

BAULKHAM HILLS HIGH SCHOOL



YEAR 11 – 12

SUBJECT SELECTION

2012 - 2013

INTRODUCTION

Within the next few weeks, you will be making important decisions concerning planning a course of study leading to the award of the Higher School Certificate in 2013.

In selecting subjects and courses in a pattern of study which suits your own needs, interests and abilities, it is important that you make a fully informed choice.

The timetable and process for subject selection is designed to give you the best chance to make appropriate and realistic choices based on a thorough knowledge and understanding of possible options. Take the time to study the possible choices and be open to considering any advice offered to you.

Wise selection of subjects will contribute to personal satisfaction, academic success, and development of valuable skills that will help you work towards career opportunities. To succeed or achieve any real satisfaction in the senior school, you must also accept responsibility for your own learning. You must actively decide that you want to study for the HSC at Baulkham Hills and commit yourself to doing your best. Motivation is a very important factor in achieving success.

The rules governing the Higher School Certificate and the courses being offered are outlined in this booklet. It is important for you to make a fully informed choice, as changes to your subjects will not generally be permitted after week 5 of term 1.

When making choices for courses of study, you should consider:

- your abilities and interests
- your career intentions
- tertiary entrance requirements and further education needs.

The structure of this booklet is aimed at making the choice of senior subjects as simple as possible. The information is set out as follows:

- 1. General Information** regarding Subject Selection Rules, Types of Courses and HSC Scaling and the ATAR (Australian Tertiary Admission Rank)
- 2. Courses Offered at Baulkham Hills High School**
- 3. Guidelines for completing the Course Interest Survey**

Read the booklet in detail. Talk with your teachers, the Year Adviser, the Careers Adviser, the Head Teachers, and your parents.

Once you have completed the Course Interest Survey you should return it to Mr Simmons no later than **Friday 22nd July 2011**. A box will be placed outside his office.

Should you require any further information, please do not hesitate to contact Mr Simmons, Head Teacher Administration.

SECTION 1 – GENERAL INFORMATION

HIGHER SCHOOL CERTIFICATE

Subjects and Courses

A *subject* is the general name given to an area of study and a subject may offer one or more *courses*.

For Year 11 in 2012, the subjects offering more than one course are:

- English (Advanced, Extension 1)
- Mathematics (2 Unit, Extension 1)
- Music (Course 1, Course 2)
- French, German and Japanese (Beginners, Continuers)

Note: In the senior school, Science is divided into separate subjects:
Biology, Chemistry, Earth & Environmental Science, Physics.

Preliminary and HSC Courses

The Board of Studies syllabuses are structured in two stages:

1. *The Preliminary Course* – which must be satisfactorily completed before a student is eligible to commence study for the Higher School Certificate. In normal circumstances, Preliminary Courses are done in Terms 1, 2, & 3 of Year 11.
2. *The HSC Course* – upon which students are assessed and examined for the award of the Higher School Certificate. In normal circumstances, HSC Courses are done in Term 4 of Year 11 and Terms 1, 2, & 3 of Year 12.

Unit Value

- All courses for the Higher School Certificate have a unit value. Subjects have a value of 1 Unit or 2 Units.
- Most courses are 2 Unit.
- Each unit involves class time of approximately 2 hours per week (60 hours per year).
- For the Higher School Certificate, each unit is worth 50 marks. Hence a 2 Unit Course is worth 100 marks.

Types of Courses

1. *Board Developed Courses*. These are:
 - state-wide courses developed by the Board of Studies (BOS)
 - internally assessed throughout each course, and examined externally at the end of the HSC course.
 - used to calculate the Australian Tertiary Admission Rank (ATAR) for each student.
2. *Board Endorsed Courses*. There are two main kinds of Board Endorsed Courses:
 - Content Endorsed Courses (CEC) have syllabuses endorsed by the BOS to cater for areas of special interest not covered in the Board Developed Courses
 - Courses designed by schools to meet their own students' special needs and have been approved by the BOS.

Board endorsed courses count towards the Higher School Certificate, but are not examined externally and **do not count towards the ATAR.**

3. Vocational Education & Training (VET) Courses.

- VET courses are usually studied at a TAFE college. They are classified as ‘Category B’ courses by the BOS, and no more than 2 units of Category B courses can be included in the calculation of the ATAR. They are dual-accredited courses – they count towards the HSC and students also gain credit for TAFE-related modules.
- There are three kinds of VET courses:
 1. *Framework Courses* are 2 Unit courses studied in Years 11 & 12. The marks for these courses **can be counted towards the ATAR** if the student elects to sit for the HSC exam at the end of the course.
 2. *Non-framework Courses* are 2 Unit courses studied in Years 11 & 12 and **do not count towards the ATAR.**
 3. *The Board Developed Accounting Course*

Patterns of Study

Candidates for the Higher School Certificate must undertake a program of study consisting of

- at least 12 units of Preliminary Courses
- at least 10 units of HSC Courses.

Both the Preliminary and HSC patterns of study **MUST** include:

- at least six units of Board Developed courses,
- at least two units of a Board Developed Course in English,
- at least three courses which are of two unit value (or greater), and
- at least four subjects.

Extension Courses

Extension Courses are extra 1 Unit courses which build upon the content and skills of the corresponding 2 Unit courses. They require students to work beyond the standard of the 2 Unit course. Extension Courses are available for the Higher School Certificate in English, Mathematics, History, Music and some Languages.

- The only Extension Courses available in Year 11 are in English and Mathematics. Students may take 2 Unit Advanced English and Extension 1 English (i.e. 3 units of English in total) and 2 Unit Mathematics and Extension 1 Mathematics (i.e. 3 units of Mathematics in total). Students who wish to study Extension Courses in English and/or Mathematics in Year 12 **must** take the respective Extension 1 courses in Year 11.
- In Year 12, students who have successfully completed the Extension 1 Courses in English and/or Mathematics in Year 11 may continue with the HSC Extension 1 Courses, and may also choose to do the additional Extension 2 Courses.
- Extension Courses in History, Music and some Languages are only available in Year 12.
- There is only one History Extension Course, to be studied with Ancient and/or Modern History in Year 12.
- To take the Music Extension Course in Year 12, students must have studied Music Course 2 in Year 11.
- To take the Language Extension Courses in Year 12, students must have studied the Continuers Course in Year 11.

Science Subjects

Students may take no more than six units of Science Subjects in their senior studies. In Year 11, students may choose 2 Unit courses in Biology and/or Chemistry and/or Earth and Environmental Science and/or Physics.

Assessment and Reporting

- School-based assessment tasks will contribute to 50% of your marks at the HSC. Your school assessment mark will be based on your performance in assessment tasks undertaken during each course. You will be given a booklet explaining the procedures, requirements and performance standards of the school assessment program.
NB. Assignments and projects developed for assessment in one subject may not be used either partially or in full for assessment in any other subject.
- The other 50% of the marks will be based on your performance in the HSC examination for each subject.
- Your HSC mark for 2 Unit courses will be reported on a scale of 0-100. A mark of 50 will represent the minimum standard expected in each subject. There are also six 'Performance Bands' which describe the different levels of achievement in knowledge, skills and understanding for each course. Band 6 (corresponding to a mark of 90-100) is the highest.
- On the satisfactory completion of your Higher School Certificate, you will receive a portfolio containing
 - *The HSC Testamur* – the official certificate confirming that you have fulfilled all the requirements for the award of the Higher School Certificate.
 - *The Record of Achievement* – lists the courses you have successfully completed, as well as the marks and bands you have achieved in each course.
 - *Course Reports* – for every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and Performance Descriptors of each band, and a graph showing the state-wide distribution of marks in the course.

Where else to find information:

Studying for the New South Wales Higher School Certificate - an Information Booklet for Year 10 Students 2011 (issued to you.)

University Entry Requirements 2014 Year 10 Booklet

www.boardofstudies.nsw.edu.au : Syllabuses and assessment information

Specific syllabuses can be found at: www.boardofstudies.nsw.edu.au/syllabus_hsc

Also consider booklets supplied by the various universities, e.g. *Studying at Sydney Uni, Year 10 Guide*

Baulko Subject Selections Forum

An online forum has been set up as a Moodle Course on the school intranet.

If you cannot access the school intranet at home the usual way, the direct link to the Baulkham Hills High School Moodle is; <http://web1.baulkham-h.schools.nsw.edu.au>

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

What is the ATAR?

The ATAR is a number between 0.00 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the HSC, which assists universities in ranking applicants for university selection. Admission to most university courses is based on the performance in the HSC with applicants ranked on the basis of their ATAR. Other criteria such as portfolio, interview, audition or questionnaire may also be taken into account for certain courses in conjunction with the ATAR.

To be eligible for a ATAR:

A student must complete at least ten units of Board Developed courses including at least two units of English. The Board Developed Courses must include at least three courses of two units or greater, and at least four subjects.

What courses can be included in the ATAR?

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed courses comprising:

- the best two units of English, and
- the best eight units from the remaining units of Board Developed courses, subject to the provision that no more than two units of Category B courses can be included.

