



Gosford High School

Integrity - Excellence - Spirit

Diversity - Opportunity



**Year 10 - 2024
Accelerated
Early
Commencement
Courses**

This booklet contains essential information for students choosing Accelerated Early Commencement Courses in Year 10 2024.

Gosford High School

Curriculum Handbook

Year 10 2024

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Courses of Study

Acceleration / Early Commencement Course

Ancient History
Biology*
Business Studies
Design and Technology
Engineering Studies
Food Technology
Geography
Investigating Science
Japanese Continuers*
Mathematics Advanced*
PDHPE
Software Engineering
Spanish Beginners
Visual Art

Acceleration and Early Commencement of Stage 6

This prospectus provides information relevant to students continuing to Year 10 at Gosford High School in 2024.

Acceleration is considered one of the most effective educational interventions available to gifted students (Rogers 2007, 2015). Repeated meta-analyses and systematic reviews of the research evidence on acceleration across a vast diversity of educational settings and contexts have shown that all forms of acceleration can offer significant learning benefits for gifted students (Steenbergen-Hu & Moon 2011; Warne 2017).

At Gosford High School each Student in Year 9 2023 will be provided with the opportunity to select a Stage 6 (Year 11) course to commence at the beginning of Year 10. This will allow students to undertake Year 11 and/or HSC courses in advance of the usual time frame and reduce the cognitive load in the HSC year. Students who the school confidently expects a grade 'A' in the corresponding Stage 5 course will be offered priority to each selection. A minimum 'B' grade in the Yearly, Year 8 report is required for the KLA a student wishes to accelerate in.

Example: The student has a grade A in Geography Year 8 and B in History. They could select any HSIE Stage 6 course on offer for acceleration.

The principles which underpin our curriculum framework are that:

- Students need to take responsibility for their own learning.
- Students have the opportunity to elect courses of study according to their interests and abilities.
- Students have a right to experience success throughout schooling.
- Student learning is enhanced with regular/constructive formative feedback.
- Students learn best when they are in a partnership with their parents/caregivers and teachers.
- Students are provided with the opportunity to develop independent and cooperative learning skills.
- Students enjoy learning.
- Students have the opportunity to commence the study of a HSC course in Year 10.

The Year 10 curriculum enables students to:

- Choose their course of study according to their interests and abilities.
- Know the course outcomes and assessment criteria for each course.
- Gain regular feedback on their progress through a formal report each semester.
- Work independently and/or cooperatively to achieve the set outcomes.
- Access the HSC experience in a course of study as an "accelerated early commencement student".

All courses that are 'accelerated' or 'early commencement' are listed in this booklet with an outline of content and course requirements. Parents and students are advised to carefully read and discuss choices individually with their Teachers, Head Teachers, and Year Advisers.

- Students will receive an email with a link to their Online Subject Selection form. It will also contain the access code to EDVAL to enter their choices. Online Subject Selections close Friday 18th August 2023.
- Once submitted, students will be required to print a copy of their completed selection form, have it signed by a parent or carer and return to the front office in the designated tray by Monday 21st August 2023.

Some students may not be able to obtain their original choice of accelerated / early commencement courses because the courses have insufficient student interest and therefore these courses have to be removed from the courses available.

It cannot be assumed that all courses listed in this handbook will run in the year 2024.

Students, parents and caregivers are encouraged to attend all information sessions to provide guidance for subject choice. Should you have any additional questions about the information provided in this booklet after the sessions, please contact the school.



Mr Michael Smith
Principal

Guidelines for selection of subjects for Acceleration and early commencement

Faculty	Courses
CAPA	Visual Arts
HSIE	Ancient History Business Studies Geography
Languages	Japanese Continuers* Spanish Beginners
Mathematics	Mathematics Advanced *
PHDPE	PDHPE
Science	Biology* Investigating Science
TAS	Design and Technology Engineering Studies Food Technology Software Engineering

Students are expected to be performing at an A Grade to accelerate or begin an early commencement in their selected course.

End of Year 8 reports 2022 and Year 9 Half Yearly reports are to be used to inform the students grade to support the eligibility into the students selected course.

A panel consisting of Senior Executive and Executive members will confirm that the subject the student has chosen to accelerate or begin early commencement in meets the entry criteria.

