



KINROSS WOLAROI
SCHOOL

CURRICULUM HANDBOOK 2022-2023

STAGE 6

STUDENTS ENTERING YEAR 11

YEAR 11 – 2022, YEAR 12 – 2023



Contents

Introduction	2
NSW Education Standards Authority (Nesa) Requirements	2
Unit Selection For Stage 6	2
The Higher School Certificate	3
The Australian Tertiary Admissions Rank (Atar)	3
Assessment	3
The Subject Selection Process	4
Advice On Subject Selection	4
Heads Of Department	5

ENGLISH

Advanced English	7
Standard English	8
English Extension 1	9
English Studies (Category B)	10

MATHEMATICS

Mathematics Advanced	
Mathematics Standard 2	
Mathematics Extension 1	
Mathematics Extension 2*	

SCIENCE

Biology	17
Chemistry	18
Physics	19
Earth & Environmental Science	20

AGRICULTURE

Agriculture	22
Primary Industries (Category B)	23

HISTORY & RELIGIOUS EDUCATION

Ancient History	25
History Extension*	26
Modern History	27
SoR 1	28
SoR 2	29

LANGUAGES

French Continuers	31
French Extension*	32
German Beginners	33
Latin Continuers	34

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

PDHPE	36
Community and Family Studies	37
Sport, Lifestyle and Recreation**	38

PERFORMING ARTS

Music 1	40
Music 2	41
Music Extension*	42
Drama	43

SOCIAL SCIENCES

Business Studies	45
Economics	46
Geography	47
Legal Studies	48

TECHNICAL AND APPLIED SCIENCE - DESIGN & INDUSTRY

Design and Technology	50
Industrial Technology	51
Software Design and Development	52

TECHNICAL AND APPLIED SCIENCE - FOOD & FIBRE

Hospitality (Category B)	54
Textiles and Design	55

VISUAL ARTS

Visual Arts	57
-------------	----

EXTERNAL SUPPLIERS

Philosophy: Macquarie University**	58
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*Subjects which are only available in Year 12

**These courses terminate at the end of Year 11

Subjects Overview

INTRODUCTION

This Curriculum Handbook is designed to assist parents and students to better understand the nature of the subjects and courses available to students entering Stage 6 (Years 11 and 12) at Kinross Wolaroi School. It will assist students in making subject choices which will best equip them for the Higher School Certificate Examination and subsequent years.

NSW EDUCATION STANDARDS AUTHORITY (NESA) REQUIREMENTS

To be eligible for the award of the Higher School Certificate students must have satisfactorily completed a pattern of study in Year 11 that comprises at least 12 units and, into Year 12, an HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six units from Board Developed courses,
- at least two units of a Board Developed course in English,
- at least three courses of two unit value or greater,
- at least four subjects, and
- no more than six units of Science courses.

In addition, NESA provides us with Course Completion Criteria for Year 11 and HSC students:

"A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- A. followed the course developed or endorsed by NESA; and
- B. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- C. achieved some or all of the outcomes."

Students wanting to change courses at a late stage (or are a late enrolment) must also complete the Course Completion Criteria. This is at the discretion of the Principal. As a guide, it will be too late to change a course after one third of a Year 11 has been delivered (but no student may change a course after 30 June in accordance with section 8067 of the ACE manual).

UNIT SELECTION FOR STAGE 6

In Year 11, students are enrolled in 12 units (some students may apply to do an additional unit, such as the Philosophy 1 unit Course through Macquarie University). Most subjects are valued at 2 units and so a common pathway to complete Year 11 is for students to study six 2-unit courses. There are, however, a small number of 1-unit courses on offer: students who are good at English and/or Mathematics are able to study an additional Extension unit in these subjects, and one unit courses in Philosophy, Studies of Religion (SOR1), and Sport, Lifestyle and Recreation (SLR) are available for students to complement their selection to total 12 units.

In Year 12 a student is able to reduce to 11 or 10 units if they wish. If you decide to do this it is a mandatory requirement that that you make an appointment with the Careers Advisor/Year 12 Coordinator and/or the Director of Studies to discuss your intentions.

Additionally, a student may pick up extra Extension units in Year 12. These courses are not 'more of the same'; they have philosophic underpinnings and require conceptual, higher-order thinking.

At KWS the following Extension courses are offered:

- English Extension 1 (studied in Year 11 and 12)
- English Extension 2 (in Year 12 only with English Extension 1 as a co-requisite)
- Mathematics Extension 1 (studied in Year 11 and 12)
- Mathematics Extension 2 (in Year 12 only with Mathematics Extension 1 as a co-requisite)
- History Extension (in Year 12 only with Ancient or Modern History as a co-requisite)
- French Extension (in Year 12 only with French Continuers as a co-requisite)
- Latin Extension (in Year 12 only with Latin Continuers as a co-requisite)
- Music Extension (in Year 12 only with Music 2 as a co-requisite)
- Science Extension (in Year 12 only with any Science course as pre-requisite) (TBC for 2022/2023)

Notes:

1. English is compulsory for the HSC and also must count for 2 units in the calculation of the ATAR. If you study more than two units of English (eg English Extension 1 or 2) your best 2 units of English will count towards your ATAR; additional units of English may also be counted towards an ATAR.

2. In addition to the subjects offered at the school, Kinross Wolaroi School uses external agencies to provide some courses of study for the Higher School Certificate, such as TAFE and Distance Education. These courses comprise a minority of any given student's pattern of study. A minority is defined as no more than four units for the Higher School Certificate.

Kinross Wolaroi School can only have a total of 6 students completing a Distance Education course (excludes Languages). Students interested in studying a course by distance education must apply in writing to the DOS. Preference will be given to students who choose a subject from this Handbook that is subsequently not offered due to insufficient numbers or miss out on their original subject selection due to a line clash (provided they are suitable candidates for distance education).

TAFE course applications are due in by the end of October. These courses cost between \$2000 and \$5500 per year.

3. Each 2 unit Year 11 and HSC subject involves 120 indicative hours of course time.

THE HIGHER SCHOOL CERTIFICATE

For the HSC, a student does not receive a simple 'pass' or 'fail', nor do they get a single rank or mark for all courses. The HSC results are a detailed package showing the level of knowledge and skills that each student has achieved in each course.

NESA reports students' performance by standards referencing. This means that standards are pre-set for each subject in bands (1- 6), or levels of achievement. This level of achievement will be reported on the Higher School Certificate Record of Achievement, which students receive in late December. Also on this Record of Achievement will be a student's (moderated) Assessment mark, the Examination mark achieved in the external HSC exam and an HSC mark – the average of the moderated Assessment mark and the Examination mark.

For further information relating to the HSC and how it works, visit the NESA website, where there is a good summary at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/understanding-results>. The HSC results information flyer at the same address provides an overview of the 'Understanding HSC Results' section and includes a summary of HSC and other services available for students.

THE AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The Australian Tertiary Admissions Rank (ATAR) is a separate measure from the HSC. The Universities Admissions Centre (UAC) calculates the ATAR for the Universities, and it is additional to the HSC Record of

Achievement provided by NESA.

Entry from Year 12 into university courses in NSW and the ACT generally depends upon the ATAR achieved at the completion of the Higher School Certificate. The ATAR is a ranking, which compares students' performances across the state. To qualify for an ATAR, students need to have completed 10 units of study with no more than 2 of those units coming from a TAFE or Category B course (at Kinross Wolaroi we offer 3 Category B courses – English Studies, Hospitality and Primary Industries).

Should students wish to take a TAFE course (Category B) and a KWS Category B course and still qualify for an ATAR, their pattern of study must include at least 8 units of Category A subjects. With the exception of English Studies, Hospitality and Primary Industries, all HSC courses offered at Kinross Wolaroi School are Category A courses.

Further detail about ATAR requirements can be found in the Universities Admissions Centre (UAC) Handbook or on the UAC website www.uac.edu.au. A full list of Category A and B courses can be found at [HSC courses to be examined in 2023 \(uac.edu.au\)](#)

ASSESSMENT

Assessment Information, Policies and Procedures are published at the beginning of each School Year, along with an Assessment Timetable, an Assessment Planner and an Assessment Grid for each subject that outlines the dates, weighting and outcomes to be assessed. These are available in **The Hub** for each year group.

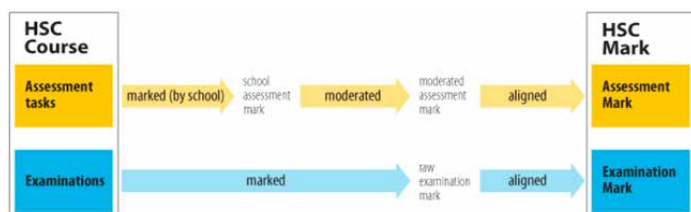
In Year 11 these Assessment tasks are monitored, recorded and reported internally. They are also used (in line with our RoSA Grades Policy) to assign a grade for each student in each course for their Record of School Achievement (RoSA). These grades are submitted to NESA in October. The Common Grade Scale below is used to report student achievement in the Preliminary Stage 6 (Year 11) courses in all NSW schools. It describes performance at each of five grade levels.

- A. The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
- B. The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
- C. The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates

skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

- D. The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
- E. The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

In Year 12 the final accumulation of internal Assessment marks for HSC subjects is sent to NESA where they are moderated against student performance in the external HSC examinations. This moderated assessment accounts for 50% of the overall mark awarded in each course and is reported on the Higher School Certificate Record of Achievement. School-based Assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. The weightings for Assessment tasks are often mandated in Year 12 by NESA, as are the nature of the Assessment tasks, which could include tests, written or oral assignments, practical activities, fieldwork and projects. The Assessment requirements for each course are set out in each syllabus and may be accessed from NESA website <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>



THE SUBJECT SELECTION PROCESS

The initial subject selection form is online and requires students to choose elective subjects in order of preference. Students will be emailed a link to the online form together with their unique access code.

Once all students have submitted their choices, these selections are analysed to determine how best to arrange them on 'subject lines' in order to allow as many students as possible to get as many of their first 12 units of choices as possible.

Whilst every effort is made to ensure that students are able to undertake the study of their selected subjects, KWS cannot guarantee that every subject will run or that every possible combination of subjects can be timetabled in 2022. If the number of students opting for a subject is very small, the School reserves the right not to offer that subject.

Students are therefore asked to nominate a reserve subject on the online form.

Once the lines are determined, students will receive a confirmation email which shows their allocated subjects on the subject lines. If a student is unable to be allocated their first 12 units of choice, they will be invited for a meeting with the Director of Studies to discuss options before their reserve subject is allocated.

Students must choose their subjects carefully, in consultation with their parents, as changes to subjects will not always be possible. Changes can only be made according to the determined subject lines and are considered only if places are available in the required subject, and only in line with the following guidelines:

- Elective subjects are two-year courses. The Year 11 course must be completed satisfactorily before the HSC course is started in Term 4 of Year 11.
- Students may continue to negotiate their subject choices early in Term 1 of Year 11.
- Any changes must be applied for formally through the Director of Studies. Parent approval will also be required. These changes are dependent on satisfying class size guidelines.
- It is inadvisable to change a Preliminary course after one third of the course has been delivered.

ADVICE ON SUBJECT SELECTION

Students and parents often ask for advice about which subjects to take in Years 11 and 12 for the Higher School Certificate. The best advice that can be given is for students to take the subjects that they are most interested in. It follows that if a student enjoys a subject then they will be more prepared to work in that subject and spend time reading and doing homework and assignments in that subject.

For any courses of possible interest, please read the relevant curriculum pages in this handbook. Please contact the Heads of Department and/or the Careers Advisor for further information or clarification regarding possible subject choices. For general queries about the curriculum offered at Kinross Wolaroi School, or the process of subject selection, please contact either of us on 6392 0306.