Which courses are Category B courses?

At present there are very few Category B courses. They are:

- The Board Developed course of Accounting delivered by TAFE
- The 240 hour Industry Curriculum Framework Courses of Business Services – Office Administration, Construction, Entertainment, Information Technology Support, Metal and Engineering, Primary Industries, Retail Operations, Hospitality Operations and Tourism.

Who gets a ATAR?

HSC students who indicate on their HSC Entry Form that they wish to be notified of their ATAR will receive an ATAR Advice Notice from the Universities Admission Centre (UAC) at about the same time they receive their Higher School Certificate (HSC) results from the Board of Studies.

Other Important Aspects of the ATAR

- The ATAR is calculated by the universities in NSW and the ACT and is released by the Universities Admission Centre (UAC).
- Whereas the HSC serves many purposes, the ATAR serves only one – to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose.
- The ranking of students depends solely on their performance in HSC courses in Year 12. This includes both the school Assessment Program and the HSC Examination components of each course.
- The ATAR may include HSC units accumulated by a candidate over a total time span of five years. Please note that;
 - Examination marks obtained in different years will be compared by scaling each subject in each year.
 - If a candidate repeats a unit, only the last attempt will be available for inclusion in the ATAR.
 - If a candidate attempts more than ten units in the latest attempt, the ATAR will be computed on the basis of these units.
 - The units achieved by accelerating students in previous years may be included.

How is the ATAR calculated?

The universities determine the requirements for the ATAR.

Because HSC marks achieved in different courses cannot be compared, as doing so does not take into account the comparative difference between candidates in different courses, HSC marks are scaled before they are added to give the aggregate from which the ATAR is determined.

The scaling process takes the raw HSC marks provided by the Board of Studies and estimates what the marks would have been if all courses had been studied by all students. The scaling algorithm is designed to encourage students to take the courses for which they are best suited, and which best prepare them for their future studies. The underlying principle is that a student should neither be advantaged nor disadvantaged by choosing one HSC course over another.

Scaling modifies the mean, the standard deviation and the maximum mark in each course.

Adjustments are then made to the marks of individual students to produce scaled marks, which are the marks the student would have received if all courses had the same candidature.

Although scaled marks are generally different from the raw marks from which they are derived, the ranking of students within a course is not changed. Scaled marks are not reported to students. The scaling process is carried out afresh each year. It does not assume that one course is intrinsically more difficult than another or that the quality of the course candidature is always the same.

What is the relationship between the ATAR and the HSC?

The HSC and the ATAR have quite separate functions even though they are both based on the same course results.

The HSC is:

- a set of results that provides a profile of achievements across a range of HSC courses
- an exit certificate that marks the end of 13 years of schooling
- the gateway to further study and employment
- awarded and released by the Board of Studies.

The ATAR is:

- a rank which provides a measure of overall academic achievement in the HSC
- used by universities to rank and select applicants for entrance to university in a fair and equitable way
- based on scaled marks, not HSC marks
- calculated by the universities for all eligible candidates and released by UAC.

The website www.uac.edu.au: answers questions about the ATAR

THE NEW HSC AND THE UAI (Now known as the ATAR)

Adapted from an article by

Professor George Cooney and Associate Professor Pamela Warton

from

The School of Education at Macquarie University.

Prior to 2001, HSC marks were standardised to conform to a prescribed distribution, irrespective of the difficulty of the course or the actual performance of the students. The middle mark in most 2 unit courses was set at 60. Few students were given marks greater than 90, and 25% of students received marks less than 50.

Beginning in 2001, there was a shift to outcomes-based reporting. Course marks were not constrained to a prescribed distribution, and students were judged against pre-determined standards. Students demonstrating the highest level of achievement in a 2 unit course were placed in Band 6 and received an HSC mark greater than 90. On the other hand, the only students who received an HSC mark less than 50 were those who did not demonstrate the level of achievement required for Band 2. Consequently, in 2001, compared to previous years, more students received marks greater than 90 and far fewer students (less than 10%) received marks less than 50.

This impacted on the average HSC mark. For most courses, the average was between 70 and 80.

Obviously, many students who received these higher HSC marks in 2001 anticipated that their UAIs would also be higher since they were aware of the pattern of HSC marks in earlier years. But this is not the case. If all marks in a course are increased, for example, the relative positions of individual students are not affected – and POSITION is what the UAI is all about.

The UAI is not a mark. It is a number that indicates the position (or rank) of a student relative to the other candidates. Students who perform well enough to be placed in the middle of all the HSC candidates will receive a UAI of approximately 63, not the 50 that many assume. In previous years, there was some correspondence between average HSC marks and the UAI, since the students who received HSC marks in the 60% range (i.e. about the course average) were also near the middle of the UAI range (about 63). From 2001, this does not apply. To be in the middle of their HSC cohort (and obtain a UAI in the 60s), students still need to achieve HSC marks around the average of their courses.

What are the implications of this for the future?

It is obvious that teachers, students and parents need to be aware of the relationship between HSC marks and the UAI. Many students still perceive the UAI as a mark, or as the average of their HSC marks. This is not correct. They also need to be reminded that the advice which has been given to students by good teachers for years – “choose what you are interested in, what you do well in, and what will provide a strong base for your future careers” – still applies. Students should be advised not to try to ‘work the system’. They are likely to get it wrong.

It is also timely to remember that universities have quotas (i.e. a limited number of places) in certain courses. While there are more applicants for courses than there are available places, there will always be stress associated with the selection procedure, irrespective of whether it is a UAI or some other criteria.

SECTION 2 – COURSES OFFERED

HSC BOARD DEVELOPED COURSES OFFERED AT BAULKHAM HILLS HIGH SCHOOL

2U Subjects (you must do at least 4 subjects)	Preliminary Courses	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Ancient History	Ancient History		HSC History Extension
Biology	Biology		
Business Studies	Business Studies		
Chemistry	Chemistry		
Design & Technology	Design & Technology		
Drama	Drama		
Earth & Environmental Science	Earth & Environmental Science		
Economics	Economics		
Engineering Studies	Engineering Studies		
English	English Advanced	Preliminary English Ext 1	HSC English Extension 1 HSC English Extension 2
Food Technology	Food Technology		
French	French Beginners French Continuers		HSC French Extension
Geography	Geography		
German	German Beginners		
Information Processes & Technology	Information Processes & Technology		
Industrial Technology	Industrial Technology		
Japanese	Japanese Beginners Japanese Continuers		HSC Japanese Extension
Latin	Latin Continuers		HSC Latin Extension
Legal Studies	Legal Studies		
Mathematics	Mathematics - 2 Unit	Preliminary Maths Ext 1	HSC Mathematics Ext 1 HSC Mathematics Ext 2 HSC History Extension
Modern History	Modern History		
Music	Music 1 Music 2		HSC Music Extension
PD/H/PE	PD/H/PE		
Physics	Physics		
Society & Culture	Society & Culture		
Software Design & Development	Software Design & Development		
Textiles & Design	Textiles & Design		
Visual Arts	Visual Arts		

PRELIMINARY BOARD ENDORSED (1 Unit) COURSES OFFERED AT BAULKHAM HILLS HS

- Exploring Early Childhood
- Photography Video and Digital Imaging
- Visual Design

ENGLISH 2 UNIT ADVANCED AND ENGLISH EXTENSION 1

Students at Baulkham Hills High are expected to undertake the Advanced English course.

There will also be an Extension 1 course offered in Year 11. Extension 1 is text and content based. An Extension 2 course will be offered in the HSC year and involves the composing of a Major Work. This Major Work may take a variety of forms including short story, poetry, script writing, film or video making, radio drama, speeches, performance poetry, multimedia and literary research or analysis.

Students must study 'Advanced' in order to take 'Extension 1', and 'Extension 1' is a prerequisite for 'Extension 2'. Extension 1 English must be completed in the Preliminary Course in order to be taken in the HSC course.

Preliminary Course - 2 Unit English (Advanced)

In the Preliminary Course at Baulkham Hills, students will complete the 2 Unit English (Advanced) course which lays the foundation for the Year 12 English (Advanced) course. This is the course all Year 12 students complete at Baulkham Hills for the HSC.

Preliminary Course - English Extension 1

Students may choose to undertake the Preliminary Extension English course. It is a prerequisite for Extension English at the HSC.

It is fair to say that the subject of English has changed in nature in the new HSC. The main changes are:

- A broadening of the definition of 'text' to include film, media and multimedia texts as well as poetry, fiction and plays.
- A greater valuing of creative writing and means of responding to texts beyond that of the traditional essay.

The Board of Studies has published the following descriptions of the 2 Unit English Advanced and Standard courses, and the English Extension courses:

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

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. They are avid and independent readers.

ANCIENT HISTORY 2 UNIT

The study of Ancient History involves the use of higher order thinking skills such as synthesis, analysis and evaluation and the development of skills in research, use of evidence and argument. These skills are extremely useful for university education, especially courses in arts, politics law and medicine.