***Biology**

Students interested in studying Biology as an accelerated student should have a history of consistency in their Stage 4 and 5 sciences, particularly demonstrating an independent work ethic. Biology is a course that requires students to compile notes from a wide range of resources thus students should enjoy researching. Students most suited to an early commencement of Biology would be self-motivated and have demonstrated to their teachers an enthusiastic attitude towards this field of science. Consideration will be given to academic achievement and attitude towards this subject.

***Japanese Continuers**

Only current students enrolled in the 100 hours Japanese course are eligible to select this course. The Year 9 100-hour Japanese course is a compacted Year 9/10 course and students are already working through Year 10 content from Term 2. Students who achieved an A or B on their mid-course report card are well-placed to continue with the accelerated course for Japanese Continuers in 2024 and will continue to consolidate their skills and knowledge in Terms 3 and 4. Students achieving a C grade are advised to speak with Ms Brownlee if they would like to continue with Japanese in 2024.

***Mathematics Advanced**

The current students in 9MAP have already been identified to accelerate in this course. The Head Teacher Mathematics has already communicated with students, parents and caregivers, and the continuum of learning has commenced.

Curriculum Structure

Every student enrolled in Stage 5 at Gosford High School will undertake a program of study as indicated below:

Mandatory 400 hours of electives completed, plus 1 Year 11 course.

Elective Lines	X	Y	Z
Year 9 – 2023	200-hour course continues	100-hour course disappears	100-hour course disappears
Year 10 - 2024	↓	Acceleration/Early Commencement Course	

Course / Subject	Year 10 Periods per cycle
English	7
Mathematics	7
Science	7
History	6
PDHPE	5
200-hour elective	5
Accelerated/Early Commencement Course	7
Sport	4
Careers	1
TOTALS	49

Accelerated / Early Commencement Course

Students will have the opportunity to commence one Year 11 course of study (stage 6) as part of their learning program in 2024 – this course of study will extend through to completion of the HSC course at the end of the learning program in 2025.

Assessment and Reporting Procedures

Academic progress reports will be issued at the end of each semester.

These reports will detail:

- 1) course grade
- 2) course outcomes assessed
- 3) attitudes for learning
- 4) teacher comment

Dates for parent-teacher interviews will be advertised by email to parents.

Students will also receive at the commencement of each course, a copy of the assessment schedule for each course studied.

These assessment schedules outline:

- The areas of learning
- The specific tasks and outcomes that will be reported on
- The nature of the assessment tasks for the course
- The timeframe for the completion of each assessment task – these dates will be confirmed by the faculty when each task is formally notified.

Course Fees

The courses listed incur a consumable charge. If the charge is not paid or other arrangements not made by the end of Term 1 2024, the students may be withdrawn from the course and required to select an elective course without a charge, or alternatively undertake study of the course using basic materials only.

<i>Accelerated Early Commencement Course Fees 2024</i>	
Ancient History	\$20
Biology	\$60
Business Studies	\$20
Design and Technology	\$80
Engineering Studies	\$60
Food Technology	\$125
Japanese Continuers	\$60
Geography	\$20
Investigating Science	\$60
Mathematics Advanced (*)	N/A
PDHPE	\$25
Software Engineering	\$40
Visual Arts	\$75

Individual Education Plans

Students' progress through the course they commenced early will be monitored closely to ensure the rationale of enhancing their success is met. If students are demonstrating difficulty, the head teacher and senior executive will communicate to parents. It may be deemed that the course selected was not the right choice for them at the time of selection, and thus when they commence year 11, they may be advised to begin an alternate course to facilitate their success in their final years of school. Students will be part of creating their individual goals via a contract which they will strive to meet. The contracts will be placed on Sentral so teachers can access to inform teaching and learning. Identification of any concerns will be communicated by the teachers, and a support plan put in place.

Introduction to Stage 6 (Year 11 and 12)

Preparation for senior school is an important task as it is one that will shape a student's approach to Year 11 and 12.

Moving into Stage 6 there will be higher expectation placed upon students. A consistent application to study is required along with the completion of mandatory assessment tasks. Time management is therefore very important so that the necessary attention is given to course work while still finding time for leisure, sport, and part-time work. Teachers will have the expectation that students will always strive for their personal best whilst maintaining a balanced lifestyle. Teachers and the school wellbeing team will provide support so that students can achieve academic outcomes at the highest possible level.

