electricity and magnetism are actually connected and used in motors, generators and transformers. It investigates how light and particles both have dual wave-particle behaviour, introducing quantum mechanics and complex particle models. It shows how time and mass and size are warped at extremely high speeds. And it explores the big picture of the universe, what is out there, how we measure it and the Big Bang Theory. We are still doing Maths and Science, but there's quite a bit of historical context now as well. Students again perform lots of calculations, explanations and experiments. There might even be a chance to visit a nuclear reactor.

### **Main Topics in the Year 11 Course**

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

### **Main Topics in the HSC Course**

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

### **HSC External Assessment**

A three-hour written examination consisting of:

- Multiple-choice questions
- Short-answer questions

### **Particular Course Requirements**

Involvement in practical lessons.

**Contact person for this course**

Mr Petts



# VISUAL DESIGN

Visual Design provides students the opportunity to pursue their abilities and interests in design fields including Graphic Design, Interior/Exterior Design, Product Design and Wearable Design. Students develop and give form to their ideas creating stage sets and props, brochures and publications, textile and clothing design and packaging design. Students also have the opportunity to develop their own design brief and create an individual or collaborative design project that specialises in their chosen design field of interest.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

Visual Design enables students to pursue their interests in the products, materials, techniques and technologies that have a personal and social relevance and provides course modules that challenge and extend their intellectual and technical skills.

Visual Design is a NESAs Endorsed Course (counts toward your HSC but not your ATAR).

## Main Topics in the Year 11 Course

- Interior/ Exterior Design- Stage Sets and Props
- Graphic Design- Publications and Information
- Wearable Design- Textiles

## Main Topics in the HSC Course

- Product Design- Packaging or Toy Making
- Wearable Design- Clothing and Image
- Individual or Collaborative Design Project

## Particular Course Requirements

- Students are required to keep a visual diary over the duration of the course
- Students are required to develop a portfolio of their work

## HSC External Assessment

**N.B This is a non-ATAR course.**

No external assessment for this course.

Contact person for this course

Mrs Stewart





## 2025 COURSE DESCRIPTIONS IN BRIEF

### **Ancient History**

Ancient History is the exciting study of the ancient past through the use of archaeological and ancient evidence. The experience of exploring the ancient past provides students with the opportunity to gain critical, investigative and research skills applicable to a wide variety of professions and tertiary study opportunities. This course investigates significant archaeological sites and societies of the ancient world using inquiry model learning. Throughout the Stage 6 course, students will complete a study of an Ancient Society and Site through a close investigation of the Ancient Persian site of Persepolis, Homer and the Trojan War and the Siege of Masada. The HSC course will potentially involve the study of the Persian King Xerxes, Spartan Society to the Battle of Leuctra 371BC, a thorough investigation of the Persian Wars and Greece: The Greek World 500 – 440 BC and the compulsory Core Study, Cities of Vesuvius-Pompeii and Herculaneum.

### **Biology**

The Stage 6 Biology course is intended to prepare students for tertiary study in Science-based courses. The course provides students with the opportunity to learn about variations in the structures and functions of organisms and provides an understanding of the effects of the environment on living things. Students investigate infectious and non-infectious disease, inheritance patterns and the causes of genetic variation. Applications of this knowledge in biotechnology and genetic technologies are explored. Practical experiences are an essential component of both the Year 11 and Year 12 courses.

### **Chemistry**

The study of Chemistry is intended to prepare students for tertiary study in Science-based courses. The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. Practical experiences are an essential component of both the Year 11 and HSC courses. It is recommended that students are enrolled in Mathematics Advanced.