THE PRELIMINARY COURSE consists of the following components:

- **History, Archaeology and Science:** The role and importance of historians, archaeologists and scientists in uncovering the past. Some important archaeologists discoveries e.g. Troy, Crete, Mycenae.
- **Case Studies** including: The Iceman, the Siege of Troy, The Phoenicians, Atlantis.
- **Studies of Ancient Societies:** Thera/Santorini, Qin Dynasty and the Han Dynasty.
- **Historical Investigation**

In the Preliminary Course, students will develop the necessary skills, which will assist them in the HSC course, especially the skill of drawing conclusion from written and archaeological evidence.

HSC COURSE consists of the following components:

PART 1 **Core Study:** Cities of Vesuvius - Pompeii and Herculaneum.

PART 2 **Personalities and their times.** A study of famous personalities e.g. Julius Caesar, Alexander the Great, Hatshepsut or Agrippina II (Agrippina II is studied at this school).

PART 3 **Ancient Societies.** e.g. Minoan Society and Spartan Society with a focus on social classes, sport and entertainment, education, religion, economic life.

PART 4 **Historical Periods.** We can study **ONE** historical period – The Augustan Age.

NOTE:

- 1 Ancient History and Modern History are two very different courses. Many students elect to study both.
- 2 There is a History Extension course available in Year 12 for those students interested in further study in this subject. This course combines Modern & Ancient History and includes an investigation of "What is History?" through studying historians' works. As part of their study, students will do a case study on either the works of Tacitus (Ancient History) or the Presidency of John F Kennedy (Modern History).

BIOLOGY 2 UNIT

Biology is the study of living things; how they function and interact with each other.

Advances in the biological sciences are currently offering the greatest challenges to our culture and society. Australia is a world leader in many fields associated with biological research and its applications to agriculture, medicine, food production, human genetics, palaeontology and environmental monitoring and protection.

Biology is a suitable choice for many students pursuing associated fields at tertiary level.

The topics covered in Biology are:

PRELIMINARY:

A Local Ecosystem: a fieldwork based study of a local terrestrial or aquatic ecosystem.

Patterns in Nature: how plants and animals make and use foods for living and growth.

Life on Earth: the origins of life on earth and how biologists collect evidence of its evolution.

Evolution of Australian Biota: evolution of our flora and fauna since the isolation of the continent from Gondwana.

HSC:

Maintaining a Balance: nervous, endocrine and hormone systems control body functions.

Blueprint for Life: inheritance, genetics and the modern technologies that have developed.

The search for Better Health: the causes and effects of diseases and measures we use for their control.

OPTIONS:

Communication, Biotechnology, Genetics: The Code Broken, The Human Story, Biochemistry.

The study of Biology will involve compulsory fieldwork. Students who can work well on their own and have well developed skills of interpreting data and problem solving will find the course rewarding.

BUSINESS STUDIES 2 UNIT

Business Studies is a course designed to enable students to participate effectively in a changing business world. The course provides students with an opportunity to bridge the gap between school and work and develop a range of business related skills.

Students completing this course will develop general and specific skills including research, analysis, problem solving: decision making, critical thinking and communication. Students interested In careers in business, finance, marketing, commerce and law will find this course interesting and useful.

PRELIMINARY COURSE

The Preliminary Course introduces the business environment including business plans, types of businesses, starting a business and the business life cycle.

Each student must complete a major research business assignment where they investigate the operations of a local business. The research assignment provides students with first hand knowledge of the business world and gives them the opportunity to apply classroom theory to real business problems.

HSC COURSE

The HSC course focuses on business management and the tasks involved in strategic planning, finance, and marketing. In addition, students learn about the legal aspects of employment, occupational health and safety, industrial conflict and the role of global factors in business growth and expansion.

Business Studies students will use case studies extensively to investigate issues relating to the business world and apply the theory of the classroom to the real world.

NOTE:

- It is not necessary for Business Studies students to have studied Commerce in the junior school.
- Economics and Business Studies are two very different courses. Many students elect to study both Economics and Business Studies.

CHEMISTRY 2 UNIT

Chemistry is the study of materials and their interactions. It is the science that most influences every aspect of our everyday lives and provides the majority of science-based vocations. It is a prerequisite subject for most science-related fiends.

This is a demanding course intended for students who may wish to continue their study of science at tertiary level.

The topics covered in Chemistry are:

PRELIMINARY

- **The Chemical Earth:** useful materials are purified from natural substances and classified.
- **Metals:** cultural development is described by our use of metals, their chemical and physical properties are studied and organised through the periodic table.
- **Water:** liquid water is necessary for life, water and solutions have a particular chemistry.
- **Energy:** developing cultures increase their use of energy, knowledge of chemical reactions will increase efficiency and reduce environmental concerns.

HSC

- **The Identification and Production of Materials:** chemists are producing an increasing number of new materials to meet changing needs.
- **The Acidic Environment:** acidic and basic materials abound in nature and everyday use.
- **Chemical Monitoring and Management:** chemical technologies are used to understand, prevent and repair environmental damage.

OPTIONS

- Industrial Chemistry, Shipwrecks and Salvage, The Biochemistry of Movement, The Chemistry of Art, Forensic Chemistry.

A high level of abstract thinking, and the ability to apply a simple concept to predict a complex outcome is essential. Mathematical competence must be adequate.

DESIGN & TECHNOLOGY 2 UNIT

Design & Technology involves an integrated study of the principles of design and applications of technology, with students undertaking a number of design projects leading to the major project in the HSC year.

Students are intended to develop knowledge, understanding & appreciation of:

- design theory and design processes in a range of contexts.
- the interrelationship of design, technology, society and the environment.
- skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities.
- skills in communication, research and management in design production.
- current and emerging technologies.

The **Preliminary Course** deals with in Designing and Producing in content areas including:

design theory and practice; factors affecting designing and producing; technologies in industrial and commercial settings; environmental and social issues; project analysis; safety; marketing; research ethics; computer based technologies.

Students are to complete at least two design projects, assessed as follows:

Component	Weighting	Tasks
Designing and Producing	50	At least two Design Projects as a response to: <ul style="list-style-type: none"> • to a given design brief • a student generated design brief • market research identifying a need or opportunity, then working corroboratively on a design brief
	25	Presentation of Research: <ul style="list-style-type: none"> • investigating interrelationship of design principles • investigating successful designs, production systems or processes
	25	Test Type Tasks
Marks	100	

HSC Course

Designing and Producing together with innovation and Emerging The HSC course deals with Technologies.

Students select a field that interests them, then develop their own individual **Major Design Project**.

They design and manufacture a product or a system or an environment.

"product" could include: a leisure-wear wardrobe; a canoe; a theatrical costume; a wall unit.
 "system" could include: a computerised burglar alarm; a food services unit; aerobatics application.
 "environment" could include: a library; a restaurant; a workplace unit.

Their ideas will need to be directed into practical projects with which they can cope. Parents need to be aware that our past experience with this type of subject, is that it can be **QUITE EXPENSIVE**.

There are, however, set procedures designed to prevent any mark advantage being given to more expensive projects.

The syllabus dictates specific starting and finishing times for this project, over a period of 4 school terms. It will be marked at school by a team of visiting examiners to reduce the risk of damage in transit to a centralised marking centre. A **Design Folio** (25 of the 60 Marks) must accompany the project.

The Major Project accounts for 60% of the student's HSC mark in this subject.

The $1\frac{1}{2}$ hour exam paper at the HSC then covers the remaining 40% of their marks.

DRAMA 2 UNIT

This course involves the study of performance and dramatic art as its central concern. It is a practical study through which the students learn through experience and develop the confidence to participate in creative activity. The 2 Unit Drama course is designed both for those who have completed the School Certificate Drama course and for those students who are studying Drama for the first time.

The syllabus consists of five mandatory and inter-related content areas:

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

The five content areas are of equal importance and will be studied through workshop activities as well as theoretically.

The study of Drama provides opportunities for students to share experiences which enrich their understanding of their own values, the culture and values of others, and the development, changes and challenges of society.

The skills and knowledge acquired through the study of this syllabus may be further developed and employed in a variety of professions including - but not confined to - theatre, media, communications and community arts, psychology, creative writing and social sciences.

2 Unit Drama will culminate in the external HSC examination which will include:

- An Individual Project
- A Group Presentation
- A Written Examination of $1\frac{1}{2}$ hours duration.

The individual Project will take the form of a study in Scriptwriting, Performance, Critical Analysis, Design or Video. The Group Presentation will require a group of students to devise and perform an original piece of Theatre as a workshop activity.

The written Examination will cover the content areas studied over the two years.

EARTH AND ENVIRONMENTAL SCIENCE 2 UNIT

Earth and Environmental Science provides an understanding of the Earth and its processes. We tend to look at the Earth as separate components of earth, water and air, when in fact it is an integrated system containing both living and nonliving components. Humans have had a far greater effect upon the Earth than any other living species. Geologists and environmental scientists are in increasing demand as we strive to extract ever more resources from the Earth whilst minimising damage to the environment and repairing the damage caused by past generations.

Earth and Environmental Science is a suitable choice for students wishing to continue studies in geology or environmental science at tertiary level.