The **Year 11 course** is a pre-requisite to and precedes the Year 12 course. There are NO external examinations for the Year 11 course.

The Higher School Certificate (HSC) is an exit certificate awarded and issues by the NSW Education Standard Authority (NESA) and marks the completion of 13 years of schooling. This accreditation is the gateway to further study and employment and presents a profile of student achievement in a set of courses.

NESA clearly states that to be eligible for an HSC a student must have:

- Attended school regularly and have applied themselves with diligence and sustained efforts.
- Studied the pattern of courses required by NESA.
- Completed the course and met the outcomes – including coursework, set assessment tasks, practicals, orals, projects, or major works.
- Sat for and made a serious attempt at the Higher School Certificate examinations.

NESA sets the pattern of study and minimum requirements for achieving the HSC. NESA is responsible for all syllabus documents and external examinations.

What are Units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses have a value of 2 units. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC, each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

Studying for the NSW Higher School Certificate

What courses do you have to study?

There are some rules about the courses you need to study to gain an HSC.

- You must complete **at least 12 Year 11 units** (usually studied in Year 11) and 10 HSC units (usually studied in Year 12)
- Most courses are worth 2 units
- Some, including HSC Extension courses, are 1 unit
- The Year 11 component of a course must be completed before starting the HSC component.

* At Gosford High School Year 11 extension courses are additional to the 12 units of study in Year 11.

In both Year 11 and Year 12 your subject selection must include at least:

- Two units of English
- Six units of Board Developed Courses
- Three courses of 2 units or greater
- Four subjects

Useful Websites

NSW Education Standards Authority (NESA)

<http://educationstandards.nsw.edu.au>

School A to Z

<http://www.schoolatoz.nsw.edu.au/homework-and-study/planning-for-the-future/year-10-subject-selection>



Gosford High School

Accelerated
Early
Commencement
Courses

Who to contact for more information about courses?

Course	Head Teacher	Faculty
Ancient History	Mr Dewell	HSIE
Biology	Mrs Barbeler	Science
Business Studies	Mr Dewell	HSIE
Design and Technology	Mrs Shaddock	TAS
Engineering Studies	Mrs Shaddock	TAS
Food Technology	Mrs Shaddock	TAS
Geography	Mr Dewell	HSIE
Investigating Science	Mrs Barbeler	Science
Japanese Continuers	Ms Brownlee	Languages
Mathematics Advanced	Mr Scovell	Mathematics
PDHPE	Mr Titheradge	PDHPE
Software Engineering	Mrs Shaddock	TAS
Visual Art	Mr Sohler	CAPA

Course: Ancient History			
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Awaiting approval for tour of Europe	
Course Description: The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours still relevant today. Ancient History equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. The study of Ancient History requires students to understand and use historical concepts and skills, drawing upon the methods used by historians and archaeologists to investigate sources from the past, and to communicate their findings and interpretations. Ancient History also raises important ethical issues associated with the cultural past. The study of Ancient History provides a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning.			
Year 11 Course Part 1: Investigating Ancient History a. The Nature of Ancient History [at least ONE option must be studied] b. Case Studies - at least TWO case studies must be investigated. One must be from Egypt, Greece, Rome or Celtic Europe. The second must be from the Near East, Asia, the Americas or Australia. Part 2: Features of Ancient Societies. Students study at least TWO ancient societies through an investigation of a different key feature for each society, OR one key feature across the selected societies. Part 3: Historical Investigation. The investigation can be integrated or treated separately, and be conducted individually or collaboratively.			
Year 12 Course Students are required to study Parts 1, 2, 3 & 4 of the course. Each part has equal weighting. Part 1: Core Study: Cities of Vesuvius – Pompeii and Herculaneum Part 2: ONE 'Ancient Societies' topic Part 3: ONE 'Personalities in their Times' topic Part 4: ONE 'Historical Periods' topic			
Assessment: Year 12 course only			
External assessment	Weighting %	School-based Assessment	Weighting %
3 hour written examination: <i>Section I – 3 or four source based questions (25 marks)</i> <i>Section II – Three or four questions (25 marks)</i> <i>Section III – Two or three questions (25 marks)</i> <i>Section IV – One extended response question (25 marks)</i>	50%	Knowledge and understanding of course content	40%
		Historical skills in the analysis and evaluation of sources and interpretations	20%
		Historical inquiry and research	20%
		Communication of historical understanding in appropriate forms	20%
School-based Assessment	50%		
TOTAL	100%	TOTAL	100%