Heidi Anthony
Head of Teaching and Learning

Lucy Collett
Director of Studies

HEADS OF DEPARTMENT

Below is a list of subjects offered for study in Years 11 (2022) and 12 (2023) at Kinross Wolaroi School.

Please contact the relevant Heads of Department for further information or clarification regarding possible elective choices.

DEPARTMENT	STAGE 6 SUBJECTS	HEAD OF DEPARTMENT
English	<ul style="list-style-type: none"> Advanced English Standard English English Studies (Category B) English Extension 1 English Extension 2* 	Mrs Serena Lewis slewis@kws.nsw.edu.au
Mathematics	<ul style="list-style-type: none"> Mathematics Advanced Mathematics Standard 2 Mathematics Extension 1 Mathematics Extension 2* 	Mr Ben Doyle bdoyle@kws.nsw.edu.au
Science	<ul style="list-style-type: none"> Biology Chemistry Physics Earth & Environmental Science 	Mrs Catherine Litchfield clitchfield@kws.nsw.edu.au
Agriculture	<ul style="list-style-type: none"> Agriculture Primary Industries (Category B) 	Mrs Jody Haydon jhaydon@kws.nsw.edu.au
History and Religious Education	<ul style="list-style-type: none"> Ancient History Modern History History Extension* SoR 1 SoR 2 	Ms Dianne Chappel dchappel@kws.nsw.edu.au
Languages	<ul style="list-style-type: none"> French Continuers German Beginners Latin Continuers French Extension* Latin Extension* 	Mr Peter Stevens (Acting Semester 1 2022) pstevens@kws.nsw.edu.au
Personal Development, Health & Physical Education	<ul style="list-style-type: none"> PDHPE Community and Family Studies Sport, Lifestyle and Recreation** 	Mr Trent Dyer tdyer@kws.nsw.edu.au
Performing Arts	<ul style="list-style-type: none"> Music 1 and Music 2 Music Extension* Drama 	Mrs Jackie Shields jshields@kws.nsw.edu.au
Social Sciences	<ul style="list-style-type: none"> Business Studies Economics Geography Legal Studies 	Ms Natasha Terry-Armstrong nterry-armstrong@kws.nsw.edu.au
Technical and Applied Science - Design & Industry	<ul style="list-style-type: none"> Design and Technology Industrial Technology Software Design and Development 	Mr Simon Lun slun@kws.nsw.edu.au
Technical and Applied Science - Food & Fibre	<ul style="list-style-type: none"> Hospitality (Category B) Textiles and Design 	Ms Robyn Youll ryoull@kws.nsw.edu.au
Visual Arts	<ul style="list-style-type: none"> Visual Arts 	Mr Andrew Orme-Smith aormesmith@kws.nsw.edu.au
External Providers	<ul style="list-style-type: none"> TAFE and Distance Education Philosophy: Macquarie University** 	Mrs Lucy Collett lcollett@kws.nsw.edu.au
Careers Advisor: Mr Bruce Paine bpaine@kws.nsw.edu.au		

*Subjects which are only available in Year 12

**These courses terminate at the end of Year 11



English Advanced

Contact Person: Mrs S Lewis

Email: slewis@kws.nsw.edu.au

COURSE DESCRIPTION

In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

YEAR 11:

Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study. Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

YEAR 12:

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

Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.

CAREER PATHS

English is a compulsory subject and contributor to the ATAR. Students studying Advanced English develop sophisticated communication skills and skills of critical analysis and creative thinking which are valuable in a diverse range of professions and careers.

SKILLS REQUIRED

- The ability to engage with complex texts that have a variety of complicated themes and ideas.
- The ability to identify a wide variety of literary techniques and discuss them in detail.
- The ability to communicate complex ideas in a concise and accessible manner.

WHY CHOOSE IT?

Advanced English is a time-intensive subject. The study of it requires students to read the texts at least twice; compile notes; analyse text; write multiple practice essays; receive feedback and edit responses as a result of the feedback; develop and refine creative writing. However, it is exceptionally rewarding in terms of the nature of the texts that are studied. It is also a prerequisite for the study of English Extension 1 in Year 11 and English Extension 2 in Year 12. The latter is an exceptionally exciting course which offers students the opportunity to compose a Major Work in a form of their choice, with a view to publication.

MAIN TOPICS

YEAR 11 COURSE

- Reading to Write
- Narratives that Shape Our World
- Critical Study of Literature

YEAR 12 COURSE

- Texts and Human Experiences
- Textual Conversations (Mod A)
- Critical Study of Literature (Mod B)
- Craft of Writing (Mod C)

ASSESSMENT REQUIREMENTS

The Year 11 Course consists of three assessment tasks (one of which is the Preliminary Examination). Tasks can include Creative Writing; Critical Analysis; Multi modal. The Year 12 Course consists of four assessment tasks (one of which is the English Trial Exam). Tasks include Creative Writing; Comparative Critical Analysis including an independently studied wider reading text; Multi modal.

More information about the English Advanced Syllabus is available on the [NESA Website](#).

English Standard

Contact Person: Mrs S Lewis

Email: slewis@kws.nsw.edu.au

COURSE DESCRIPTION

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

YEAR 11:

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

In two additional modules: Close Study of Literature, and Contemporary Possibilities students explore and examine texts and analyse aspects of meaning.

YEAR 12:

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

Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.

CAREER PATHS

English is a compulsory subject and contributor to the ATAR. Students studying Standard English develop important communication skills and basic skills of critical analysis. Standard English requires students to think creatively. To this end, Standard English will prepare students for a wide range of professions and careers.

SKILLS REQUIRED

- The ability to engage with texts that have a variety of themes and ideas.
- The ability to identify a variety of literary techniques and comment on them comprehensively.
- A sound level of competence in grammar and communication.

WHY CHOOSE IT?

Standard English is less time-intensive than Advanced English. However, there is still the expectation that students read their texts; compile notes; analyse text; write practice essays; receive feedback and edit responses as a result of the feedback; develop creative writing. Some students find the texts more accessible and engaging than those studied in Advanced English. Students who choose to study Standard English will not be able to study Extension English.

MAIN TOPICS

YEAR 11 COURSE

- Reading to Write
- Contemporary Possibilities
- Close Study of Literature

YEAR 12 COURSE

- Texts and Human Experiences
- Language, Culture and Identity (Mod A)
- Close Study of Literature (Mod B)
- Craft of Writing (Mod C)

ASSESSMENT REQUIREMENTS

The Year 11 Course consists of three assessment tasks (one of which is the Preliminary Examination). Tasks can include Creative Writing; Critical Analysis; Multi modal. The Year 12 Course consists of four assessment tasks (one of which is the English Trial Exam). Tasks include Creative Writing; Comparative Critical Analysis including an independently studied wider reading text; Multi modal.

More information about the English Standard Syllabus is available on the [NESA Website](#).

English Extension 1

Contact Person: Mrs S Lewis

Email: slewis@kws.nsw.edu.au

COURSE DESCRIPTION

The English Extension is a one unit course which provides students, who undertake Advanced English and are accomplished in their use of English, with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

English Extension 1 is a prerequisite course for English Extension 2. The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

YEAR 11: In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. The course has one mandatory module: Texts, Culture and Value as well as a related research project.

YEAR 12: In the English Extension 1 Year 12 course, students explore, investigate, experiment with, and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. The course has one common module, Literary Worlds, with five associated electives. At KWS, students must complete one elective: Literary Homelands. In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

CAREER PATHS

English is a compulsory subject and contributor to the ATAR. Students studying Extension English develop sophisticated, perceptive and insightful communication skills as well as skills of higher order critical analysis and conceptual creative thinking which are valuable in a diverse range of professions and careers. Universities recognise the intellectual rigour and academic status associated with achievement in the Extension English Subjects.

SKILLS REQUIRED

- The ability to engage perceptively and insightfully with more complex literary texts that have a variety of complicated themes and more abstract ideas.
- The ability to identify a wide variety of literary techniques and discuss them in detail.
- The ability to communicate more sophisticated and complex ideas in a concise and accessible manner.

WHY CHOOSE IT?

Extension English is a time-intensive subject. The study of it requires students to read the texts at least twice; engage in some significant wider reading of texts which are similar to the core texts of the Module, as well as engaging in the independent research of a range of critical theories and perspectives; compile notes; analyse text; write multiple practice essays; receive feedback and edit responses as a result of the feedback; develop and refine creative writing. However, it is exceptionally rewarding in terms of the nature of the texts that are studied. It is also a prerequisite for the study of English Extension 2 in Year 12. This is an exceptionally exciting course which offers students the opportunity to compose a Major Work in a form of their choice, with a view to publication.

MAIN TOPICS

YEAR 11 COURSE

- Texts, Culture and Values, Encounter with the Other
- Research Project.

YEAR 12 COURSE

- Literary Worlds
- Literary Homelands (Elective module).

ASSESSMENT REQUIREMENTS

The Year 11 Course consists of three assessment tasks (one of which is the Preliminary Examination). Tasks can include Creative Writing; Critical Analysis; Multi modal. The Year 12 Course consists of three assessment tasks (one of which is the English Trial Exam). Tasks include Creative Writing; Critical Analysis including an independently studied wider reading text.

More information about the English Extension Syllabus is available on the [NESA Website](#).

English Studies

CATEGORY B

Contact Person: Mrs S Lewis

Email: slewis@kws.nsw.edu.au

COURSE DESCRIPTION

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

YEAR 11:

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

Students study two to four additional syllabus modules (selected based on their needs and interests).

Students may also study an optional teacher-developed module.

YEAR 12:

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

Students study two to four additional syllabus modules (selected based on their needs and interests).

Students may also study an optional teacher-developed module.

CAREER PATHS

English is a compulsory subject and contributor to the ATAR. English Studies is a Category B subject. Only one Category B Subject may be counted towards the ATAR. Students studying English Studies develop communication skills and basic skills of analysis. English Studies will also help students to develop the skills of Portfolio Building. Such skills will be valuable across a range of professions.

SKILLS REQUIRED

- The ability to engage with the themes and ideas of texts.
- The ability to read, understand and identify different text types as well as retrieve, infer and deduce important information from a text.

WHY CHOOSE IT?

English Studies is less time-intensive than Standard English. There are less texts to read. However, there is still the expectation that students read their texts; compile notes; complete written assessment tasks; receive feedback and edit responses as a result of the feedback; develop writing. Students who choose to study English Studies will not be able to study Extension English.

MAIN TOPICS

YEAR 11 COURSE

- Achieving through English – a variety of work-based texts.
- Telling us All About it – a variety of media - based texts.
- We Are Australians – a variety of texts based on citizenship; community and cultural identity.

YEAR 12 COURSE

- Texts and Human Experiences
- Mi Tunes and Texts
- Local Heroes
- In the Market Place

ASSESSMENT REQUIREMENTS

The Year 11 Course consists of three assessment tasks; a written report; a multi modal presentation; a portfolio of classwork. The Year 12 Course consists of four assessment tasks (one of which is the English Trial Exam). Tasks include a multi modal presentation; a research task and a portfolio.

More information about the English Studies Syllabus is available on the NESA Website.



Mathematics Advanced

Contact Person: Mr Ben Doyle

Email: bdoyle@kws.nsw.edu.au

COURSE DESCRIPTION

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The study of Mathematics Advanced in Stage 6 enables students to enhance their knowledge and understanding of what it means to work mathematically, develop their understanding of the relationship between 'real-world' problems and mathematical models and extend their skills of concise and systematic communication.