The topics covered in Earth and Environmental Science are:

PRELIMINARY

- **Planet Earth and its Journey - A Five Thousand Million Year Journey:** evolution of the solar system and Earth, conditions necessary for life and the impact of man on these conditions.
- **The Local Environment:** a fieldwork based study of the local environment.
- **Water Issues:** essential for life water is a limited resource responsible for Earth's climate.
- **Dynamic Earth:** the Australian continent is the result of tectonic changes over 4 billion years.

HSC

- **Tectonic Impacts:** a global view of Earth history and tectonics.
- **Environments Through Time:** evolution of life and the environment is studied through fossil evidence. This evidence has an impact upon present-day environmentalists and lawmakers.
- **Caring for the Country:** changes to Australia's environment since the arrival of Europeans are producing unique challenges for sustainable development.

OPTIONS

Introduced Species and the Australian Environment, Organic Geology - a Non-renewable Resource, Mining and the Australian Environment, Oceanography.

Earth and Environmental Science will involve compulsory fieldwork. Students who can work well on their own and have well developed skills of interpreting data and problem solving will find the course rewarding.

ECONOMICS 2 UNIT

Economics at high school is the study of how the Australian economy works and its position in the global economy. It is primarily concerned with the policies of the Federal Government and how they impact on the individual and society. The key issues studied in the course will be economic growth and quality of life, unemployment, inflation, international trade, income distribution and economic management.

Economics will benefit students who are interested in tertiary study in the areas of commerce, business, finance, law, marketing, industrial relations, tourism or environmental studies.

Preliminary Course

The Preliminary Course focuses on consumers, business and governments and how they depend on each other for the economy to operate successfully. Students will learn about the labour market investigating trends in the work force, income distribution and the role of trade unions.

They will also study the financial markets examining how interest rates are determined, the role and function of the stock exchange and recent changes to how the markets operate.

HSC Course

The HSC course is divided into four sections:

1. **The Global Economy.** Students will learn about international trade, international organisations involved in promoting free trade and the reasons why Australia has reduced its tariff levels in recent years.
2. **Australia's Place in the Global Economy.** This section of the course covers Australia's Current Account Deficit, Foreign Debt and Exchange Rate.
3. **Economic Issues.** Central to any economics course is the need to study current affairs. Students will learn how to measure economic growth, inflation, unemployment and income distribution. They will also be required to evaluate key problems and issues facing the Australian economy.
4. **Economic Policies and Management.** The final section of the course reviews the performance of the government as an economic manager. Students will learn about Fiscal Policy and Monetary Policy and the impedance of government decisions in a rapidly changing society.

NOTE: It is not necessary for students to have studied Commerce in the junior school.

ENGINEERING STUDIES 2 UNIT

This course aims at developing students' understanding and appreciation of the nature and scope of engineering and its impact on society. Both the Preliminary and HSC courses consist of five modules. One of the Preliminary modules is a school-based elective.

Preliminary Course modules:

Household Appliances
Landscape Products
Braking Systems
Biomedical Engineering
School Based Elective

HSC Course modules:

Civil Structures
Personal & Public Transport
Lifting Devices
Aeronautical Engineering
Telecommunications Engineering

The first three modules in each course are 'Application' modules that involve students studying products, systems, structures and devices that are used by people in their everyday life e.g. hair dryers, washing machines, lawn mowers, bridges, car braking systems, etc. Each application module deals with historical/societal issues, graphical and written communication, an analysis of materials and related forces (physics).

The other modules (excluding the school-based elective) are 'Focus' modules that involve students studying the scope of the Engineering Profession in specific fields, e.g. Biomedical, Aeronautical, Telecommunications, Aerospace, Environmental, Marine, Nuclear, Mechatronic, etc. In addition to the areas of study in Application modules, Focus modules deal with training and career prospects, responsibilities for the engineer, nature and range of work, current projects/innovations and health/safety issues.

All modules require students to develop skills in:

- the use of computers for researching, presentation and graphical communication.
- report writing.
- collaborative work practices.

Components of each course and their weightings:

	Preliminary	HSC
Scope of the profession	10	20
Knowledge of engineering principles	40	40
Communication skills	20	10
Understanding the impacts of engineering	10	10
Management and problem-solving	10	10
The application of engineering methodology	10	10
Total	100	100

There is **NO** prerequisite study for this course.

FOOD TECHNOLOGY 2 UNIT

Food Technology refers to knowledge and activities that relate to the meeting of food needs and wants. The provision and consumption of foods are significant activities of human endeavour, with vast resources being expended across domestic, commercial and industrial settings. Food issues have a constant relevance to life. This concept underpins the subject and is reflected throughout the Preliminary and HSC courses.

This course provided opportunities to:

- Gain knowledge about food systems, production, processing and consumption of food in our society.
- Gain knowledge and understanding about the nature of food and human nutrition in relating to health issues.
- Develop skills such as the ability to research, analyse and communicate.
- Develop the capability and competence to experiment with and prepare foods.
- Implement and evaluate solutions to a range of food situations.

The 2 Unit course is composed of the Preliminary and HSC courses covering both Year 11 and 12.

Preliminary Course (Core strands 100% Total)

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

HSC Course (Core strands 75% in total)

The Australian Food Industry	(15%)
Food Manufacture	(30%)
Food Product Development	(30%)

Option Strands (25% in Total)

ONE option topic only
Contemporary Food Issues - Nutrition
OR
Contemporary Food Issues - Marketplace

Careers

As well as providing a wide variety of learning and living skills, the course also provides the basis for many career options e.g. Medicine, Food Technologist, Dietician, Food Manufacturing, Marketing, Hospitality Industry, Catering, Home Economics, Teaching, Food Styling, Small Business Management.

The Australian food and beverage industry is the largest manufacturing industry in Australia and the hospitality industry is a growth industry in which food and catering plays a significant role. Both of these areas offer good employment opportunities for people with a range of skills.

There is **NO** prerequisite study required for this course.

FRENCH BEGINNERS 2 UNIT

This is a 2 year beginners' course for students who have not studied French in Years 9 and 10 and who are not native speakers.

Students learn to speak and understand the language in simple and practical situations.

At the end of the course students can cope confidently with day-to-day situations which they would meet when visiting the country and are able to read for understanding in a variety of areas.

PRELIMINARY COURSE

Students will begin to develop their knowledge and understanding of French. During this course students will acquire a working knowledge of the French language by studying such topics as Social Interaction, Personal Identification, Travel & Tourism.

Students have the opportunity to study other topics, which suit their interests and abilities. The course has a balance between Listening, Speaking, Reading and Writing.

HSC COURSE

Students will continue to develop their knowledge and understanding of French through Listening, Speaking, Reading and Writing.

Topics are studied in greater detail with emphasis being placed on using French in everyday situations. It includes a variety of approaches including film studies, songs and literature.

FRENCH CONTINUERS 2 UNIT

The 2 Unit Continuers course is designed for student who studied French in Years 9 and 10.

This courses will:

- further develop the language skills acquired in the junior school, i.e. effective communication in the target language, understanding, reading and writing.
- promote an appreciation of other ways of life and cultures.
- reach a level whereby students will be able to use their language skills efficiently in the workplace, in whichever field they may choose.
- make students aware of how their own language functions

In all senior courses language structures are treated through authentic texts and contexts so that students gain a greater insight into the people and society of the language chosen.

Whenever possible, students will attend special events/activities relating to their studies (e.g. foreign films, Art exhibitions, special LOTE days). There may also be opportunities to receive special guests in the classroom, visit embassies, be involved in exchange programs, etc.

PRELIMINARY COURSE

Students study topics suited to their needs and interests. These include: The Individual; the French speaking communities; the Changing World. These topics are explored through the integrated use of the four skills: Listening, Speaking, Reading, Writing.

HSC COURSE

As for the Preliminary Course but in greater depth.

In the HSC the four skills: Reading, Writing, Speaking and Listening are examined.

There is a French Extension course that may be offered in Year 12 for those students interested in further study in this subject.

GEOGRAPHY 2 UNIT

Geography in the Senior School investigates the world, concentrating on environmental change and the role of people in effectively managing environments and shaping our future.

Fieldwork is an important part of Geography. Students will be given the opportunity to learn about different environments through excursions in Year 11 and 12.

Geography will prove to be a useful and interesting course for those students planning a career in environmental management, urban and regional planning, local government, resource management, surveying, travel, hospitality, commerce, tourism and recreation.

Preliminary Course

In the Preliminary Course students learn about the atmosphere and how the earth is shaped by natural forces. Students are required to complete one major case study of a natural process and assess the effectiveness of environmental management. The course also considers world population trends, global poverty, international conflict and migration, technological change and social issues related to resource use around the world.

The Senior Geography Project is completed in Year 11. Students are allocated 12 hours of course time to investigate a geography issue of interest to them.

HSC Course

The HSC course is divided into three sections:

1. **Ecosystems at risk:** Students select from a range of case studies including coastal areas, coral reefs, rainforests, arid areas, alpine areas.
2. **Urban places:** Students learn about major world cities and the challenges of mega cities. e.g. housing, poverty, traffic, air pollution, water and power infrastructure, health, noise, lifestyles.
3. **People and economic activity:** Students select one economic activity in a global context such as farming, tourism, advertising, information technologies, financial services, hydroponics, viticulture. This topic provides students with an understanding of the importance of Geography to the business world and employment.