Course: Biology			
2 units for each of Year 11 and Year 12 Board Developed Course Exclusions: Nil			
<p>Course Description: The <i>Biology Stage 6 Syllabus</i> explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>The course provides the foundation knowledge and skills required to study biology after completing school and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues and promotes an appreciation for the diversity of life on the Earth and its habitats.</p>			
<p>Main Topics Covered:</p> <p>Year 11 Course Module 1: Cells as the Basis of Life Module 2: Organisation of Living Things Module 3: Biological Diversity Module 4: Ecosystem Dynamics</p> <p>Year 12 Course Core Topics Module 5: Heredity Module 6: Genetic Change Module 7: Infectious Disease Module 8: Non-infectious Disease and Disorders</p>			
Particular Course Requirements: The Year 11 course includes a field study and both the Year 11 and Year 12 courses include depth studies (15 hours) and practical experiences. Total indicative hours 60.			
Assessment: Year 12 course only			
External Assessment	Weighting	School-based Assessment	Weighting
A 3 hour written examination (HSC). Approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically will be integrated throughout the examination. Objective response questions worth 20 marks in Section 1. Section 2 will contain 20 to 25 items with at least 2 items worth 7 to 9 marks each.	100	Skills and content of working scientifically Knowledge and understanding	60 40
TOTAL	100%	TOTAL	100%

Course: Business Studies			
2 units for each of Year 11 and Year 12			
Board Developed Course		Exclusions: Nil	
Course Description:			
As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies, the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment. By completing this course students will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.			
Main Topics Covered:			
Year 11 Course			
<ul style="list-style-type: none"> • Nature of Business (20%) – the nature and role of business in a changing business environment • Business Management (40%) – nature and responsibilities of management in the business environment • Business Planning (40%) – processes of establishing a small to medium business enterprise 			
Year 12 Course			
<ul style="list-style-type: none"> • Operations (25%) – strategies for effective operations management in large businesses • Marketing (25%) – the main elements involved in the development and implementation of successful marketing strategies • Finance (25%) – role of interpreting financial information in the planning and management of a business • Human Resources (25%) – contribution of human resource management to business performance 			
Assessment: Year 12 course only			
External Assessment	Weighting	School-based Assessment	Weighting
A three-hour written examination, including: <i>Section I: Objective response questions (20 marks)</i> <i>Section II: Short-answer questions (40 marks)</i> <i>Section III: One extended response question, Business report format (20 marks)</i> <i>Section IV: One extended response question (20 marks)</i>	50%	Knowledge and understanding of course content	40%
		Inquiry and research	20%
		Stimulus-based skills	20%
		Communication of business information, ideas and issues in appropriate forms.	20%
School-based assessment	50%		
TOTAL	100%	TOTAL	100%

Course: Design and Technology			
2 units for each of Year 11 and Year 12			
Board Developed Course			
Course Description			
<p>The Year 11 course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Year 11 course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.</p> <p>The Year 12 course applies the knowledge and understanding of designing and producing from the Year 11 course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the Year 12 mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.</p>			
Main Topics Covered			
Year 11 Course			
Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.			
Year 12 Course			
Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.			
Particular Course Requirements			
<p>In the Year 11 course, students must participate in hands-on practical activities and undertake a design project. The projects will develop skills and knowledge to be further developed in the YEAR 12 course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.</p> <p>In the Year 12 course the activities of designing and producing that were studied in the Year11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Year 11 course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.</p>			
Assessment: Year 12 course only			
External Assessment	Weighting	School-based Assessment	Weighting
Written examination 1hr 30 min worth 40%			
Section I	10	• Knowledge and understanding of course content	40
Section II	15	• Knowledge and skills in designing, managing, producing and evaluating a MDP	60
Section III	15		
Major Design Project	60		
	100		100