The Year 11 Course introduces students to the study of calculus, including the process of developing mathematical models of change, which have relevance in fields such as business, engineering, finance, medicine and the practical sciences. Other topics include development of students understanding of functions, trigonometry, the use of exponentials and logarithms in mathematical modelling and the concept of conditional probability.

The Year 12 Course builds on the concepts developed in the Year 11 Course, expanding on areas such as techniques for graphing algebraic functions, integration, and modelling financial situations.

CAREER PATHS

Mathematics Advanced can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

SKILLS REQUIRED

The Mathematics Advanced course has been structured on the assumption that students have met the outcomes of the 5.3 pathway in Stage 5. Students who have completed the 5.2 pathway should consult their subject teacher to discuss their suitability for choosing this subject.

WHY CHOOSE IT?

The Mathematics Advanced course is designed to offer opportunities to think critically and creatively about mathematical concepts. Students who have enjoyed the challenge of Mathematics often choose this subject in Stage 6. Mathematics Advanced can also open up a number of post school pathways for students and is a prerequisite for the study of some university courses.

MAIN TOPICS

YEAR 11 COURSE

- Functions (Working with Functions)
- Trigonometric Functions (Measure of Angles, Trigonometric Functions and Identities)
- Calculus (Introduction to differentiation)
- Exponential and Logarithmic Functions (Logarithms and Exponentials)
- Statistical Analysis (Probability and Discrete Probability Distributions)

YEAR 12 COURSE

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

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessments can include in-class controlled tasks, research assignments and written examinations. There are no major works for Mathematics Advanced.

More information about the Mathematics Advanced syllabus is available on the [NESA website](#).

For further guidance on selecting a Stage 6 Mathematics course please refer to the "Which Mathematics Course Should I Choose?" document on the subject selection page.

Mathematics Standard 2

Contact Person: Mr Ben Doyle

Email: bdoyle@kws.nsw.edu.au

COURSE DESCRIPTION

The study of Mathematics Standard 2 in Stage 6 enables students to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate their ideas in a clear and logical manner.

The Mathematics Standard 2 course builds on students' knowledge and skills developed in the Mandatory Stage 5 Mathematics courses and provides a further opportunity to enhance numeracy skills and capabilities.

The Year 11 Course provides exposure to a broad range of Mathematical concepts and provides a solid grounding in the day-to-day use of Mathematics. During Year 11 student will examine the use of formulae and equations in mathematical modelling, practical applications of measurement, financial mathematics and an introduction to the use statistical analysis.

The Year 12 Course builds on the concepts developed in the Year 11 Course, expanding on areas such as non-right-angled trigonometry, investing money and the use of network diagrams to find practical solutions to real world problems.

CAREER PATHS

Mathematics Standard 2 is a broad course of study that prepares students from a wide range of career options post school including those in which vocational or tertiary training is required. It can also assist in gaining entry to universities in which a minimum 2 units of Mathematics is a prerequisite.

SKILLS REQUIRED

Mathematics Standard 2 is structured on the assumption that student have met the outcomes of the 5.1 pathway in Stage 5. It is also recommended that they have a knowledge and understanding of at least some of the content covered in the 5.2 course.

WHY CHOOSE IT?

Mathematics Standard 2 aims to develop mathematical skills and understanding of a range of topics that directly apply to real world applications. Students may elect to study this subject to improve functional numeracy and prepare themselves for the workforce. Mathematics Standard 2 also provides a useful grounding in types of statistical analysis used in humanities research.

MAIN TOPICS

YEAR 11 COURSE

- Algebra (Formulae, Equations, and linear relationships)
- Measurement (Applications and working with time)
- Financial Mathematics (Income, taxation, and simple interest)
- Statistical Analysis (Data analysis and probability)

YEAR 12 COURSE

- Algebra (Types of relationships)
- Measurement (Non-right-angled trigonometry, rates and ratios)
- Financial Mathematics (Investments, Loans and Annuities)
- Statistical Analysis (Bivariate data and normal distributions)
- Networks (Network concepts and critical path analysis)

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessments can include in-class controlled tasks, research assignments and written examinations. There are no major works for Mathematics Standard 2.

More information about the Mathematics Standard 2 syllabus is available on the [NESA website](#).

For further guidance on selecting a Stage 6 Mathematics course please refer to the "Which Mathematics Course Should I Choose?" document on the subject selection page.

Mathematics Extension 1

Contact Person: Mr Ben Doyle

Email: bdoyle@kws.nsw.edu.au

COURSE DESCRIPTION

Mathematics Extension 1 is a calculus-based course intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in Mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

The Mathematics Extension 1 course focuses on learning of functions, trigonometry, calculus and statistics from Mathematics Advanced course aims to extend students' knowledge and understanding of what it means to work mathematically, develop their skills to reason logically, generalise and make connections, and enhance their understanding of how to communicate in a concise and systematic manner.

The Year 11 Course includes opportunities for further investigation into the connections between algebraic and graphical representations of functions, explore of inverse trigonometric functions and identities, calculus and introduces students to how combinatorics can be used in problem solving.

The Year 12 Course builds on the concepts developed in the Year 11 Course, expanding on areas such as the mathematical proof by induction, the use of vectors and applications of calculus.

CAREER PATHS

Mathematics Extension 1 can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

SKILLS REQUIRED

The Mathematics Extension 1 course is structured on the assumption that student have met the outcomes of the 5.3 pathway in Stage 5. A strong understanding of algebraic techniques is essential for success in this course.

Students may not study the Mathematics Extension 1 Course in conjunction with the Mathematics Standard Course.

WHY CHOOSE IT?

Mathematics Extension 1 is suited to those students who have a genuine interest in, and enjoy, the study of Mathematics. The study of this course can also assist in the development of a higher level of mathematical understanding that assist students to gain entry to certain tertiary courses or institutions.

MAIN TOPICS

YEAR 11 COURSE

- Functions (Further work with Functions, Polynomials)
- Trigonometric Functions (Inverse Trigonometric Functions and Further Trigonometric Identities)
- Calculus (Rates of Change)
- Combinatorics (Working with Combinatorics)

YEAR 12 COURSE

- Proof (Proof by Mathematical Induction)
- Vectors (Introduction to Vectors)
- Trigonometric Functions (Trigonometric Functions and Graphs)
- Calculus (Further Calculus Skills, Applications of Calculus)
- Statistical Analysis (Binomial Distribution)

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessments can include in-class controlled tasks, research assignments and written examinations. There are no major works for Mathematics Extension 1.

More information about the Mathematics Extension 1 syllabus is available on the [NESA website](#).

For further guidance on selecting a Stage 6 Mathematics course please refer to the "Which Mathematics Course Should I Choose?" document on the subject selection page.

Mathematics Extension 2

(AVAILABLE IN YEAR 12 ONLY)

Contact Person: Mr Ben Doyle

Email: bdoyle@kws.nsw.edu.au

COURSE DESCRIPTION

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration.

The study of Mathematics Extension 2 in Year 12 enables students to extend their knowledge and understanding of working mathematically, enhance their skills to tackle difficult, unstructured problems, generalise, make connections and become fluent at communicating in a concise and systematic manner. Students are exposed to new areas of mathematics not previously seen such as the use complex numbers, and the calculus of mechanics.

CAREER PATHS

Mathematics Extension 2 can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

SKILLS REQUIRED

The Mathematics Extension 2 course is structured on the assumption that student have met the outcomes of Mathematics Advanced Year 11 course and the Mathematics Extension 1 course.

Students may not study the Mathematics Extension 2 Course in conjunction with the Mathematics Standard 2 Course.

WHY CHOOSE IT?

Mathematics Extension 2 is the highest level of Mathematics on offer as part of the Higher School Certificate. Students who have enjoyed the added challenge of Extension 1 in Year 11 may elect to study this option in Year 12. The study of Extension 2 may also assist in gaining entry into certain tertiary course or institutions.

MAIN TOPICS

YEAR 12 COURSE

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

ASSESSMENT REQUIREMENTS

The course consists of four assessment tasks. Assessments can include in-class controlled tasks, research assignments and written examinations. There are no major works for Mathematics Extension 2.

More information about the Mathematics Extension 2 syllabus is available on the [NESA website](#).



Biology

Contact Person: Mrs C Litchfield

Email: clitchfield@kws.nsw.edu.au

COURSE DESCRIPTION

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

The Biology course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of Biology as a foundation for undertaking investigations in a wide range of Science, health sciences, biotechnology, Engineering and Mathematics (STEM) related fields.

The Year 11 Course delves into areas of Biology that explore the structure and function of organisms, from cell ultrastructure to body systems and biochemical processes. Students also develop knowledge and understanding of the Earth's biodiversity, ecology and the effect of evolution.

The Year 12 Course builds on the concepts developed in the Year 11 Course through a detailed study of heredity and genetic technologies. The final two Year 12 modules explore disease and disorders. Students learn how the body defends against infectious disease through a study of immunity and they also study a range of technologies used to assist, control, prevent and treat non-infectious disease.

CAREER PATHS

Students studying Biology can continue through university to careers in science or applied science, such as environmental science, marine biology, biotechnology, forensic science, nursing, pharmacology, physiotherapy, veterinary surgery, medicine and the health sciences.

SKILLS REQUIRED

Students need to understand and implement the scientific method consistently and have an inquisitive mind. Students need to practise Biology skills frequently and possess academic resilience and determination. There is a lot of content in Biology which requires discipline to learn large amounts of information, understand difficult biochemical processes, and apply understanding to solve problems.

WHY CHOOSE IT?

Biology is a difficult science subject. However, it is also one of the most rewarding as it will develop critical thinking skills and has an enjoyable practical aspect. The content is interesting, as it is about humans; genetics, evolution and disease - subjects every human should understand about themselves!

MAIN TOPICS

YEAR 11 COURSE

- Cells and the basis of life
- Organisation of living things
- Biological diversity
- Ecosystem dynamics

YEAR 12 COURSE

- Heredity
- Genetic change
- Infectious disease
- Non-infectious disease and disorders

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessment tasks can include viva voce and practical exams, as well as research assignments and written examinations. There are no major works for Biology. As with all science courses, there are depth studies in Year 11 and 12, where students delve deeper and explore a topic in-depth.

More information about the Biology syllabus is available on the NESA [Website](#).

Chemistry

Contact Person: Mrs C Litchfield

Email: clitchfield@kws.nsw.edu.au

COURSE DESCRIPTION

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills and processes, the course aims to examine how chemical theories, models and practices are used and developed.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The Year 11 Course delves into areas of chemistry that includes the properties and structure of matter, quantitative chemistry to predict yields and solve problems related to the mole concept, reactive chemistry to study how chemists use chemical reactions to produce substances that lead to development of useful products as well as investigating factors that initiate and drive a reaction.

The Year 12 Course builds on the concepts developed in the Year 11 Course, expanding on areas such as equilibrium and acid/base reactions, organic chemistry and finishing with applying chemical ideas and investigating technologies.

CAREER PATHS

Students studying Chemistry can continue through university to careers in science or applied science, such as environmental science, marine biology, biochemistry, chemical engineering, forensic science, pharmacology, physiotherapy, veterinary surgery, and the medical professions.

SKILLS REQUIRED

Mathematical skills required include the ability to rearrange equations and an understanding of scientific notation. Students need to understand and implement the scientific method consistently and have an inquisitive mind. Students need to practise chemistry skills frequently and possess academic resilience and determination.

WHY CHOOSE IT?

Chemistry is one of the most difficult science subjects. As students are dealing with events on such a small scale, it is conceptually challenging. However, it is also one of the most rewarding as it will develop critical thinking and problem solving skills, and has the highest practical aspect of the Science subjects on offer.