Geography students will develop a range of skills including map and photograph interpretation, analysis of graphs and statistics, conducting fieldwork activities.

GERMAN BEGINNERS 2 UNIT

This is a 2 year beginners' courses for students who have not studied German in Years 9 and 10 and who are not native speakers.

Students learn to speak and understand the language in simple and practical situations.

At the end of the course students can cope confidently with day-to-day situations which they would meet when visiting the country and are able to read for understanding in a variety of areas.

PRELIMINARY COURSE

Students will begin to develop their knowledge and understanding of German. During this course students will acquire a working knowledge of the German language by studying such topics as Travel, Tourism and Health.

Students have the opportunity to study other topics, which suit their interests and abilities. The course has a balance between Listening, Speaking, Reading and Writing.

HSC COURSE

Students will continue to develop their knowledge and understanding of German through Listening, Speaking, Reading and Writing.

Topics are studied in greater detail with emphasis being placed on using German in everyday situations. It includes a variety of approaches including film studies, songs and literature.

INDUSTRIAL TECHNOLOGY 2 UNIT

Students studying this subject do so by choosing **one** of eight focus areas:

Automotive Industries;	Building & Construction Industries;
Electronics Industries;	Graphics Industries;
Metal & Engineering Industries;	Multimedia Industries;
Plastics Industries;	Timber Products & Furniture Industries

Everything a student does is related to whichever focus area they choose.

Both the Preliminary and HSC courses are organised into four sections:

Industry Study	Design & Management
Workplace Communication	Industry specific Content & Production

Industry Study in the Preliminary course involves study of an individual organisation in their focus area to examine how it deals with the structures, technologies, environmental regulations, personnel & industrial relations and the OH&S Act.

In the HSC course this is extended to the whole of the chosen focus area.

An example Focus Area: Building & Construction Industries

Building Types	Residential, light commercial, religious, public. Architectural styles. Regulations Building codes, Aust/NZ Standards, local government regulations.
Materials/resources	Plans, specifications, building materials
Utilities & Services	Gas, water, electricity, telephone, security, fire detection, drainage etc.
Processes	Foundations, footings, walls, roofing, flooring, cladding, landscaping etc.
Tools & Machinery	Maintenance and safe skilful use of equipment used in this industry.

The Major Project in the HSC Year - **60% of the final HSC Mark.**

Marks	Criteria	Description
20	Design & Management	Statement of intent, research, materials selection, timelier plan, processes, OH&S issues.
	Workplace Communication	Ongoing evaluation, design and materials appropriateness, evidence of computer use in CAD, spreadsheets etc.
40	Production	Product quality, evidence of skills, degree of difficulty, links from planning to production, use of industrial technologies etc.

Student's ideas need to be directed into practical projects with which they can cope. Parents need to be aware that our past experience with this type of subject is that it can be **QUITE EXPENSIVE**. There are, however, set procedures designed to prevent any mark advantage being given to more expensive projects.

The syllabus dictates specific starting and finishing times for this project, over a period of 4 school terms. It will be marked at school by a team of visiting examiners to reduce the risk of damage in transit to a centralised marking centre. A **Management Folio** (20 of the 60 Marks) must accompany the project.

The Major Project accounts for 60% of the student's HSC mark in this subject.

The $1\frac{1}{2}$ hour Exam paper at the HSC then covers the other 40% of their marks.

INFORMATION PROCESSES & TECHNOLOGY 2 UNIT

The Information Processes and Technology Course teaches students about information based systems. It covers the processes of collecting, organising, analysing, storing, retrieving, processing, transmitting, receiving and displaying information with current and emerging technologies.

Preliminary Course

In the Preliminary Course students will learn about data as the input to an information system, different types of media, such as:- image, audio, video, text and numbers.

They will deal with current data processing trends like newspapers on the internet, telephone systems, video on DVD, facsimile, media retrieval management and the use of information systems in fields such as manufacturing and global information systems.

Students will use various tools such as scanners and digital cameras to collect images, microphones and recording from peripheral devices to collect audio or use the Internet to locate data for a given scenario. They will be using various software packages to organise data including paint and draw software for images, integrating software for audio, animation software for video and software to organise data into tables: hypertext and hypermedia. During this course, students get hands on experience in designing web pages, and designing multimedia project with digital video camera.

Course Outline

Introduction to Information Skills and Systems	(20%)
Tools for Information Processes	(40%)
Planning, Design and Implementation	(20%)
Personal and Group Systems	(20%)

HSC Course

Students will use data modelling tools for organising databases including data dictionaries, logical organisation of hyper-text, hypermedia, metadata such as HMTL tags, searching, sorting and construction at SQL query to select data from a given database and use search engines to locate data on the World Wide Web.

Communication systems comprise establishing communication links to exchange data and information electronically. Students will learn about transmission tools such as phone, fax, voice mail, electronic mail and EFTPOS, wired and wireless networks. Network hardware including current cable standards, servers, routers, switches and hubs. Network software, network administration tasks such as adding or removing users, installation of software and sharing with other users. Use Internet and Intranets to transmit and receive information.

Course Outline

Project Work	(20%)
Information Systems and Databases	(20%)
Communication Systems	(20%)
Option Strands	(40%)

Students select two of the following four Option Strands:

Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.

JAPANESE BEGINNERS 2 UNIT

This is a 2 year beginners' course for students who have not studied Japanese in Years 9 and 10 and who are not native speakers.

Students learn to speak and understand the language in simple and practical situations.

At the end of the course students can cope confidently with day-to-day situations which they would meet when visiting the country and are able to read for understanding in a variety of areas.

PRELIMINARY COURSE

A variety of themes are studied in this course including Travel, Education, Meeting People and the Future. The language studied in the course is modern standard Japanese in both spoken and written forms. Through the study of the Japanese language and culture, students will gain access to the rich cultural tradition of Japan.

HSC COURSE

This course deals with issues raised in the Preliminary course but studies them in greater detail. In the HSC the four skills, Reading, Writing, Listening and Speaking are examined.

JAPANESE CONTINUERS 2 UNIT

The 2 Unit Continuers course is designed for students who studied Japanese in Years 9 and 10.

This course will:

- further develop the language skills acquired in the junior school, i.e. effective communication in the target language, understanding, reading and writing
- promote an appreciation of other ways of life and cultures
- reach a level whereby students will be able to use their language skills efficiently in the workplace, in whichever field they may choose
- make students aware of how their own language functions

In all senior courses language structures are treated through authentic texts and contexts so that students gain a greater insight into the people and society of the language chosen.

PRELIMINARY COURSE

Students study topics suited to their needs and interests. These include The Individual , The Japanese Speaking Communities, The Changing World. These topics are explored through the integrated use of the four skills; Listening, Speaking, Reading, Writing.

HSC COURSE

As for the Preliminary Course but in greater depth. The emphasis of the course is on providing experience in speaking Japanese and proficiency in the Japanese script.

In the HSC the four skills, Reading, Writing, Listening and Speaking are examined.

There is a Japanese Extension course that may be offered in Year 12 for those students interested in further study in this subject.

LATIN

The study of Latin will assist in giving students a greater insight into English, improving both grammar and vocabulary.

Classical Latin was the language of the Roman people who lived between the years 100 BC and 100 AD. The Romans established an empire and a civilisation whose literature was regarded by succeeding generations as the model of perfection. While Latin is no longer a spoken language it nonetheless continues to influence today's society. The technical terminology of the sciences and law is still Latin.

The course has two main elements.

1) Language:

The study of grammar to allow for the fluent and enjoyable reading and translation of Latin.

Students learn to identify parts of speech and understand their function within a Latin sentence.

Focus is on Vocabulary, Language features, Translation and Pronunciation.

2) Roman Society, Religion and History:

Society: Topics studied include:

- Homelife
- education and literature
- the family
- slaves and freedmen
- the role of women
- entertainment
- dress

Religion: Topics studied include:

- personal gods
- gods of the state
- religious beliefs and practices

History: Topics studied include:

- foundation myths of Aeneas and Romulus and Remus
- the end of the republic
- Augustus Caesar

LATIN 2 UNIT CONTINUERS

The 2 Unit Continuers course is designed for students who studied Latin in Years 9 and 10.

This course will:

- further develop the language skills acquired in the junior school to enable the reading of Latin literature.
- enable students to explore the ideas of a Latin text in its social, cultural, historical and religious context.
- enable students to recognise stylistic features of Latin texts and understand their literary effects.
- continue to develop students' understanding of the connections between the Latin and English.

PRELIMINARY COURSE

The preliminary course is structured to provide students with opportunities to read original Latin texts and to develop the skills necessary to study the prescribed texts for the HSC course, and to translate unseen texts. Students extend their vocabulary, consolidate their language skills and continue their study of linguistic features. Students also begin to appreciate the purpose and point of view of different authors and their effective use of language.