Course: Engineering Studies			
2 units for each of Year 11 and Year 12			
Board Developed Course		Exclusions: Nil	
Course Description:			
Both Year 11 and Year 12 courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.			
Main Topics Covered:			
Year 11 Course:			
Students undertake the study of 4 compulsory modules:			
<ul style="list-style-type: none"> • Three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: <ul style="list-style-type: none"> ➤ engineering fundamentals ➤ engineering products ➤ braking systems • One focus module relating to the field of Biomedical engineering. 			
Year 12 Course:			
Students undertake the study of 4 compulsory modules:			
<ul style="list-style-type: none"> • two application modules relating to the fields of Civil structures and Personal and Public Transport • two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering. 			
Particular Course Requirements			
Engineering Report:			
Year 11 Course			
Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.			
Year 12 Course			
Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.			
One engineering report from the Year 11 course and one engineering report from the Year 12 course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.			
Assessment: Year 12 course only			
External assessment	Weighting	School-based Assessment	Weighting
A three hour written examination Section I Objective response questions	20	Knowledge and understanding of course content	60
		Knowledge and skills in research, problem solving and communication related to engineering practice	40
Section II Short-answer questions	80		
	100		100

Course: Food Technology			
2 units for each of Year 11 and Year 12			
Board Developed Course		Exclusions: Nil	
Course Description			
<p>The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties the chemistry of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The Year 12 course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>			
Main Topics Covered			
Year 11 Course			
<ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) 			
Year 12 Course			
<ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%) 			
Particular Course Requirements			
<p>There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>			
Assessment: Year 12 course only			
External Assessment	Weighting	School-based Assessment	Weighting
A three hour written examination		<ul style="list-style-type: none"> • Knowledge and understanding of course content 	40
Section I	20	<ul style="list-style-type: none"> • Knowledge and skills in designing, researching, analysing and evaluating • Skills in experimenting with and preparing food by applying theoretical concepts 	30
Section II	50		
Section III	15		
Section IV	15		
TOTAL	100%	TOTAL	100%

Course: Geography			
2 units for each of Year 11 and Year 12			
Board Developed Course		Exclusions: Nil	
Course Description:			
<p>Geography is a life-long interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied. There are four primary reasons why students should study the subject of Geography:</p> <ul style="list-style-type: none"> • By definition, geography provides knowledge of the earth and helps people to plan and make decisions about the spatial dimensions of the world. • Geography provides an intellectual challenge to reach a deeper understanding of the variable character of life on our planet. • With a strong grasp of geography, students are well prepared to explore issues as informed citizens in a changing world. • Students of geography develop skills and understandings to transferable and applicable to a wide range of tertiary courses, professions and trades. <p>Studies in both physical and human geography provide an important information base on which students investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society. Clarifying analysing, acquiring and judging values and attitudes allows students to respond to geographical issues, questions and problems. Studying Geography Stage 6 prepares students for a wide range of post-school studies and future employment and for active participation as informed citizens.</p>			
Main Topics Covered:			
Year 11 Course			
Earth's natural systems: Overview of the uniqueness and diversity of the Earth.			
People, patterns and processes: The diversity and extent of human activity on the Earth's surface on a global scale.			
Human-environment interactions: Natural & human induced change, land cover and climate change.			
Geographical Investigation: Students chose, investigate and create a product about a geographical inquiry in the contemporary world.			
Year 12 Course			
Global sustainability: Pillars of sustainability – social, economic, environmental and cultural. Principles and opportunity.			
Rural and urban places: Size, pattern and spatial distribution of settlements, hierarchies, footprints and strategies.			
Ecosystems and global biodiversity: Nature and complexity of ecosystem functioning and global biodiversity, values, relationships and practices.			
Particular Course Requirements:			
Students complete a senior geography project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and Year 12 courses.			
Assessment: Year 12 course only			
External Assessment	Weighting	School-based Assessment	Weighting
A three-hour written examination consisting of: Section I: Objective response questions Section II: Short answer questions Section III: Two extended responses	50%	Knowledge and understanding Geographical tools and skills Geographical inquiry and research, including fieldwork Communication of geographical information, ideas and issues in appropriate forms	40% 20% 20% 20%
School-based assessment	50%		
TOTAL	100%	TOTAL	100%