MAIN TOPICS

YEAR 11 COURSE

- Properties and Structure of Matter
- Introduction of Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

YEAR 12 COURSE

- Equilibrium and Acid Reactions
- Acid/Base Reactions
- Organic Chemistry
- Applying Chemical Ideas

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessment tasks can include viva voce and practical exams, as well as research assignments and written examinations. There are no major works for Chemistry. As with all science courses, there are depth studies in Year 11 and 12, where students delve deeper and explore a topic in-depth.

More information about the Chemistry syllabus is available on the [NESA website](#).

Physics

Contact Person: Mr N Lewis

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COURSE DESCRIPTION

The study of Physics in Stage 6 enables students to develop an appreciation and understanding of the motion of objects subject to forces, electricity and magnetism, waves, the Universe and the structure of the atom. Through scientific enquiry, the skills to investigate, analyse and evaluate Physics concepts in a safe way are developed.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of Physics as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. Physics is composed of the most diverse, wide ranging set of disciplines that have applications in all walks of life.

The Year 11 Physics course develops an understanding of kinematics and dynamics, that is, the laws that govern the motion of objects and the predictable consequence of force on an object's velocity, energy and momentum. It also develops the student's understanding of electricity and magnetism, and their numerous applications. Finally, the concept of energy transfer is developed, both as a wave and as heat (thermodynamics).

The Year 12 Course builds on the concepts developed in the Year 11 Course, expanding the topic of motion to incorporate projectile and circular motion, with a focus of the orbits of bodies in space. We then consider the integration of electricity and magnetism and its applications in motors and generators. Knowledge of waves is developed into a detailed understanding of light and its consequences for special relativity. Finally, we learn about how the model of the atom and the Universe have evolved over time.

CAREER PATHS

Students studying Physics can continue through university to careers in science or applied science, such as mechanical, electrical or civil engineering, working in all aspects of building, transport, power generation and communications on Earth and in space. Physics may also be useful in a study of astronomy, business and finance.

SKILLS REQUIRED

Mathematical skills required include the ability to rearrange equations and an understanding of scientific notation. Students need to understand and implement the scientific method consistently and have an inquisitive mind. Students need to practise physics skills frequently and possess academic resilience and determination.

WHY CHOOSE IT?

Physics is one of the most difficult science subjects. As students are dealing with events on such a small and large scale, it is conceptually challenging. However, it is also one of the most rewarding as it will develop critical thinking and problem-solving skills.

MAIN TOPICS

YEAR 11 COURSE

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

YEAR 12 COURSE

- Advanced Mechanics
- Electromagnetism
- The nature of light
- From the Universe to the Atom

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessment tasks will require you to design and conduct investigations that will produce accurate, valid and reliable data in a safe way. There will be analysis and evaluation of 1st and 2nd hand data, research and written examinations. There are no major works for Physics. As with all science courses, there are depth studies in Year 11 and 12, where students delve deeper and explore a topic in-depth.

More information about the Physics syllabus is available on the [NESA Website](#).

Earth and Environmental Science

Contact Person: Mr C Huxley

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COURSE DESCRIPTION

The study of Earth and Environmental Science (EES) in Stage 6 explores the Earth's renewable and non-renewable resources, and environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. The course uses the Working Scientifically skills to develop knowledge through the application of those skills.

The EES course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with technologies that assist in developing earth and environmental science applications.

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

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

CAREER PATHS

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

SKILLS REQUIRED

Some mathematical skills are required include the ability to solve problems with simple equations, interpretation and creation of graphs, and an understanding of scientific notation. Students need to understand and implement the scientific method consistently and have an inquisitive mind. Students will practise scientific skills frequently and need to possess academic resilience and determination.

WHY CHOOSE IT?

EES is an interdisciplinary Science. This means you will study topics using knowledge and skills from a wide range of science disciplines. More than any other of the Science courses on offer, much of what we study is directly related to the environment in which we live and how it works. You will take away from the course an understanding of the world you are part of that will be of benefit long after you leave school.

MAIN TOPICS

THE YEAR 11 COURSE:

- Module 1 Earth's Resources
- Module 2 Plate Tectonics
- Module 3 Energy Transformations
- Module 4 Human Impacts

YEAR 12 COURSE

- Module 5 Earth's Processes
- Module 6 Hazards
- Module 7 Climate Science
- Module 8 Resource Management

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessment tasks can include viva voce and practical exams, as well as research assignments and written examinations. There are no major works for EES. As with all science courses, there are depth studies in Year 11 and 12, where students delve deeper and explore a topic in-depth.

More information about the EES syllabus is available on the [NESA website](#).



Agriculture

Contact Person: Mrs J Haydon

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COURSE DESCRIPTION

The study of Agriculture in Stage 6 enables students to develop an appreciation and understanding of the science behind the production and marketing of agricultural products. Through research and current examples of industry, students can apply their knowledge from previous years and life experiences to ensure they are connecting with real world agriculture.

The Agriculture course builds on students' knowledge and skills developed in the Stage 5 course but it is not mandatory to have studied Agriculture in Stage 5 in order to select it as a subject for Stage 6.

The Year 11 Course begins with an introduction as to the importance of agriculture and the analysis of agricultural production as a systems framework. This framework is used to further investigate areas of animal and plant production systems.

The Year 12 Course builds on the concepts developed in the Year 11 Course, delving deeper into the scientific explanation behind animal and plant production systems. It also introduces the option of Farming for the 21st Century which expands further on areas such as innovation and technology and how they are providing opportunities to develop sustainability in agricultural production.

CAREER PATHS

Over 80% of careers can somehow be linked to Agriculture. Students studying Agriculture can diversify into many types of courses, through studying the various sciences, undertaking an industry internship, communication, business and management, nutrition, agronomy, research and many more.

SKILLS REQUIRED

An interest in Agriculture, skills in investigation and experimental design, and possess academic resilience and determination. This subject has a large theory component and is enhanced by the creation of experiments to help develop students' understanding of the science behind production.

WHY CHOOSE IT?

Agriculture is an incredibly interesting subject. Because of the importance of primary production across the globe, and the exceptional talent of Australian producers, we have the capacity to investigate innovative practices that improve sustainability of resources, technological advancements that have maximised outputs and minimised inputs creating higher efficiency, and explore new and emerging enterprises. Agriculture is never static, it is always evolving and we are a part of that movement by creating the next generation of agricultural innovators, scientists, producers, and many more.

MAIN TOPICS

YEAR 11 COURSE

- Introduction to Agriculture and Systems Thinking
- Plant Production
- Animal Production
- Farm Case Study

YEAR 12 COURSE

- Plant/Animal Production
- Natural Resource Management
- Farm Product Study
- Option – Farming for the 21st Century

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessment tasks can include research tasks and industry-specific studies, as well as written examinations. There are no major works for Agriculture, but students have the opportunity to specialise in an area/enterprise of interest for part of the course.

More information about the Agriculture syllabus is available on the [NESA Website](#)

Primary Industries

CATEGORY B/VET COURSE

Contact Person: Mrs J Haydon

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COURSE DESCRIPTION

HSC VET courses in the Primary Industries Curriculum Framework are made up of:

- Units of competency
- Associated HSC mandatory and stream units of competency
- HSC elective units of competency
- HSC outcomes and content
- Mandatory work placement requirements.

CAREER PATHS

Over 80% of careers can somehow be linked to Agriculture and Primary Production. Students studying Primary Industries can achieve competence in units that will contribute to a Statement of Attainment towards AHC20116 Certificate II in Agriculture. This is a vital qualification for most entry level positions and can also be used to lead into students pursuing the Certificate III, IV and Diploma of Agriculture through TAFE.

SKILLS REQUIRED

An interest in Primary Production and the ability to follow instructions, make good management decisions, interpret data and complete both practical and theoretical components of the course are essential. There is a large amount of time spent ensuring students are capable across each unit and as a result students need to ensure they are responsible for the completion of booklets, online tasks and practical tasks.

WHY CHOOSE IT?

Primary Production and the development of best practice, applications of technology and innovation has seen Australian farmers build a reputation for being among the best in the world. Agriculture is never static, it is always evolving and we are a part of that movement by creating the next generation of agricultural innovators across all levels of employment in primary production, manufacturing, marketing and beyond.

MAIN TOPICS

Primary Industries Curriculum Framework Mandatory focus areas

- Chemicals
- Safety
- Sustainability
- Weather
- Working in the industry

Primary Industries Curriculum Framework Stream focus areas

- Livestock health and welfare
- Plant pests, diseases and disorders

Primary Industries Curriculum Framework HSC elective pool focus areas include

- Biosecurity, Dairy, Infrastructure, Livestock, Plants, Shearing, Soil and water conservation, Wool, Irrigation, Production horticulture and many more

ASSESSMENT REQUIREMENTS

VET courses are competency-based courses. This means that assessment is based on the individual students being able to complete BOTH practical and written activities to an acceptable standard as determined by the AQF (Australian Qualifications Framework Advisory Board).

In order to achieve the required competencies in this course, students need to:

- Meet attendance requirements
- Complete all mandatory work placement hours
- Complete all written competency tasks to an acceptable standard
- Complete all practical competency tasks to an acceptable standard
- Meet all of the assessment requirements of each unit of work.

Students will be assessed with class testing, formal examinations and students will undertake an external HSC written examination.

More information about the Primary Industries syllabus is available on the [NESA Website](#).



Ancient History

Contact Person: Ms D Chappel

Email: dchappel@kws.nsw.edu.au

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 that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander Peoples.

Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for conserving and preserving the world's cultural heritage.

CAREER PATHS

Ancient History enables students to gain a greater understanding of a variety of cultures and experiences. As such, it is a useful subject for any career path. Ancient History students will develop transferable skills associated with the process of historical inquiry and the interplay of historical evidence and argument. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. The skills and knowledge acquired through the study of this subject may be further developed and employed in a variety of professions including, but not confined to, business, communication, education, journalism, political science, social sciences and the media.

SKILLS REQUIRED

The course builds on the historical skills that students have been building in Stages 4 & 5.

The study of Ancient History will develop the students' analytical, communication, investigative and literacy skills.

WHY CHOOSE IT?

The study of Ancient History is of contemporary relevance. It 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. It also provides the opportunity for students to entertain their curiosities about the ancient world and the people that made that world.

MAIN TOPICS

YEAR 11 COURSE

- Investigating Ancient History. Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies
- Features of Ancient Societies. Students study at least two ancient societies
- Historical Investigation

YEAR 12 COURSE

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- One 'Ancient Societies' topic
- One 'Personalities in their Times' topic
- One 'Historical Periods' topic

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessments will be a combination of research, written and presentation tasks.

More information about the Ancient History syllabus is available on the [NESA Website](#).

History Extension

(AVAILABLE ONLY IN YEAR 12)

Contact Person: Ms D Chappel

Email: dchappel@kws.nsw.edu.au

COURSE DESCRIPTION

This course is for students who enjoy their History and want to challenge their historical understanding. The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian's context, methodology and purpose shape their interpretation of a person, group, event or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.

CAREER PATHS

Students studying History Extension can continue through university to careers in the legal profession, business management, information technology, government service, public policy analysis and development, teaching at the primary, secondary and university levels, medicine, social work, and the ministry.

SKILLS REQUIRED

The History Extension course is designed to enhance the development of critical and reflective thinking skills essential for effective participation in work, higher learning and the broader community. It fosters the ability of students to approach complex tasks flexibly, analyse and synthesise information from a range of sources and situations, explore a range of perspectives, develop considered responses and reflect on the methodologies with which they engage.

WHY CHOOSE IT?