HSC COURSE

The HSC course is designed to allow students to apply and extend their knowledge and skills gained through a wider reading of authors in the Preliminary course to a detailed study and analysis of two prescribed texts, one in verse and one prose. Students will also translate unseen passages of original Latin.

LEGAL STUDIES 2 UNIT

Legal Studies is a course designed for students interested in understanding the law and how the law relates to everyday life. Many people in society are confused by our legal system and view it in a cynical and critical way. This course attempts to demystify the law for students and allow them to understand the importance of an effective legal system for our society.

Legal Studies allows students to acquire skills in analysis, research and the development of coherent argument. Skills gained in Legal Studies help to prepare students for further education, training and employment. Students interested in a career in the legal professions, industrial relations, commerce, insurance or public relations should consider Legal Studies in their program of study.

Preliminary Course

The Preliminary Course introduces students to sources of law and concentrates on the contemporary Australian legal system and how it works. Students will learn about civil law, criminal law, the role of the police and law enforcement, legal rights in Australia and overseas and the relevance of Aboriginal law in the Australian legal system.

The final section of the course requires students to investigate how particular groups in society (e.g. women, disabled, migrants, aboriginals) struggle for legal justice.

HSC Course

The HSC course focuses on the concepts of justice law and society with a major study area of crime. The crime focus study considers the sentencing process, the purpose and types of punishment used in Australia, defences available to the accused and the role of international criminal courts. Students will also evaluate the effectiveness of the Australian legal system and the need for law reform.

The final section of the course allows students to study the operation of the legal system by investigating two focus areas (selected from: consumers, family, global environments, workplace, world order).

Legal Studies students will use case law to investigate how laws have developed and concentrate on current legal issues and contemporary cases when considering the need for law reform.

MATHEMATICS 2 UNIT

NOTE: Mathematics is **NOT** compulsory in Years 11 and 12.

Mathematics in Year 11 is divided into 2 levels:

- Mathematics Extension 1
- Mathematics 2 Unit

The level you choose will depend largely on the career you wish to follow and the grade obtained at the School Certificate.

2 UNIT MATHEMATICS : 6 periods per week.

This is a sound basic course in Mathematics and is suitable for students with ability in Mathematics. This level is suitable for students who wish to follow a career in nursing or accounting, etc. or who may be going on to tertiary studies where courses involving some Mathematics may be studied.

The 2 Unit Mathematics syllabus has been divided into a Preliminary Course and a HSC Course as follows:

Preliminary Course	HSC Course
Basic Arithmetic and Algebra	Coordinate methods in Geometry
Real functions	Applications of Geometrical properties
Trigonometric ratios	Geometrical applications of differentiation
Linear functions	Integration
The quadratic polynomial and the parabola	Trigonometric functions
Series	Logarithmic and exponential functions
Plane geometry - geometrical properties	Applications of calculus to the physical world
Tangent to a curve and derivative of a function	Probability
	Series applications

LENGTH OF COURSE:

Indicative class time of 120 hours of school study for the Preliminary Course and of 120 hours of school study for the HSC Course.

MATHEMATICS EXTENSION 1

EXTENSION 1 MATHEMATICS: an additional 3 periods per week, i.e. a total of 9 periods per week.

This course is designed for those students with a high level of ability in Mathematics. It is particularly suitable for those students keen on a career involving Engineering or Science. It is strongly recommended that students attempting this course should have attained a **Grade A10, A9 or B8** at the **SCHOOL CERTIFICATE**.

The Extension 1 Mathematics syllabus has been divided into a Preliminary Course and a HSC Course as follows:

Preliminary Course	HSC Course
Other inequalities	Methods of integration
Circle geometry	Primitive of $\sin^2 x$ and $\cos^2 x$
Further trigonometry (sums and differences, t formulae, identities and equations)	Equation $\frac{dN}{dt} = k(N - P)$
Angles between 2 lines	Velocity and acceleration as a function of x
Internal and external division of lines into given ratios.	Projectile motion
Parametric representation	Simple harmonic motion
Permutations and combinations	Inverse functions and inverse trigonometric functions
Polynomials	Binomial theorem
Induction	Further probability
Harder applications of the Preliminary 2 Unit Course	Iterative methods for numerical estimation of the roots of a polynomial equation.
	Harder applications of HSC 2 Unit topics.

LENGTH OF COURSE:

Indicative class time of 60 hours of school study for the Preliminary Course and of 60 hours of school study for the HSC course (in addition to the 240 hours for the 2 Unit course).

MODERN HISTORY 2 UNIT

The study of Modern History involves the use of higher order thinking skills such as synthesis, analysis and evaluation and the development of skills in research, use of evidence and argument. Skills essential for tertiary education.

These skills are extremely useful for university education, especially courses in arts, politics, law and medicine.

THE PRELIMINARY COURSE consists of:

1. **These Depth Studies:**

- The assassination of J.F.K.
- Terrorism/(Ancient China)
- Death of the Romanovs
- Aspects of Nazi Germany – Genocide

2. **A Study of the World at the Beginning of the 20th Century.**

This will include international relations; social; economic and political events and changes and the roles of key individuals.

3. **Causes of World War I**

The Preliminary Course is designed to develop key competencies and skills which assist students later in the HSC course and which will enable them to better understand key features of the modern world.

Both the Preliminary and HSC courses focus on the analysis and use of primary and secondary sources to develop understandings.

THE HSC COURSE comprises:

- **A study of World War I and its aftermath 1914 - 1919.**
The nature of trench warfare and battles on the Western Front, the Home Front in Germany and Britain, Allied Victory and the "Big Three" Peacemakers.
- **National Study - Russia/The Soviet Union 1917 - 1941.**
The Bolshevik Revolution, Lenin and Stalin, Key features of Communism.
Personality Study: Leon Trotsky 1879 - 1940.
- **International Study in Peace and Conflict, the Cold War 1945 - 1991.**
Development, stages and key features of the 'Cold War'; Detente and the end of the Cold War; the Arms Race.

NOTE:

- 1 Ancient History and Modern History are two very different courses. Many students elect to study both.
- 2 There is a History Extension course available in Year 12 for those students interested in further study in this subject. This course combines Modern & Ancient History and includes an investigation of "What is History?" through studying historians' works. As part of their study, students will do a case study on either the works of Tacitus (Ancient History) or the Presidency of John F Kennedy (Modern History).

MUSIC 1 (2 UNIT)

This course is specifically designed for students who have **NOT** previously studied music as an elective subject. Generally, students taking this course will have experience in music performance and will be keen to extend this through course work and tuition.

All students will enjoy experiences of:

- **Performing** in group or solo activities.
- **Composing** their own music.
- **Listening** and **analysing** diverse styles of music.

A choice of twenty topics is provided, with the study of six topics required over a two year period.

Topics available for study:

An instrument and its repertoire, Australian music, Baroque music, Jazz, Medieval music, Methods of notating music, Music and Religion, Music and the related arts, Music for large ensembles, Music for radio, film, television and multimedia, Music for small ensembles, Music in education, Music of a culture (Preliminary Course), Music of a culture (HSC Course), Music of the 18th century, Music of the 19th century, Music of the 20th and 21st centuries, Popular music, Renaissance music, Rock music, Technology and its influence on music, Theatre music.

Preliminary Course

Students will study at least **THREE** topics from the list above.

HSC Course

Students will study at least **THREE** topics from the list above. These three topics must be different to the Preliminary topics **OR** one topic from the Preliminary course can be included if it shows a greater depth of understanding and explores new repertoire.

MUSIC 2 (2 UNIT)

This 2 Unit course is only suitable for students who have completed the elective music course in Years 8, 9 & 10 or who have been studying a structured music course, e.g. AMEB/Trinity - (4th Grade Performance/Musicianship or higher).

All students are expected to gain proficiency in the four strands of the course:

- performance
- composition
- musicology
- aural

However, throughout the course each student will elect to specialise in one or more of those areas.

There are two mandatory topics to be studied throughout the two years:

- Music 1600 - 1900
- Music of the last 25 years (Australian Focus)

There are also elective topics:

- Medieval Music
- Renaissance Music
- The Baroque Period
- The Classical Period
- Nineteenth Century Music
- Twentieth Century Looking Back
- Music of Another Culture
- Music 1900 - 1945
- Music 1945 to 25 years ago.

There is a Music Extension course which will be offered in Year 12 for those students interested in further study in this subject.

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION 2 UNIT

Personal Development Health and Education (PDHPE) is an integrated area of study that provides for the intellectual, social and physical development of students.

It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. Expanding technologies, new social structures, shifting community values and emerging environmental issues are complex interrelated factors that effect the way individuals live their lives. It is therefore a time of rapid change for young people. It should be the goal of every individual to lead a fulfilled life that is active and healthy. Furthermore, it is desirable to be part of a society that promotes this as a key value and supports its members in leading a healthy lifestyle.

Scientific aspects to be studied include **anatomy, physiology, biomechanics and skill acquisition**. Students also think critically about aspects of **history, economics, gender and media** as they impact on patterns of participation in physical activity and the ways that movement is valued.