Course: Investigating Science			
2 units for each of Year 11 and Year 12 Board Developed Course			
Course Description: The <i>Investigating Science Stage 6 Syllabus</i> is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. The course promotes active inquiry and explores key concepts, models and phenomena. The Stage 6 course is designed to enhance students’ understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives. Investigating Science encourages the development of a range of capabilities and capacities that enhance a student’s ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students’ ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.			
Main Topics Covered:			
Year 11 Course			
<ul style="list-style-type: none"> • Module 1: Cause and Effect – Observing • Module 2: Cause and Effect – Inferences and Generalisations • Module 3: Scientific Models • Module 4: Theories and Laws 			
Year 12 Course			
<ul style="list-style-type: none"> • Module 5: Scientific Investigations • Module 6: Technologies • Module 7: Fact or Fallacy? 			
Module 8: Science and Society			
Particular Course Requirements:			
Both the Year 11 and Year 12 courses include depth studies (30 hours) and practical experiences. Total Indicative hours: 60.			
Assessment: Year 12 exam and assessment based on Year 12 course only.			
External Assessment	Weighting	School-based Assessment	Weighting
A 3 hour written examination (HSC). Approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically will be integrated throughout the examination. Objective response questions worth 20 marks in Section 1. Section 2 will contain 20 to 25 items with at least 2 items worth 7 to 9 marks each	100	Skills and content of working scientifically Knowledge and understanding	60 40
TOTAL	100%	TOTAL	100%

Course: Japanese Continuers			
2 units for each of Year 11 and Year 12, with the option of a 1 unit Extension course for the Year 12 Board Developed Course			
Prerequisites: ROSA 200 hour Elective Japanese or equivalent knowledge is assumed.			
Exclusions: Japanese Beginners; Japanese in Context; Japanese and Literature Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.			
Course Description:			
The Year 11 Course allows students to develop skills in, and knowledge and understanding of, Japanese. They will complete tasks using a range of texts and text types that reflect the prescribed themes and associated topics. Students will also gain an insight into the culture and the language of Japanese-speaking communities through the study of a range of texts.			
The Year 12 Course continues with the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Japanese-speaking communities will develop further.			
Main Topics Covered:			
The prescribed topics will be studied from three themes:			
<ul style="list-style-type: none"> • the individual • the Japanese-speaking communities • the changing world. 			
Topics include:			
personal world, leisure, daily life, future plans, travelling in Japan, living in Japan, cultural life, world of work, current issues			
Students' language skills are developed through tasks such as:			
<ul style="list-style-type: none"> • conversation • responding to a variety of spoken texts • responding to a variety of written material • writing for a variety of purposes • studying Japanese culture through texts. 			
Particular Course Requirements: Nil			
Assessment: Year 12 course only			
External Assessment	Weighting	School-based Assessment	Weighting
A 10-minute oral examination: Conversation	20	Speaking Listening and responding Reading and responding Writing in Japanese	20 30 30 20
A written examination (3 hours) consisting of: Listening and responding Reading and responding – Part A – Part B Writing in Japanese	25 25 15 15		
TOTAL	100%	TOTAL	100%