Students should choose this course if they have an interest in History. The History Extension course lays a foundation for tertiary study by raising awareness of and facilitating the transfer of higher-order thinking skills from one area of study to another.

COURSE CONTENT

- Constructing History
- Case Study
- History Project

ASSESSMENT REQUIREMENTS

- There are THREE assessment tasks
- Formal examination
- Historical Process
- History Project.

More information about the History Extension syllabus can be found on the [NESA Website](#).

Modern History

Contact Person: Ms D Chappel

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COURSE DESCRIPTION

This course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Through various sources, students study a range of people, ideas, movements, events and developments that have shaped the modern world.

Students can learn about significant moments in the late 19th and 20th century and begin to explore cause and effect, continuity and change. By studying this course students acquire skills in interpretation, communication, research, and critical analysis. They gain confidence in accessing primary and secondary sources and critiquing them for their capabilities and limitations. They develop an understanding of the events that have shaped our world. Their study extends their knowledge of the world and of cultures and gives them greater skills at assessing and evaluating the outcomes of significant events. These skills are explicitly taught and further developed through both individual and group work, with opportunities to explore areas that are of particular interest to the individual.

CAREER PATHS

Modern History enables students to gain a greater understanding of a variety of cultures and experiences. As such, it is a useful subject for any career path. Modern History students will develop transferable skills associated with the process of historical inquiry and the interplay of historical evidence and argument. These include critical literacy skills, for example interpreting, analysing, and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. The skills and knowledge acquired through the study of this subject may be further developed and employed in a variety of professions including, but not confined to, business, communication, education, journalism, political science, social sciences and the media.

SKILLS REQUIRED

The course furthers the historical skills that students have been building in Stages 4 & 5.

The study of Modern History will develop the students' analytical, communication, investigative and literacy skills.

WHY CHOOSE IT?

Modern History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

The knowledge, understanding and skills that students acquire through studying Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues, and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

MAIN TOPICS

YEAR 11 COURSE

- Decline and Fall of the Romanovs
- Meiji Japan
- Historical Investigation
- World War I

YEAR 12 COURSE

- Power and Authority in the Modern World
- National Study
- Peace and Conflict
- Change in the Modern World

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessments will be a combination of research, written and presentation tasks.

More information about the Modern History syllabus is available on the [NESA Website](#).

Studies of Religion I

Contact Person: Ms T Graham

Email: tgraham@kws.nsw.edu.au

COURSE DESCRIPTION

The Studies of Religion syllabus investigates the significance of the role of religion in society and, in particular, within Australian society. It recognises and appreciates the place and importance of Aboriginal belief systems and spiritualities in Australia. This syllabus enables students to progress from a broad understanding of religious traditions to specific studies within these traditions. The syllabus provides a focus on religious expression in Australia and, also, investigates religion's place within the global community. The course enables students to come to an understanding that each religious tradition has its own integrity and contributes to a well-ordered society.

CAREER PATHS

Studies of Religion enables students to gain a greater understanding of a variety of cultures and experiences. As such, it is a useful subject for any career path. Studies of Religion students will develop transferable skills associated with the process of inquiry. These include critical literacy skills and developing reasoned and evidence-based arguments. The skills and knowledge acquired through the study of this subject may be further developed and employed in a variety of professions including, but not confined to, business, communication, education, journalism, political science, social sciences and the media.

SKILLS REQUIRED

Studies of Religion emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners

WHY CHOOSE IT?

Studies of Religion provides a learning experience that prepares students for further education and training, employment and full and active participation as citizens within society.

MAIN TOPICS

YEAR 11 COURSE

- Nature of Religion and Beliefs
- Two Religious Traditions Studies from Buddhism, Christianity, Hinduism, Islam, Judaism

YEAR 12 COURSE

- Religion and Belief Systems in Australia post-1945
- Two Religious Traditions Depth Studies from Buddhism, Christianity, Hinduism, Islam, Judaism

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of three. Assessments will be a combination of research, written and presentation tasks.

More information about the Studies of Religion syllabus is available on the [NESA Website](#).

Studies of Religion II

Contact Person: Ms T Graham

Email: tgraham@kws.nsw.edu.au

COURSE DESCRIPTION

The Studies of Religion syllabus investigates the significance of the role of religion in society and, in particular, within Australian society. It recognises and appreciates the place and importance of Aboriginal belief systems and spiritualities in Australia. This syllabus enables students to progress from a broad understanding of religious traditions to specific studies within these traditions. The syllabus provides a focus on religious expression in Australia and, also, investigates the place of religion within the global community. The course enables students to come to an understanding that each religious tradition has its own integrity and contributes to a well-ordered society.

CAREER PATHS

Studies of Religion enables students to gain a greater understanding of a variety of cultures and experiences. As such, it is a useful subject for any career path. Studies of Religion students will develop transferable skills associated with the process of inquiry. These include critical literacy skills and developing reasoned and evidence-based arguments. The skills and knowledge acquired through the study of this subject may be further developed and employed in a variety of professions including, but not confined to, business, communication, education, journalism, political science, social sciences, and the media.

SKILLS REQUIRED

Studies of Religion emphasises the development of skills of analysis, independent research, collaboration, and effective communication. These skills empower students to become critically reflective life-long learners.

WHY CHOOSE IT?

Studies of Religion provides a learning experience that prepares students for further education and training, employment and full and active participation as citizens within society.

MAIN TOPICS

YEAR 11 COURSE

- Nature of Religion and Beliefs
- Three Religious Traditions Studies from Buddhism, Christianity, Hinduism, Islam, Judaism
- Religions of Ancient Origin
- Religion in Australia pre-1945

YEAR 12 COURSE

- Religion and Belief Systems in Australia post-1945
- Three Religious Traditions Depth Studies from Buddhism, Christianity, Hinduism, Islam, Judaism
- Religion and peace
- Religion and Non-Religion

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessments will be a combination of research, written and presentation tasks.

More information about the Studies of Religion II syllabus is available on the [NESA Website](#).



French Continuers

Contact Person: Mr P Stevens

Email: pstevens@kws.nsw.edu.au

COURSE DESCRIPTION

The French Continuers course aims to develop high order competency in the French language, relating particularly to the areas of communication, cross-cultural understanding and grammar. Students will be achieving native speaker competency within the curriculum topic areas by the end of Year 12.

CAREER PATHS

Students will develop linguistic abilities which will provide distinct advantages when seeking employment in fields such as the arts, banking, finance, politics, law, international relations, hospitality, tourism, and the food and wine industries.

SKILLS REQUIRED

Students must have successfully completed French to Year 10. The course demands a keen interest in other cultures. The course also requires an ongoing dedication to learning: students will be expected to use and practise their language skills daily. An interest in grammatical structure and a commitment to vocabulary acquisition are essential.

WHY CHOOSE IT?

The course is both rewarding and interesting. It opens doors to travel, meaningful intercultural experiences and a comprehensive broadening of perspectives. However, it does require hard work, commitment and a desire to understand how languages operate.

MAIN TOPICS

YEAR 11 COURSE

- Personal Identity
- Relationships
- School Life
- Leisure and Interests

YEAR 12 COURSE

- Arts and Entertainment
- Travel and Tourism
- The World of Work
- Current Issues

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessment tasks will include listening comprehension, reading comprehension, writing and speaking tests.

More information about the French Continuers syllabus is available on the [NESA website](#).

French Extension

Contact Person: Mr P Stevens

Email: pstevens@kws.nsw.edu.au

COURSE DESCRIPTION

The French Extension course aims to enhance students' knowledge and understanding of a range of issues in contemporary French society. It will extend the students' ability to use and appreciate French as a medium for communication, creative thought and logical argument.

CAREER PATHS

Students will further develop their already comprehensive linguistic abilities in French and this will provide substantial advantages when seeking employment in fields such as the arts, banking, finance, politics, law, international relations, hospitality, tourism, and the food and wine industries.

SKILLS REQUIRED

Students must already be doing the Year 11 French Continuers course and achieving high marks in that course. It is expected that students will be keen to participate in debates and discussions in French. This course also requires substantial skill in textual analysis and critical thinking. Proactive, extended, independent reading and research outside lesson time will be of critical importance.

WHY CHOOSE IT?

The course constitutes a bridge to authentic native speaker fluency. If a student is passionate about reaching this level of fluency and is prepared to work intensively, and consistently so, then the French Extension course may be an option for them.

MAIN TOPICS

- Stereotypes
- Dealing with Disability
- Friendship

- Social Mobility and Responsibility
- Social Inequality
- Cultural Difference
- Self Worth

ASSESSMENT REQUIREMENTS

The course consists of three assessment tasks. Assessment tasks will include reading comprehension, writing and speaking tests.

More information about the French Continuers syllabus is available on the [NESA website](#).

German Beginners

Contact Person: Mr P Stevens

Email: pstevens@kws.nsw.edu.au

COURSE DESCRIPTION

The German Beginners course is designed for students who wish to begin their study of German at senior secondary level. It is intended to cater for students who have no prior knowledge of the German language. This is a very intensive course and aims to enable students to reach a solid competency in basic, everyday German by the end of Year 12.

CAREER PATHS

German is a major European language and Germany is the economic powerhouse of Europe. Germany is also one of Australia's important trading partners. Learning German will be an advantage to those aspiring to work internationally, whether that be in the fields of government, economics or international relations.

SKILLS REQUIRED

Students must have obtained above average results in both French and Latin in Years 7 and 8. Ideally, they should also be currently studying a foreign language, although this is not a pre-requisite.

Learning a foreign language is hard work but, because of this, the rewards are great. Consistent and high-level diligence will be required.

WHY CHOOSE IT?

The course is both rewarding and interesting. It opens doors to travel, meaningful intercultural experiences and a comprehensive broadening of perspectives. However, it does require hard work, commitment and a desire to understand how languages operate.

MAIN TOPICS

- Personal Identity
- Relationships
- School Life
- Leisure and Interests
- Future Plans and Aspirations
- Holidays, Travel and Tourism
- Daily Life and Lifestyles
- Work
- Arts and Entertainment

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessment tasks will include listening comprehension, reading comprehension, writing and speaking tests.

More information about the German Beginners syllabus is available on the [NESA website](#).

Latin Continuers

Contact Person: Mr P Stevens

Email: pstevens@kws.nsw.edu.au

COURSE DESCRIPTION

The Latin Continuers course builds on the knowledge of the Latin language acquired in Years 7-10. It provides students not only with a comprehensive access to and understanding of the culture and literature of ancient Rome, but also with insight into the continuing influence of Latin in European languages and thought.

CAREER PATHS

The study of Latin at this level helps students to develop techniques of literary analysis and to form habits of precision in thought and expression. These skills will equip them to analyse problems effectively and to communicate ideas succinctly in their chosen field of employment. Needless to say, a solid background in Latin will be invaluable in the scientific, medical and legal fields.

SKILLS REQUIRED

Students must have successfully completed Latin to Year 10. The course demands a keen interest in ancient Roman history and culture. The course also requires an ongoing dedication to learning: students will be expected to use and practise their language skills daily. An interest in grammatical structure and a commitment to vocabulary acquisition are essential.

WHY CHOOSE IT?

The course will be of interest to those students who have a deep interest in history, culture, language and literature and who are fascinated by how these elements intertwine. However, the course does require hard work, commitment and a desire to understand how languages operate.

MAIN TOPICS

YEAR 11 COURSE

- Caesar
- Cicero
- Catullus
- Tacitus
- Roman and Greek History

YEAR 12 COURSE

- Virgil's Aeneid
- Selected speeches of Cicero
- Livy's History of Rome
- Roman and Greek History

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessment tasks will include translation to and from Latin, analysis of literary texts and commentary on the prescribed Latin texts.