The study of "Outdoor Recreation"* requires an excursion to the snow for instruction in skiing and/or snow boarding.

Pattern of study at Baulkham Hills High School:

Preliminary Course

- Meanings of Health and Physical Activity
- Better Health for Individuals
- The Body in Motion
- * Outdoor recreation
- First Aid

HSC Course

- Health Priorities in Australia
- Factors Affecting Performance
- Sports Medicine
- Improving Performance

Possible career choices would include all the medical, physiotherapy and paramedical fields as well as the recreation, teaching and burgeoning fitness and leisure industries.

PHYSICS 2 UNIT

Physics is the "fundamental" science. It strives to explain the most basic aspects of the natural world and thus forms the basis for the other sciences. There are few vocational opportunities in pure physics, however it is a required subject for most science-related fields.

This is a demanding course that caters for those people who wish to pursue a tertiary science course.

The topics covered in Physics are:

PRELIMINARY

- **The World Communicates:** the application of wave theory to information technology.
- **Electrical Energy in the Home:** the production, supply and use of electrical energy is essential for the development of a modern society.
- **Moving About:** concepts of motion, energy and force studied in the context of a mobile society.
- **The Cosmic Engine:** history of the universe from its creation in the Big Bang to the Earth today.

HSC

- **Space:** conditions required for travel into space, current technology and relativity theory.
- **Motors and Generators:** electromagnetic theory applied to the production and use of electricity.
- **From Ideas to Implementation:** development of scientific theories into practical applications, including television, solid state electronics, superconductors and magnetic levitation.

OPTIONS

Geophysics, Medical Physics, Astrophysics, From Quanta to Quarks, The Age of Silicon.

Skills in manipulating equipment, observing subtle changes, drawing conclusions from experimental data and a very sound mathematical ability are essential.

SOCIETY & CULTURE 2 UNIT

The central concern of the course, Society and Culture, is the interaction of people, societies, cultures, environments and time. The course has direct: relevance to the immediate needs of students and to their future lives by enabling students to develop an understanding of themselves, their own society and culture and the societies and cultures of others¹.

Society and Culture emphasises individual research and group work. It encourages students to manage their own learning, as well as provide the experience of working in teams by undertaking research in areas of study directly relevant to them.

Preliminary Course

The Preliminary Course focuses on how societies, people and cultures interact both in contemporary society and in societies across time. Students learn about socialisation and the factors that influence individual growth and maturity. They also complete a depth study in Intercultural Communication. This study allows students to research different methods of communication and evaluate the effectiveness of these methods.

HSC Course

Students complete a "Personal Interest Project" (PIP)². This project is marked externally and is worth 30% of the student's final HSC mark. This project is designed to develop the skills of students by requiring them to undertake a range of research methods.

In addition to the PIP, students complete the following course work:

- Social and Cultural Continuity and Change³
- Two Depth Studies from:
 1. Popular Culture
 2. Belief Systems
 3. Equality and Differences
 4. Work and Leisure

¹ The course requires students to undertake a wide variety of research methodologies and to present their findings as would be required at university level.

² The PIP allows students to undertake original research in any area of interest to the student.

³ Including a focus study on a country outside Australia.

SOFTWARE DESIGN AND DEVELOPMENT 2 UNIT

Computing is an area of rapid growth and change. While a variety of computer applications are used in this subject, they are not the primary focus. The focus of this subject is the development of computer-based solutions that require the design of computer software.

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 software design and development.

Students will develop knowledge and understanding of the historical developments that have led to current practices in software design and development, and of emerging trends and technologies in this field. During this course, students will develop their knowledge of various programming languages, such as Visual Basic, C++, and Java.

Preliminary Course

Concepts and Issues in the Design and Development of Software 30% :

- Social and ethical issues
- Hardware and Software
- Software Development approaches

Introduction to Software Development 50% :

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

Developing Software Solutions 20%

HSC Course

Development and Impact of Software Solutions 15% :

- Social and ethical issues
- Application Software development approaches

Software Development Cycle 40% :

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

Developing a Solution Package 25%

Options - 20% of the following options:

- Evolution of Programming languages or
- The Software Developer's View of Hardware

TEXTILES & DESIGN 2 UNIT

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two preliminary textile projects.

The HSC course builds upon the Preliminary course and involves the study of historical design development, the influence of culture on design, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course includes of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

Preliminary Course (Core strands 100% Total)

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

HSC Course (Core strands 75% in total)

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

Particular Course Requirements

In the Preliminary course students will undertake two preliminary textile projects.

Preliminary Project 1 will be drawn from the area of study design. Preliminary Project 2 will be drawn from the area of study of Properties and Performance of Textiles. In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas; apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

Assessment: HSC Course Only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination of 1 $\frac{1}{2}$ hours	50	Textile, Clothing, Footwear and Allied Industries	10
Major Textiles Project	50	Properties and Performance of Textiles	20
<ul style="list-style-type: none"> • supporting documentation • Textile item/s 	50	Design	20
		Major Textiles Project	50
	100		100

There is **NO** prerequisite study required for this course.

VISUAL ARTS 2 UNIT

VISUAL ARTS is a subject that rewards creative and individual thinking. It offers students exciting opportunities to explore their interests in the areas of Art, Photography, Digital Media and Design both through the making of artworks in a range of different forms and the study of art concepts, traditions and approaches to artmaking. The course also provides an excellent foundation for students wishing to pursue tertiary studies in visual and communication media, design, fine arts and related fields such as architecture, and interactive, industrial, product and landscape design.

PRELIMINARY YEAR

During the Preliminary Course (Year 11) students will be guided in the development of their artmaking through experimenting with range of 2D and 3D media including digital and photographic approaches. Students are also encouraged to explore a range of conceptual concerns and be introduced to critical and historical studies as a foundation for the HSC course.

MAKING ART

Making art is a unique creative experience that is central to the study of Visual Arts and a major source of motivation and enjoyment for students undertaking the course. Visual Arts aims to give students the confidence to develop their own artmaking practice through a broad experience of different media in the Preliminary course.

HISTORICAL AND CRITICAL STUDY

Students will study the work of a range of artists from both historical and contemporary contexts. This area of study focuses on the different perspectives that are used to examine art, the relationships in the art world and the practice of artists.

HSC YEAR

MAKING ART

During the HSC Course (Year 12) media specialisation is encouraged and individual programs are developed for students to prepare for their HSC submission. Students produce a **BODY OF WORK** using one or more of the media listed below. This is worth 50% of the course mark.

- Painting
- Drawing
- Digital Media
- Digital Animation
- Interactive
- Sculpture
- Photography
- Graphic Design
- Printmaking
- Designed Objects and Environments
- Film and Video
- Documented Forms
- Ceramics

HISTORICAL AND CRITICAL STUDY

During the HSC Year students are required to investigate FIVE Case Studies. A written examination tests the understanding and knowledge of this component of the course. This is externally examined during the HSC Examination period and is worth 50% of the course mark.

There is no prerequisite study for this course.

A FEE IS APPLICABLE TO THIS COURSE.

RESULTS IN THIS COURSE COUNT TOWARDS THE ATTAINMENT OF A ATAR

EXPLORING EARLY CHILDHOOD 1 UNIT

This course is designed to give as much "hands-on" experience as possible with children. It is a valuable background for careers involving the study of Sociology, Education, Psychology and careers in teaching (Pre-school, Kindergarten, Infants and Primary), Early Childhood Care: Nursing and general child care Careers (Nanny, etc.). There will be excursions to various venues so that developmental aspects may be observed and students are able to interact with children first hand.

As a content Endorsed Course it is not examinable in the HSC but is assessed through assignments, depth studies and other exams. Many tertiary Institutions recognise the value of this course and this is reflected in the advanced standing that may be applied for, e.g. the Red Cross awards and Advanced Child Care Certificate to any student who successfully completes this course. This certificate is an immediate qualification for many child care positions.

The course aims to provide an introduction to children and childhood, exploring child growth and development in the areas of physical, social, psychological, mental and language development. Another component relates to play and the importance of play in the lives of young children, as well as the toys and materials suitable for supporting play, particularly with the relationship of play to learning.

This is a Content Endorsed Course and does not count towards the ATAR

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING 1 UNIT

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING offers students opportunities to explore the contemporary fields of video and digital imaging and traditional aspects of black and white photography using the darkroom.

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING emphasises practical image making. Students will take and manipulate images using digital and traditional 'analogue' techniques including digital and SLR cameras, digital video cameras and image manipulation programs such as *Photoshop* and *Flash*.

Theory studies relate to the history and form of photographic, video and digital media, analysing the traditions and techniques used and their function in contemporary society.

About the course

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world.

The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Central to this is the development of creative action, reflection and the exercise of judgement. Photography, Video and Digital Imaging also offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved into the twenty first century.

The course serves as a good introduction to a wide range of tertiary courses demanding creative visual thinking and critical analysis and use of visual media. These include media ad communications, photography and design, architecture and film making. Additionally, the course provides the opportunity for an in depth coverage of Photography, Video and Digital Imaging that may be especially useful to those students additionally studying 2 Unit Visual Arts.