Course: Mathematics Advanced			
<p>2 units for each of Year 11 and Year 12 This is a Board Developed Course.</p> <p>Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.3 Mathematics Course.</p> <p>Exclusions: Mathematics Standard</p>			
<p>Course Description: The Mathematics Advanced course is a calculus-based course and is intended to give students who have demonstrated general competence in the skills of Stage 5.3 Mathematics an opportunity to explore some further applications of mathematics through modelling, observation and reasoning. The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.</p> <p>Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should also undertake the Mathematics Extension 1 course in Year 11.</p>			
<p>Main Topics Covered:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Functions – working with functions • Trigonometric Functions • Calculus - differentiation • Exponential and Logarithmic Functions </td> <td style="width: 50%; vertical-align: top;"> <p>Year 12 Course</p> <ul style="list-style-type: none"> • Functions – graphing techniques • Trigonometric Functions and graphs • Calculus – applications and Integrals • Financial Mathematics </td> </tr> </table> <p>Statistical analysis - Probability • Statistical analysis</p>		<p>Year 11 Course</p> <ul style="list-style-type: none"> • Functions – working with functions • Trigonometric Functions • Calculus - differentiation • Exponential and Logarithmic Functions 	<p>Year 12 Course</p> <ul style="list-style-type: none"> • Functions – graphing techniques • Trigonometric Functions and graphs • Calculus – applications and Integrals • Financial Mathematics
<p>Year 11 Course</p> <ul style="list-style-type: none"> • Functions – working with functions • Trigonometric Functions • Calculus - differentiation • Exponential and Logarithmic Functions 	<p>Year 12 Course</p> <ul style="list-style-type: none"> • Functions – graphing techniques • Trigonometric Functions and graphs • Calculus – applications and Integrals • Financial Mathematics 		
External Assessment	School-based Assessment		
<p>A single written paper of 3 hours, consisting of 10 multiple choice and Section 2, with a total of 90 marks awarded for longer responses.</p> <p>The Mathematics Advanced examination will include items that are common with the Mathematics Standard 2 HSC examination.</p> <p>The examination will be based on the Mathematics Advanced Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Advanced Year 11 course will be assumed knowledge for this examination and may be examined.</p> <p>A reference sheet will be provided with the exam paper.</p> <p>NESA-approved calculators may be used.</p>	<p>Assessment of the outcomes in this course will consist of two components: -</p> <ul style="list-style-type: none"> • Understanding, fluency and communication (50%) • Problem solving, reasoning and justification (50%) <p>A variety of assessment tasks will be used to assess outcomes.</p> <p>One task must be an assignment or investigation style task.</p>		

Mathematics Advanced Course (*)

The current students in 9MAP have already been identified to accelerate in this course. The Head Teacher Mathematics has already communicated with students, parents and caregivers, and the continuum of learning has commenced.

Course: Personal Development, Health and Physical Education			
2 units for each of Year 11 and Year 12 Board Developed Course		Excursions: Small excursions in local area	
Course Description:			
<p>The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students study practical options including first aid and fitness choices.</p> <p>In the Year 12 course, students focus on major issues related to Australia’s health status and factors that affect physical performance. They undertake study about safe participation in physical activity by learning about advanced approaches to training and sports medicine concepts. There is also the opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>			
Main Topics Covered:			
Year 11 Course			
Core Topics (60%)			
<ul style="list-style-type: none"> ● Better Health for Individuals ● The Body in Motion 			
Optional Component (40%)			
Students study two options from:			
<ul style="list-style-type: none"> ● First Aid ● Composition and Performance ● Fitness Choices ● Outdoor Recreation 			
Year 12 Course			
Core Topics (60%)			
<ul style="list-style-type: none"> ● Health Priorities in Australia ● Factors Affecting Performance 			
Optional Component (40%)			
Student’s study two options from:			
<ul style="list-style-type: none"> ● The Health of Young People ● Sport and Physical Activity in Australian Society ● Sports Medicine ● Improving Performance ● Equity and Health 			
Particular Course Requirements:			
In addition to core studies, students will study two options in each of the Year 11 and Year 12 courses			
Assessment: Year 12 course only			
External Assessment	Weighting	School-based Assessment	Weighting
A three-hour written paper	100	Core Options	60 40
TOTAL	100%	TOTAL	100%

Course: Software Engineering

2 units for each of Year 11 and Year 12

Board Developed Course **Exclusions:** Computing Technology Life Skills**Course Description:**

The study of Software Engineering enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.

Software Engineering promotes a deeper understanding of fundamental concepts, programming languages and innovative technologies, leading to greater flexibility when developing software solutions. Students perform project work and apply their knowledge and skills in programming fundamentals, the object-oriented paradigm, programming mechatronics, secure software architecture, programming for the web and software automation, and use the acquired knowledge and skills to develop a software engineering project. Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. They engage with technologies that improve access to, and participation in, a range of industries.

Software Engineering provides students with the opportunity to develop their computing skills across 4 domains: technical skills, social awareness, project management and thinking skills. Students are encouraged to transfer knowledge to new situations and projects, building on technical skills and past learning. They enhance their understanding of project management through collaboration, communicating ideas, engaging in processes and designing solutions.