More information about the Latin Continuers syllabus is available on the [NESA website](#).



Personal Development, Health & Physical Education

Contact Person: Mr T Dyer

Email: tdyer@kws.nsw.edu.au

COURSE DESCRIPTION

Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

It aims to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

SPECIFICALLY, STUDENTS WILL DEVELOP:

- values and attitudes that promote healthy and active lifestyles and communities
- knowledge and understanding of the factors that affect health
- a capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- knowledge and understanding of the principles and processes impacting on the realisation of movement potential
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis

CAREER PATHS

Career pathways that stem from PDHPE include but are not limited to medicine and medical science, nursing, nutrition and dietetics, sport science, various roles in the fitness and health industry, sport and recreation, sport and exercise management, coaching, rehabilitation, health administration and community services.

SKILLS REQUIRED

PDHPE is a content heavy subject which requires consistent work ethic, a desire to engage in active learning

and a capacity to work constructively with peers. The key competencies built on include, collecting and analysing information, communicating ideas and information, using technology and problem solving.

WHY CHOOSE IT?

Students should have an interest in health and physical education concepts to elect PDHPE. If a student is interested in human movement, anatomy and physiology, health care and sport performance, this is a subject they will enjoy.

MAIN TOPICS

YEAR 11 COURSE

- Core Strand - Better Health for Individuals
- The Body in Motion
- Options - First Aid
- Fitness Choices

YEAR 12 HSC COURSE

- Core Strand - Health Priorities in Australia
- Factors Affecting Performance
- Options - Sports Medicine
- Improving Performance

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessment tasks may include, but are not limited to:

- examinations
- class essays
- critical reviews
- oral presentations
- written reports
- research assignments

On top of the 4 Yr. 12 assessment tasks, the final HSC Examination will be a three-hour written examination set by the NESA.

More information about the PDHPE syllabus is available on the [NESA website](#).

Community and Family Studies

Contact: Mr Trent Dyer

Email: tdyer@kws.nsw.edu.au

COURSE DESCRIPTION

Community and Family Studies (CAFS) is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities. CAFS develops students' knowledge, skills and attitudes relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities, they have in contributing to society.

CAREER PATHS

Career paths that follow on from CAFS include Teaching, Nursing and Medicine, Community Services Care, Family Service, Management and various Research Fields to name a few. It also provides valuable tertiary education skills.

SKILLS REQUIRED

The emphasis on resource management and research methodologies underpins the content and learning experiences within CAFS. Collecting, analysing and organising information provides the process by which students will conduct research. Students will also have the opportunity to use and develop skills in planning and organising activities, communication, collaboration, problem solving, statistical analysis and technology use.

WHY CHOOSE IT?

CAFS develops knowledge, understanding and skills needed to have a direct and positive influence on the quality of your life and the lives of others both now and in the future. Students who enjoy looking at leadership, diversity, child development, parenting, cultural identity, youth, migrants, ATSI people or people with disabilities will enjoy CAFS.

MAIN TOPICS

The Community and Family Studies Stage 6 Syllabus includes two 120-hour courses.

YEAR 11 COURSE

Resource Management

Basic concepts of resource management.

Individuals and Groups

The individual's roles, relationships and tasks within and between groups.

Families and Communities

Family structures and functions, and the interaction between family and community.

YEAR 12 COURSE

Research Methodology

Research methodology and skills culminating in the production of an Independent Research Project.

Groups in Context

The characteristics and needs of specific community groups.

Parenting and Caring

Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.

Social Impact of Technology

The impact of evolving technologies on individuals and lifestyle.

Assessment Requirements

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessment tasks may include, but are not limited to:

- Individual Research Projects
- Case Studies
- Interviews and Surveys
- Oral Presentations
- Briefing Notes
- Examinations

More information about the Community and Family Studies syllabus is available on the [NESA website](#).

Sport, Lifestyle and Recreation

Contact Person: Mr T Dyer

Email: tdyer@kws.nsw.edu.au

COURSE DESCRIPTION

The Sport, Lifestyle and Recreation (SLR) is a Content Endorsed 1 Unit Course that develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity. Participation in a range of leadership activities and the opportunity to attain a range of relevant accreditations are embedded in the course.

CAREER PATHS

Students who are interested in a career in sport and recreation, health, sport management, sports administration, first aid, personal training, strength and conditioning or coaching would find this subject beneficial.

SKILLS REQUIRED

For optimal involvement in this subject, students need to have an interest in health and physical education concepts. Students need to be prepared to participate in a wide range of practical activities and learning experiences. They should also enjoy studying the influences that effect participation in sport and physical activity.

WHY CHOOSE IT?

It is an excellent course for those who are looking to continue their education in physical activity and enjoy being physically active themselves. The course is only offered for Year 11, and this should be taken into consideration when electing to study SLR.

MAIN TOPICS

The current Units being studied in Sport, Lifestyle and Recreation are:

- Sports Administration
- Sports Application
- Event Management

Other possible Units of work include:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Physical Fitness
- Gymnastics
- Healthy Lifestyles
- Outdoor Recreation
- Sports Coaching and training
- Resistance Training

Students may study both PDHPE and SLR as the modules selected for study in SLR do not duplicate PDHPE modules. Module selection each year is based on the interest and ability of the cohort.

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks these include but are not limited to:

- logbooks
- interviews and surveys
- oral presentations
- briefing notes
- examinations

More information about the Sport, Lifestyle and Recreation syllabus is available on the [NESA website](#).



Music 1

Contact Person: Mrs J Shields

Email: jshields@kws.nsw.edu.au

COURSE DESCRIPTION

The purpose of Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after School. The course provides students with opportunities to engage in a range of musical styles and for some it may serve as a pathway for further training and employment in the music industry or in contemporary music fields.

Music notation skills are not necessary, but students are expected to perform on their primary instrument/voice. This course is heavily focused on performance and listening skills.

In the Year 11 and Year 12 Courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within a broad context of styles, periods and genres. Topics are chosen from a long list, which covers a range of styles, periods and genres. Topics may include: An Instrument and its Repertoire, Popular Music, Music for Large Ensemble, Music for Film, TV, Radio and Multimedia, Technology and its Influence on Music, Music of the 20th and 21st Centuries to name a few.

CAREER PATHS

Students studying Music 1 may go on to careers in music administration, audio engineering, music production, and music performance. Many find that music is the creative sideline to other professions that allows them to explore, create and perform. The study of music allows students to develop their capacity to manage their own learning, work with others and engage in an activity that reflects the real-world practice of performers, composers and audiences.

SKILLS REQUIRED

Students should be currently undertaking instrumental or vocal tuition for their chosen instrument. Although a theoretical understanding is not essential, students will develop skills in composition, aural skills and musicology throughout the course which will require engagement in developing their theoretical knowledge.

WHY CHOOSE IT?

The study of music allows for the expression of the intellect, imagination and emotion, and the exploration of values. Music fosters an understanding of continuity and change, as well as the connections between different times and cultures. Music is quite often regarded as a necessary creative outlet throughout the HSC course. It is good for the soul!

MAIN TOPICS

Topics are chosen each year to cater to student needs and interests.

Students undertake experiences in Performance, Composition, Musicology and Aural for each topic.

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessments will be a combination of aural, listening, written, viva voce, composition and practical tasks.

All students must perform a Core Performance Piece as part of their HSC program.

More information about the Music 1 syllabus is available on the [NESA Website](#).

Music 2

Contact Person: Mrs J Shields

Email: jshields@kws.nsw.edu.au

COURSE DESCRIPTION

The aim of Music 2 is to provide students the opportunity to build on their musical knowledge and skills, and to emerge as musically sensitive and critical individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

Students will gain understanding of the musical concepts through the integration of experiences in performance, composition, musicology and aural.

CAREER PATHS

A percentage of Music 2 students will enter the study of Music beyond School in a formal setting. Students will be able to apply skills learnt in this course in any career that demands creative and critical thinking, teamwork, commitment, communication and organisational skills, imagination, empathy, and resilience. The skills and knowledge acquired through the study of this syllabus may be further developed and employed in a variety of professions.

SKILLS REQUIRED

Students should be currently undertaking instrumental or vocal tuition for their chosen instrument and be at a minimum level of approximately grade 6 or 7 in Performance. Students are also required to be able to read and compose music using traditional music notation.

WHY CHOOSE IT?

The study of music allows for the expression of the intellect, imagination and emotion, and the exploration of values. Music fosters an understanding of continuity and change, as well as the connections between different times and cultures. Students will learn how to give and accept feedback, and to action that feedback for greater results. Music is quite often regarded as a necessary creative outlet throughout the HSC course. It is good for the soul!

MAIN TOPICS

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.

In the Year 11 Course, the Mandatory Topic is

- Music 1600–1900.
- In the Year 12 Course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

Additional topics include Australian Music, Renaissance Music, Medieval Music, Music 1900–1945, Music 1945–Music 25 Years ago, 19th Century Music, Music of a Culture, Baroque Music, Classical Music.

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessments will be a combination of aural, listening, written, viva voce, composition and practical tasks.

All students must perform a Core Performance Piece as part of their HSC program. They must also complete a Core composition which reflects the core HSC topic of Music of the Last 25 Years – Australian Focus.

More information about the Music 2 syllabus is available on the [NESA Website](#).

Music Extension

Contact Person: Mrs J Shields

Email: jshields@kws.nsw.edu.au

COURSE DESCRIPTION

The aim of the Music Extension course is to provide challenging and rigorous opportunities for musically and academically talented students to assist them in the realisation of their potential as performers, composers or musicologists.

Students have the opportunity to pursue excellence in a particular area of interest and expertise in the contexts of their choosing in order to refine knowledge and skills associated with performance, composition or musicology; and expand critical aural knowledge and skills in all musical experiences.

Students will develop and expand aural awareness and understanding through their specialisation. Each student follows an individual program of study that is negotiated between the teacher and student.

CAREER PATHS

A percentage of Music Extension students will enter the study of Music beyond School in a formal setting. Students will be able to apply skills learnt in this course in any career that demands creative and critical thinking, teamwork, commitment, communication and organisational skills, imagination, empathy, and resilience. The skills and knowledge acquired through the study of this syllabus may be further developed and employed in a variety of professions.

SKILLS REQUIRED

This will depend on each students' chosen specialisation.

- **Performance:** Students should be currently undertaking instrumental or vocal tuition for their chosen instrument and be at a minimum level of approximately grade 6 or 7. They must also be prepared to perform as part of an ensemble for their HSC program.
- **Composition:** Students must have demonstrated excellence in their ability to compose using traditional notation and document the composition process through the use of a process journal.
- **Musicology:** Students must have demonstrated their capacity to critically study, analyse, evaluate and appraise works utilising their knowledge of the concepts of music and be able to synthesize their ideas in a coherent and sophisticated essay.

WHY CHOOSE IT?

This course is designed to extend and refine the skills of outstanding Music 2 candidates. The study of music allows for the expression of the intellect, imagination and emotion, and the exploration of values. Music fosters an understanding of continuity and change, as well as the connections between different times and cultures. Students will learn how to give and accept feedback, and to action that feedback for greater results.

MAIN TOPICS

Students will negotiate their course of study in conjunction with their teacher depending on their specialisation.

ASSESSMENT REQUIREMENTS

This course is available only in Year 12. Students must currently be studying Music 2 and must be in a position to specialise in Performance, Composition or Musicology.

More information about the Music Extension syllabus is available on the [NESA Website](#).

Drama

Contact Person: Ms Alex Dunkley

Email: adunkley@kws.nsw.edu.au

COURSE DESCRIPTION

The aim of this course is for students to experience, understand, enjoy and value Drama as a social, collaborative and creative artform and as an expression of culture through making, performing and critically studying drama and theatre.