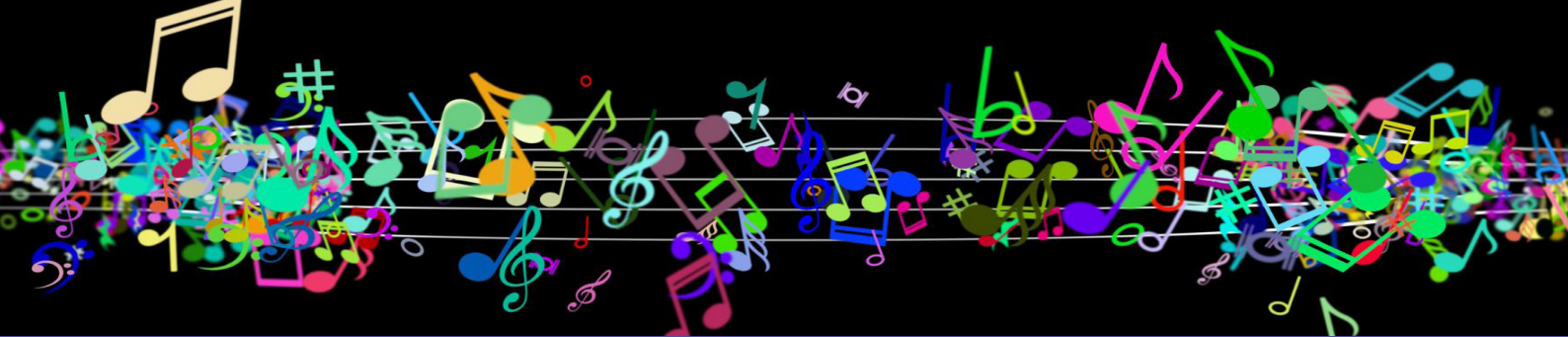
### **Community and Family Studies**

Community and Family Studies (CAFS) is an interdisciplinary course which draws upon family studies, sociology, developmental psychology and students' general life experiences. CAFS develops students' knowledge, skills and attitudes relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living by exploring life issues that are important to all young people.

The dynamic nature of this area of study places particular importance on the skills of inquiry and investigation. Research is an integral component of this subject. 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) in the HSC course.

### **Engineering Studies**

Engineering Studies is unique in that it develops knowledge and understanding of the profession of engineering. As engineering involves the practical application of science to build the technologies of the future, it also provides an opportunity to integrate the science and mathematics disciplines with societal development and change. The syllabus is inclusive of the needs, interests and aspirations of all students and provides opportunities and challenges to deal with engineering concepts. Pathways post the course include university study, TAFE and vocational training, and general workplaces which value the report writing, research and problem solving skills associated with engineering. Areas covered in the Year 11 Course include fundamentals of engineering, product development, braking systems and biomedical engineering. In the HSC Course areas covered include civil engineering, personal and public transport systems, aerospace engineering, and telecommunications engineering.



## 2025 COURSE DESCRIPTIONS IN BRIEF

### **Industrial Technology – Timber Products and Furniture Industries**

Industrial Technology is a practical subject for Stage 6. It is similar in some areas to Design and Technology however where Design and Technology focuses on the “general design process”, Industrial Technology focuses more on specific skills and knowledge associated with the timber industry. The aim of the subject is that the students will become competent in the use of hand tools, various power and machines. Students, through practical projects, will enjoy working with timber and realise the satisfaction of creating something that they can be proud of for years to come.

### **Legal Studies**

Legal Studies focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts, as well as comparing it to other political and institutional structures. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it. Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all.

### **Music 1**

Music 1 caters for students who have a range of musical backgrounds and interests and have at least a basic knowledge of the fundamentals of music. A variety of 21 topics are available for individual and class study, including Jazz, Baroque, Theatre, Religion, Multimedia, and Music of Culture. Students will study three topics in the Year 11 course and three in the HSC course. Assessment will be based on a variety of tasks in aural, composition, musicology and performance. Students must have access to their own instrument.

### **Music 2**

The Music 2 course provides students with the opportunity to build on the knowledge, skills, understanding and attitudes gained in Music 7-10 and encourage the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to extend their musical knowledge with a focus on Western art music and it will serve as a pathway for further formal study in tertiary institutions or in fields that use their musical knowledge. The curriculum structure is adaptable enough to meet the needs and abilities of students with a range of interests, extending from the broadly based to the desire to pursue and develop more specialised knowledge and skills. Most students will enter the course from the Elective course.

### **Society and Culture**

Society and Culture is a dynamic subject only offered in Stage 6, that seeks to explain the way individuals and groups are impacted by and influenced by their social and cultural contexts. We do this through cross-disciplinary conceptual and theoretical frameworks of anthropology, communication, cultural and media studies, philosophy, social psychology, and sociology. Students in this course gain real and relevant knowledge and skills in social research and statistical analysis.

### **Textiles and Design**

This course is designed to enable students to appreciate a variety of textile items including costume, apparel, textile art and furnishings. Students will develop confidence and competence in the selection, design and production of textile items.

### **Visual Arts**

This course encourages an interest and enjoyment in the production and appreciation of art. Visual Arts seeks to build informed citizens and discerning audiences for art. Visual Arts is of great relevance to students' lives and enables them to gain increasing intellectual autonomy evident in interpretations of their own work and the work of others.



# NOTES