Main Topics Covered:**Year 11 Course**

- Programming Fundamentals – 40 hours
- The Object-Oriented Paradigm – 40 hours
- Programming Mechatronics – 40 hours

Year 12 Course

- Secure Software Architecture – 30 hours
- Programming for the Web – 30 hours
- Software Automation – 30 hours
- Software Engineering Project – 30 hours

Assessment: Year 12 course only

External Assessment	Weighting	School-based Assessment	Weighting
A two and a half hour computer-based examination	100%	Knowledge and understanding of course content	50%
		Knowledge and skills in the practical application of the content	50%
TOTAL	100%	TOTAL	100%

Course: Spanish Beginners			
2 units for each of Year 11 and Year 12 Board Developed Course			
Exclusions: Spanish Continuers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.			
Course Description: The Spanish Beginners Stage 6 course is designed for students who wish to begin their study of Spanish at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Spanish language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5. This is an accelerated course which allows students to develop their language skills rapidly to communicate effectively on the topics below. The Year 11 Course allows students to develop both linguistic (speaking, listening, reading and writing) and intercultural knowledge and understanding according to the prescribed topics below. The Year 12 Course allows students to extend and refine their communication skills in Spanish in the prescribed topics, and to gain a deeper knowledge and understanding of language and culture.			
Prescribed Topics: The prescribed topics will be studied from two interdependent perspectives: the personal world the Spanish-speaking communities. The prescribed topics are presented as a series of related learning experiences. They include: <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations Students' language skills are developed through tasks such as: <ul style="list-style-type: none"> • conversation • responding to a variety of spoken texts • responding to a variety of written material • writing for a variety of purposes • studying the culture of Spanish speaking countries through texts. 			
Particular Course Requirements: Nil			
Assessment: Year 12 course only:			
External Assessment	Weighting	School-based Assessment	Weighting
A five minute oral examination: Conversation	20	Speaking Listening	20 30
A written examination (2 ½ hours) consisting of: Listening	30	Reading Writing	30 20
Reading	30		
Writing in Spanish	20		
	100		100

Course: Visual Arts			
2 units for each Year 11 and Year 12 Board Developed Course			
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject			
Main Topics Covered:			
Year 11 Course learning opportunities focus on:			
1. <u>Portraiture – photography and drawing</u>			
2. <u>Modern Art – painting</u>			
3. <u>Personal Interest Project – Medium of choice and three-dimensional form</u>			
Year 12 Course learning opportunities may focus on:			
4. <u>The body of work</u>			
5. <u>Contemporary Chinese Art</u>			
6. <u>Australian Art and Identity</u>			
7. <u>Visuo-spatial Artists and Architects</u>			
8. <u>Women in Art</u>			
9. <u>Making Conceptual Relationships</u>			
Particular Course Requirements:			
Year 11 Course			
1. Artworks in at least two expressive forms and use of a visual arts diary			
2. A broad investigation of ideas in art making, art criticism and art history Year 12 Course			
3. Development of a body of work and use of a visual arts diary			
4. <u>A minimum of five theoretical Case Studies</u>			
5. Deeper and more complex investigations in art making, art criticism and art history.			
Assessment : Year 12 course only			
External Assessment	Weighting	School-based Assessment	Weighting
Written examination		Artmaking	50
<i>Section I</i> Short-answer questions	25		
<i>Section II</i> Candidates answer one extended response question	25	Art criticism and art history	50
Body of Work	50		
TOTAL	100		100



Online Subject Selection for 2024

Students will receive an email with a link to their Online Subject Selection form. It will also contain the access code to EDVAL to enter their choices.

All Year 9 students in 2023 are required to select:

- **ONE Accelerated or Early Commencement Course and**
- **ONE reserve choice.**

This course will be studied across Year 10 (Year 11 Preliminary course) and Year 11 (HSC course).

Year 10 2023 Subject Selections

Main Units	Subject	Units	Reserve Units	Subject	Units
Acceleration - Priority 1	No selection	0	Acceleration - Reserve 1	No selection	0
Total 0			Total 0		

Year 10 2023 Subject Selections

Student name: Peter Pan (Test student Yr10) (DUMMY!10)

Notes: Your choices are registered.

Submitted date: Thu 12 May 2022 14:14:12

Main units

Main Units	Subject	Units
AS	Aboriginal Studies	2
Total units: 2		

Reserve units

Reserve Units	Subject	Units
BIO	Biology	2
Total units: 2		

Please print two copies of your form. Get your parents to sign one of them and return to the designated tray in the Front Office. The other copy is for your own records.