Students can investigate, shape, and symbolically represent ideas, feelings, attitudes, beliefs and their consequences. By studying this course students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation. In the critical study of drama, students can recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production. They develop an understanding of the cultural traditions and social contexts of drama and theatre. Those who enjoy performing, collaborating and sharing ideas with others, or working with technical or video medium are ideally suited to this course.

CAREER PATHS

A small percentage of Drama students will enter the fields of film and theatre beyond School in a formal setting. However, they will all enter the world after School with more confidence. Drama students will be able to apply skills learnt in this course in any career that demands creative and critical thinking, teamwork, communication and organisational skills, imagination, empathy, spontaneity and resilience. 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 cultural development.

SKILLS REQUIRED

While the course builds on the skills developed in Stage 5 Drama, it also caters for students with less experience in Drama.

The study of Drama will develop the talents and individual capacities of students as well as developing their self-esteem and social skills. Owing to the nature of the HSC Drama course, teamwork is critical. Students need to be prepared to work independently on their own projects and will keep detailed logbooks documenting the creation of both their Individual Project and Group Performance.

WHY CHOOSE IT?

Students will learn teamwork skills of listening, negotiating and communicating. This course will increase students' ability to think creatively, imaginatively and unexpectedly. Students will celebrate and explore differences and diversities, experientially. Students will learn how to give and accept feedback, and to action that feedback for greater results. Students will develop skills in improvisation and thinking on their feet. They will push boundaries to continually develop their skills and abilities.

MAIN TOPICS

YEAR 11 COURSE

- Improvisation, Play Building and Acting
- Theatrical traditions and Performance Styles
- Elements of Production in Performance

YEAR 12 COURSE

- Australian Drama and Theatre (core component)
- Studies in Drama and Theatre
- The Group Performance (core component)
- Individual Project - students choose one of the following:
 1. Critical Analysis (Director's Portfolio, Portfolio of Theatre Criticism, Applied Research Project)
 2. Design (Program and Promotion, Set, Costume, Lighting)
 3. Performance
 4. Scriptwriting
 5. Video Drama

ASSESSMENT REQUIREMENTS

The Year 11 course consists of three assessment tasks and the Year 12 course consists of four. Assessments will be a combination of written and practical tasks. Students must be willing to engage in Group and Individual Performance tasks. All students must perform in the Group Devised performance as part of the HSC course, they may then select an Individual project from the above list.

More information about the Drama syllabus is available on the [NESA Website](#).



Business Studies

Contact: Ms N Terry-Armstrong

Email: nterry-armstrong@kws.nsw.edu.au

COURSE DESCRIPTION

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

Business Studies aims to develop knowledge, understanding, skills and values which enable students to make judgements about the performance of businesses in a dynamic business environment.

CAREER PATHS

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 in any area of business.

SKILLS REQUIRED

In order to succeed in this course students should have:

- An interest in business
- A good ability in written expression
- A sound mathematical background
- The ability to do independent research
- An interest and willingness to learn how to interpret and use financial reports
- The ability to read widely
- Self-discipline, organisational skills and be able to manage their time effectively

The writing required for this subject is very structured which helps students organise their written work. The syllabus plays an important part in the course and requires student to memorise key concepts. Students do not have to study Commerce to choose Business Studies in Year 11.

WHY CHOOSE IT?

Business Studies Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher order thinking skills necessary for further education, work and everyday life.

MAIN TOPICS

The Year 11 course focuses on understanding small-to-medium enterprises (SMEs) in an Australian context. The topics include:

- Nature of Business
- Business Management
- Business Planning

Students need to be aware that, in Year 11, a major requirement is the completion of a small business plan for their own business idea.

The HSC course presents an in-depth exploration of the key business function areas through the lens of large Australian and global businesses. The topics are:

- Operations
- Marketing
- Finance
- Human Resources

PARTICULAR COURSE REQUIREMENTS

The major internal assessment task in Year 11 involves students writing their own Business Plan for an imaginary business over the first two terms. Other assessment tasks over the two years include research and analysis of case studies, stimulus-based skills, oral presentations, tests and internal exams. The external HSC Examination will be a three hour written examination including multiple choices, short answer, a business report and an extended response.

More information about the Business Studies syllabus is available on the [NESA website](#).

Economics

Contact: Ms N Terry-Armstrong

Email: nterry-armstrong@kws.nsw.edu.au

COURSE DESCRIPTION

The aim of Economics is to develop students' knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.

CAREER PATHS

As a subject, Economics Stage 6 is distinctive because of the range of problems and issues that it investigates and the skills that it develops. A student who has completed the Preliminary and HSC courses should have knowledge and skills enabling them to:

- comprehend the background and implications of contemporary economic issues
- discuss appropriate policies to solve economic problems and issues
- understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy
- identify fluctuations in the global and Australian economies and their likely effects on business
- understand reasons for changes in employment patterns
- identify, using economic thinking, appropriate strategies to protect the natural environment.

SKILLS REQUIRED

In order to succeed in this course students should have:

- A good ability in written expression
- A sound mathematical background
- The ability to do independent research
- The ability to reason, draw logical conclusions and engage in problem-solving activities
- An interest in economic issues
- The ability to research effectively and read widely

Students do not have to study Stage 5 Commerce to choose Economics in Year 11.

WHY CHOOSE IT?

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life.

MAIN TOPICS

The Year 11 course focuses on understanding general economic principles and microeconomic theory. The topics include:

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government and the Economy

The HSC course presents an in-depth exploration of the global and domestic economy with an emphasis on economic policies and management. The topics are:

- The Global Economy
- Australia's Place in the Global Economy
- Economic Issues
- Economic Policies and Management

PARTICULAR COURSE REQUIREMENTS

The internal assessment tasks include research and analysis of case studies, oral presentations, stimulus-based skills, essays, tests and internal exams. The external HSC Examination will be a three hour written examination including multiple choice, short answers, stimulus-based response and extended response.

More information about the Economics syllabus is available on the [NESA website](#).

Geography

Contact: Ms N Terry-Armstrong

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COURSE DESCRIPTION

Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world.

CAREER PATHS

Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world.

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:

- 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 transferable and applicable to the world of work.

SKILLS REQUIRED

In order to succeed in this course students should have:

- An interest in contemporary issues
- An interest in the environment and how people live within the environment
- An awareness of basic global geography – people and places
- An ability to effectively express themselves in both essay and report form
- An ability to research issues using a range of tools
- An interest and willingness to learn how to interpret and use geographical data, maps, photos and statistics

WHY CHOOSE IT?

This course provides students with opportunities to investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and actions that can be taken to shape future society. Through fieldwork and a variety of case studies about biophysical and human geography issues, students develop their knowledge and understanding about the spatial and ecological dimensions of geography.

MAIN TOPICS

The Year 11 course studies:

- Biophysical Interactions
- Global Challenges
- Senior Geography Project

Students need to be aware that, in Year 11, a major requirement is the completion of the Senior Geography Project (SGP) - the focus of this study is the nature of geographical inquiry and its application to a practical research project.

The HSC course presents the following topics:

- Ecosystems at Risk
- Urban Places
- People & Economic Activity

PARTICULAR COURSE REQUIREMENTS

For the Preliminary course, students must complete 12 hours of fieldwork and the Senior Geography Project. For the HSC course, students must complete 12 hours of fieldwork.

Other assessment items over the two years include research and analysis of case studies, fieldwork studies, oral presentations, stimulus-based skills, essays, tests and internal examinations. The external HSC Examination will be a three hour written examination including multiple choice, short answers and extended responses.

More information about the Geography syllabus is available on the [NESA website](#).

Legal Studies

Contact: Ms N Terry-Armstrong

Email: nterry-armstrong@kws.nsw.edu.au

COURSE DESCRIPTION

Legal Studies was offered for the first time in 2019. There has been a strong demand from current students to study this interesting and relevant course.

CAREER PATHS

Through Legal Studies, students will develop: knowledge and understanding about:

- the nature and institutions of domestic and international law
- the operation of Australian and international legal systems and the significance of the rule of law
- the interrelationship between law, justice and society and the changing nature of the law skills in:
- investigating, analysing and communicating relevant legal information and issues interest in, and informed and responsible values and attitudes in regard to:
- legal functions, practices and institutions.

SKILLS REQUIRED

In order to succeed in this course students should have:

- A strong ability in written expression
- The ability to do independent research
- The ability to reason, draw logical conclusions and engage in problem-solving activities
- An interest in legal issues
- The ability to research effectively and read widely

There are no pre-requisite subjects in Stage 5 in order for students to study Legal Studies in Year 11.

WHY CHOOSE IT?

Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level. Legal Studies provides a context for the development of higher-order thinking skills necessary for further education, work and everyday life, and a range of other employability skills.

MAIN TOPICS

The Year 11 course focuses on understanding the Australian legal system – its processes, mechanisms and aims. Topics include:

Part I – The Legal System

Part II – The Individual and the Law

Part III – The Law in Practice

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform. Topics include:

- Core Part I: Crime
- Core Part II: Human Rights
- Part III: Two options chosen from:
 1. Consumers
 2. Global Environment & Protection
 3. Family
 4. Indigenous Peoples
 5. Shelter
 6. Workplace
 7. World Order

PARTICULAR COURSE REQUIREMENTS

The major internal assessment task in Year 11 involves a research task on a chosen legal issue. Other assessments tasks over the two years include analysis of case outcomes, stimulus-based interpretations, oral presentations, tests and internal exams. The external HSC Examination will be a three hour written examination including multiple extended responses.

More information about the Legal Studies syllabus is available on the [NESA website](https://www.nesa.nsw.edu.au/).



Design & Technology

Contact: Mr Simon Lun

Email: slun@kws.nsw.edu.au

COURSE DESCRIPTION

Design and Technology course is designed to develop student's confidence, ability and responsibility in designing, producing and evaluating to meet both needs and opportunities. This course also endeavours to provide an understanding of the factors which contribute to successful design and production.

Through the development of a major project, students will develop knowledge and skills relating to:

- Design theory and process.
- Inter-relationship of design technology, society and the environment.
- Design creativity and innovation.
- Skills in the application of the design process.
- Skills in research, communication and management of design.
- Knowledge and understanding of emerging technologies.

CAREER PATHS

Students will gain skills in designing, the design process and project management through the design and development of a number of practical projects. Throughout the course, students will develop skills in budgeting and resource efficiency, computer-based technologies and well as workplace safety and communications. These skills and attributes are transferable to any design or innovation based industry.

SKILLS REQUIRED

Students who are able to plan, exhibit self-discipline, relate skills previously learnt to other tasks, manage their time effectively, and have an inquisitive and creative nature. Previous experience in STEM or Industrial Technology will be advantageous but is not necessary.

WHY CHOOSE IT?

If you enjoy coming up with new ideas, or designing new or improved things, then Design & Technology is the course is for you. This course is about designing for a need. That need may be to solve any problem or to fulfil any need. Project solutions will be individual and personalised to each student, vary significantly in nature and may be very simple or very complex. Projects may be a product, a system or an environment.

MAIN TOPICS

Design and Technology involves the study of both designing and producing. This is explored through the use of design processes, existing and emerging technologies and the study of related considerations. The course involves hands-on practical activities which develop knowledge and skills in designing and producing and the development of a project folio.

The Year 11 introductory 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.

The Year 12 course involves the production of an individualised major design project. The major design project involves selecting and applying appropriate design, production and evaluation skills to the project which satisfies an identified need or opportunity.