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING is a **ONE YEAR** course which may be studied in Year 11.

ASSESSMENT WILL BE BASED ON SUBMITTED PRACTICAL WORKS, PROCESS WORK, ASSIGNMENT WORK AND EXAMINATIONS.

Home access to a digital and/or 35mm type camera would be an advantage.

There is no prerequisite study for this course.

A FEE IS APPLICABLE TO THIS COURSE.

This is a Content Endorsed Course and does not count towards the ATAR

VISUAL DESIGN 1 UNIT

VISUAL DESIGN provides opportunities for students to pursue their abilities and interests in a wide range of design fields.

VISUAL DESIGN emphasises the practical aspects of design - making designs in a range of media. Theory studies relate to the rich history of design and the place and function of design in contemporary society.

About the course

Visual Design encourages students to explore and investigate their natural and made world and to use the perceptions gained through these experiences as a basis for developing and giving form to their ideas in the different fields including graphic design, product design and interior/exterior design. It 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.

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. They develop an understanding of how the conventions of particular design forms significantly affect their meaning and value. They learn to appreciate the designed works which have been important in other societies and which continue to shape approaches to contemporary design.

The course serves as a good introduction to a wide range of tertiary courses demanding creative visual thinking and critical analysis and use of visual media and forms. These include a range of design professions, architecture, digital media and communications and film and video making. Additionally the course provides the opportunity for an in depth coverage of Design that may be especially useful to those students additionally studying 2 unit Visual Arts.

VISUAL DESIGN is a **ONE YEAR** course which may be studied in Year 11

COURSE CONTENT:

This course looks at the links between art and design and will enable students to design and make images and objects within the fields of design, which may include;

GRAPHIC DESIGN

Digital graphics for publication and Information technologies, Illustration and Cartooning, Interactive and Multimedia

WEARABLE DESIGN

Clothing and Image, Jewellery and Accessories, Textiles

PRODUCT DESIGN

Packaging, Furniture and Industrial Design

INTERIOR/ EXTERIOR DESIGN

Architectural Structures and Environments, Stage Sets and Props, Interiors

A FEE IS APPLICABLE TO THIS COURSE.

There is no prerequisite study for this course.

This is a Content Endorsed Course and does not count towards the ATAR

ENRICHMENT

MIND & MORALITY 1 UNIT

Mind and Morality is a HSC philosophy course, endorsed by the Board of Studies, which counts towards a degree at the University of Sydney. Mind and Morality students are effectively beginning their tertiary education while in year 11. Highly motivated students of Mind and Morality learn to think and write to university standards through the investigation of fundamental and fascinating issues that are not addressed elsewhere in the HSC curriculum: What is a mind? What is a person? Could robots think and feel? What is the relationship between God and morality? Is morality merely subjective or culturally relative? Should we ever violate a person's rights in order to increase overall happiness?

Course description

Mind and Morality is a philosophical investigation of who we are and how we should live. The course covers ethical, social, scientific and political issues. Students improve their research and critical thinking skills by engaging in problem solving and evidence-based learning.

The advantages of studying Mind and Morality

- Students of Mind and Morality gain experience in the research and writing of critical papers, developing a capacity to communicate complex ideas.
- The analytical thinking skills and essay writing skills acquired by Mind and Morality students prove very useful in their other essay-based HSC subjects, such as English, History, Geography, Legal Studies and Society and Culture.
- On successful completion of the course, credit will be given for six credit points (a semester-length unit of study) towards a degree in the Faculty of Arts or some combined degree programs.
- Students may also use study in the course to gain entry to some degrees through the University's Flexible Entry Scheme.
- The course fee represents approximately one-third of the full fee rate for a six credit point, Arts unit at the University. Students who gain admission to a degree – which this subject can be credited toward – will not incur a HECS debt or be liable for the full fee for these six credit points.

How this course is recognised

Mind and Morality is endorsed as a one-unit option. The course is recognised by the Board of Studies as a Year 11 preliminary unit and forms part of a student's final HSC record. Board Endorsed Courses are designed for high-achieving students to supplement and extend the HSC curriculum, though the results in these courses are not included in the calculation of the Australian Tertiary Admission Rank (ATAR).

The result for Mind and Morality will appear on a student's Record of Achievement and it is worth six credit points toward an undergraduate degree at the University.

Mind and Morality session times

Summer School

Tuesday 3rd January to Friday 13th January 2012 (10 a.m. to 2 p.m.)

Plus three final sessions on Saturdays in February/March

The course is also offered in the University's Winter School. The dates for the 2012 Winter School are not yet known; further information can be obtained from Ms Hawken or from the University of Sydney website;

www.usyd.edu.au/future_students/mind_morality.shtml

Course Costs

The courses are offered by the University on a cost-recovery basis. The cost for the course in 2011 was **\$775**

(The fee is payable once you are accepted into the course)

How to apply

Application forms can be obtained from Ms Hawken.

NOTE: Mind and Morality is an enrichment course taken in addition to their subjects studied at Baulkham Hills High School. Students undertaking this course are still expected to study at least 12 units at Baulkham Hills High School.

SECTION 3 – GUIDELINES FOR COMPLETING THE COURSE INTEREST SURVEY

- You are expected to have read the course outlines in this booklet.
- English is the **ONLY** compulsory subject in the senior school.
- All students must do at least 12 units in Year 11
- The selection of subjects you make now is not binding. The purpose of this survey is to provide us with the information we need to best organise subject groupings to satisfy as many students as possible. You will then be issued a final selection sheet on which you will be asked to make your final choices.

Step A: Choose at least one English Course

All students at Baulkham Hills must select the English – Advanced Course. You may also select the English Extension Course.

Total your A units, it will be 2 if you only selected English – Advanced or 3 if you selected both Courses.

Step B: Choose at least 5 Elective Courses

From the list of subjects should select enough Courses so that Total A + Total B is either 11, 12 or 13.

Choose subjects based on ABILITY, INTEREST, CAREER ASPIRATIONS and TERTIARY REQUIREMENTS. You should consult the Careers Adviser if you need subject requirements for particular careers.

When choosing the electives keep in mind the following;

- If you wish to select Mathematics Extension, you must also select Mathematics.
- You may only select Economics (HSC) if you are in the accelerated class.
- You may only select a maximum of 3 Science Courses.
- If you are planning to study a Saturday School Language, write the language in the box provided, however **DO NOT** count it in your Total B units.

Total your B units, it will be 9, 10 or 11.

Step C: Choose a maximum of 1 Course

If your Total A + Total B = 11 units then you will need to select a 1 unit Course to bring the Total up to the minimum of 12 units.

These Courses are Preliminary Courses and will NOT continue into Year 12.

Step D: Comments

In this section feel free to write any comments you may have. Your comments might include;

- Questions that you may still have.
- Perhaps there is a subject that you would have liked to have done that is not offered on the Course Interest Survey.
- A general comment about subject selections.

Step E: Will you be studying at Baulkham Hills High School in 2012?

Each year some students change schools due to a variety of reasons such as moving to a new house that is too far away from the school to travel each day.

If at any time you find out that you will definitely not be returning in 2012, you should let the Principal know so that an offer can be made for your position to a new student.

Step F: Signatures

Once you have completed your form both you and someone at home should sign the survey.

Some Important Considerations:

- Be careful in choosing too narrow a range of subjects since you may limit your options for further study and later specialisation. It is thus desirable to have a rounded education, which involves subjects from a range of areas.
- Students should think carefully about the possibility of repeating a subject. It is easy to imagine that the second attempt will be easier than the first because the work is being repeated. However, experience suggests that it really does take considerably more work to obtain a better mark.
- The Universities categorise HSC subjects as Category A or B. The criteria for Category A are academic rigour, depth of knowledge and understanding, and the degree to which the subject contributes to assumed knowledge for tertiary studies. Only 2 units of Category B may be included in the 10 units for the ATAR.
Note: All Courses offered at Baulkham Hills High School are Category A.
- Students can maximise their scaled mark by selecting subjects relevant to their interests and abilities. Don't select a course on the basis that it might be less demanding than others. Don't select a course you are not good at in expectation that you will receive a higher scaled mark.
- Subjects and courses for Year 11 in 2012 will only proceed if sufficient numbers of students choose them. The initial selection of a course does not mean that it will run, this depends on the overall choices of students and timetabling and staffing constraints.
- After the closing date for subject selections, changes will be permitted only if a vacancy exists and a letter of approval is brought from parents. No changes will be permitted after Week 5 of Term 1 in Year 11.
- Please note that some subjects must charge fees to help provide the materials needed in class. These fees are compulsory.

SUBJECT FEES FOR YEAR 11 COURSES	
Design & Technology	\$30
Food Technology	\$55
Industrial Technology	\$50
Information Processes & Technology	\$40
Photography	\$75
Software Design & Development	\$40
Visual Arts	\$55

- Students who require additional information on scaling or subject requirements for particular careers should see the Careers Adviser.

***Course Interest Surveys should be returned to Mr Simmons
no later than Friday 22nd July 2011***