The case study involves the study and analysis of an innovation. By conducting a detailed case study of an innovation, students will be able to identify the factors underlying the success of the innovation; analyse ethical issues in relation to the innovation; and discuss the impact of the innovation on Australian society.

PARTICULAR COURSE REQUIREMENTS

This course requires students to demonstrate safe working practices while in manufacturing environments, to be well prepared and open to creative thinking. Supplies and materials will need to be purchased by the student depending on the projects chosen.

More information about the Industrial Technologies syllabus is available on the [NESA website](#).

Industrial Technology

METAL OR TIMBER (ONLY ONE INDUSTRY MAY BE SELECTED)

Contact: Mr Simon Lun

Email: slun@kws.nsw.edu.au

COURSE DESCRIPTION

Industrial Technology is a hands-on practical course that offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.

Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgments about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organisation of industry.

CAREER PATHS

Students will gain skills in project management through the design and development of a number of practical projects. Throughout the course, students will develop skills in budgeting and resource efficiency, computer-based technologies and well as workplace safety and communications. These skills and attributes are transferable to any industry or workforce.

SKILLS REQUIRED

Students who are able to plan, exhibit self-discipline, relate skills previously learnt to other tasks, manage their time effectively, and having previous experience with Stage 5 Technics/ Industrial Technology will be an advantage when undertaking this course.

WHY CHOOSE IT?

Industrial Technology (Metal or Timber) is a versatile subject. Students will be able to engage in an area of their interest, and will gain experience and insight into industries with an emphasis on design, management and production through practical applications. Students who are driven to engage in practical/ hands-on experiences and projects can thrive in this subject.

MAIN TOPICS

This course has a greater emphasis on the practical project than the Design and Technology course.

Both the Year 11 and Year 12 Courses are organised around four sections:

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology.

In the Year 11 study, the content is introductory. Students undertake learning through the production of a Minor Project and folio as well as the study of an individual business in the focus area. The aim of the Year 11 Course is to prepare and equip the students with the necessary knowledge and skills to successfully complete the HSC Major Project and related folio.

The HSC content is centred on the application of design, research and manufacture of a Major Project and related folio, together with a more detailed study of the focus area industry.

PARTICULAR COURSE REQUIREMENTS

This course requires students to be prepared for the workshop and associated activities in both the Year 11 and HSC years. Supplies and materials will need to be purchased by the student depending on the projects chosen.

More information about the Industrial Technologies syllabus is available on the [NESA website](#).

Software Design and Development

Contact: Mr Trent Chapman

Email: tchapman@kws.nsw.edu.au

COURSE DESCRIPTION

Software Design and Development provides students with a systematic approach to problem-solving and an opportunity to explore their creative interests. Software development is a challenging and unique field within the Computing discipline.

CAREER PATHS

Students interested in the fields of software development and computer science will find this subject of value as will students interested in other fields of tertiary study. As more and more jobs and careers utilise IT it is increasingly important for students to be able to work confidently with computer-based technologies, adapt to change and implement problem-solving skills.

SKILLS REQUIRED

Students should be able to effectively:

- Collect, analyse and organise information and data through thorough planning.
- Communicate ideas and information to others.
- Use appropriate documentation methods to manage projects.
- Work within an individual and a team environment to develop and analyse software problems and issues.
- Plan and organise activities within a specified time frame.
- Use logical approaches for problem solving.
- Select and use appropriate software and hardware technologies to allow the effective solving of problems and the production of a software solution.

PERSONAL ATTRIBUTES WHICH SHOULD ENSURE SUCCESS IN THIS COURSE:

- Self-motivated.
- Independent worker.
- Logical thinker.
- Interested in computer programming and information technology.

WHY CHOOSE IT?

As such, this subject is not only for those who seek further study or careers in this field, but also for those who wish to improve their understanding of Information Technology and develop strong problem-solving and project management skills.

MAIN TOPICS

YEAR 11 COURSE

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

HSC COURSE

- Development and Impact of Software Solutions (15%)
- Software Development Cycle (40%)
- Developing a Software Package (25%)
- Evolutions of Programming Languages (20%)

PARTICULAR COURSE REQUIREMENTS

Students do not need prior experience in computing studies to study this course. There is a strong focus on developing practical skills through project-based learning. The course is structured 60% practical 40% theory, approximately.

More information about the Software Design and Development syllabus is available on the [NESA Website](#)





CATEGORY B/VET COURSE

SIT20416 CERTIFICATE II IN KITCHEN OPERATIONS

Contact: Ms Robyn Youll

Email: ryoull@kws.nsw.edu.au

COURSE DESCRIPTION

The aim of this VET (Vocational Education & Training) course is to provide students with a range of skills and knowledge to enable them to be competent and suitable for employment in a variety of hospitality settings. This course also provides pathways for university and other tertiary study.

CAREER PATHS

Students will gain an AQF (Australian Qualification Framework) Credential of either a Statement of Attainment towards or completion of Certificate II in Kitchen Operations.

The skills and attributes practiced throughout the course including teamwork, communication, WHS and hygiene are transferable to any industry or workforce.

SKILLS REQUIRED

Students with a strong work ethic, high standards of personal hygiene and personal presentation will succeed in this course. Students who are interested in developing skills in food preparation, presentation, and service will do well, there is no need to have completed Food Technology in Stage 5. Work placement and work-ready skills are an important part of Hospitality so students need to be keen and interested in challenging themselves in a real work environment.

WHY CHOOSE IT?

The hospitality industry is dynamic and diverse and is a major employer in Australia. An AQF accreditation is a step ahead if you are interested in working in hospitality after school. If you are unsure then the skills developed in the Hospitality course, including teamwork, personal presentation, time management, communication are valuable in all industries.

You also get to cook and eat lots of interesting food and undertake a range of exciting industry excursions.

MAIN TOPICS

SITXWHS001	Participate in safe work practices
SITXFSA001	Use hygienic practices for food safety
BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHFAB007	Clean kitchen premises and equipment
SITXFSA002	Participate in safe food handling practices
SITHCCC011	Use cookery skills effectively
SITXINV002	Maintain the quality of perishable items
SITHCCC002	Prepare and present simple dishes
SITHCCC006	Prepare appetisers and salads
SITHCCC008	Prepare vegetable, fruit, egg and farinaceous dishes

PARTICULAR COURSE REQUIREMENTS

Students will be required to purchase a full Chef uniform consisting of black check pants, white long-sleeved jacket, with white buttons, white apron, neck kerchief and apron.

All students must spend a minimum of 70 hours undertaking closely supervised, structured industry training in an actual workplace setting.

In Year 11, 35 hours (1 week) are completed with the remaining 35 hours completed during the early stages of the HSC course.

VET courses are competency-based courses. This means that assessment is based on individual students being able to complete both practical and written activities to an acceptable industry standard as determined by the AQF (The Australian Qualifications Framework Advisory Board). There are no 'assessments' in Hospitality.

More information about the Hospitality syllabus is available on the [NESA website](#).

Textiles and Design

Contact Person: Mrs P Chandler

Email: pchandler@kws.nsw.edu.au

COURSE DESCRIPTION

Textiles and Design Stage 6 is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items.

CAREER PATHS

Students will gain skills in project management through the design and development of practical projects. Throughout the course, students will develop skills in, graphic design, illustration, textile techniques, computer-based technologies and well as workplace safety and communications. These skills and attributes are transferable to industry and the workforce.

SKILLS REQUIRED

Students who are able to plan, exhibit self-discipline, manage their time effectively, and have previous experience with Textiles will have an advantage when undertaking this course.

WHY CHOOSE IT?

Textiles and Design is a versatile subject. Students will be able to engage creatively in a textile area of their interest, and will gain experience and insight into industries with an emphasis on design, management and production through practical applications. Students who are driven to engage in practical/ hands-on experiences and projects can thrive in this subject.

MAIN TOPICS

YEAR 11 COURSE

The Preliminary course covers three Areas of Study and is based around practical project work.

The Areas of study are:

Design, which includes

- Elements and principles of design
- Types of design
- Communication techniques
- Manufacturing methods
- Preliminary Textile Project I

Properties and Performance of Textiles, which includes:

- Fabric, yarn and fibre structure
- Types, classification and identification of fabrics, yarns and fibres
- Fabric, yarns and fibre properties
- Preliminary Textile Project 2

Australian Textile, Clothing, Footwear and Allied Industries, which includes developing an understanding of the factors affecting the selection and quality of textile products from a local and global perspective. The changing nature of career options is investigated.

YEAR 12 COURSE

The HSC course Areas of Study include Design, Properties and Performances of Textiles and Australian Textile, Clothing, Footwear and Allied Industries

Students also undertake a Major Textiles Project worth 50% of the HSC mark. The project focus is selected from ONE of the following areas: Apparel, Furnishings, Costume, Textile arts, Non-apparel

The Major Textiles Project has TWO components:

1. Supporting Documentation, which includes
 - Design inspiration
 - Visual design development
 - Project manufacture specification
 - Investigation, experimentation, and evaluation
2. Textile item/s

ASSESSMENT REQUIREMENTS

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal assessment and formal assessment to provide information about student achievement of syllabus outcomes.

Students will require a 16GB minimum RAM laptop with dedicated graphics card and mouse.

More information about the Textiles and Design syllabus is available on the [NESA website](#).



Visual Arts

Contact Person: Mr A Orme-Smith

Email: aormesmith@kws.nsw.edu.au

COURSE DESCRIPTION

Students will develop knowledge, skills and understanding of how they represent their interpretations of the world in artmaking as an informed point of view. Students will also investigate a broad range of artists, designers and crafts to enable their development of art criticism and art history.

The students Body of Work for the Higher School Certificate may explore drawing, painting, printmaking, photography, digital media, textiles and fibre, wearables, film, sculpture and performance works.

CAREER PATHS

Students will gain skills in project management through the design and development of a number of practical projects. Throughout the course, students will develop skills in a range of art making and expressive techniques as well as more general skills in creativity from concept to final product.

SKILLS REQUIRED

Students who are able to plan, exhibit self-discipline, relate skills previously learnt to other tasks, manage their time effectively, and have previous experience with Visual Arts in stage 5 will have an advantage when undertaking this course.

WHY CHOOSE IT?

Visual Arts uses the creative part of our brain. That means Visual Arts will increase your skills in the workplace, where creative and innovative thinking are essential. Visual Arts broadens the mind, getting you to think about the world, build cultural knowledge. HSC Visual Arts allows you to look at a variety of time periods, cultures, world events, politics and disasters through the powerful, emotional and memorable lens of art.

The exhibition of HSC Major Works in Term 3 is a highlight of the HSC year and a chance for the artists to curate and showcase their work before it is submitted for the HSC.

Visual Arts is also a lot of fun and runs a range of excursions to experience the visual arts world in Orange and beyond.

MAIN TOPICS

The Visual Arts syllabus centres around this structure as a way to interpret and explore the world:

- Artist Practice: artmaking, art criticism and art history
- Conceptual Framework: artist, artwork, audience
- Frames: subjective, cultural, structural and post modern

This forms a strong basis on which to build creatively from an informed point of view; a skill valued in any workforce.

PRELIMINARY COURSE

- The content of practice, conceptual framework, frames
- Making artworks in at least 2 forms eg sculpture, printmaking
- Use of a process diary VAPD
- Broad investigation of ideas in art criticism and art history

HSC COURSE

- The content of practice, conceptual framework, frames
- The development of a Body of Work
- Use of a process diary VAPD
- Investigation of content through at least 5 case studies in art criticism and art history

ASSESSMENT REQUIREMENTS

PRELIMINARY:

School-based assessment:

Art marking (50%)

Art criticism and art history (50%)

HSC:

School-based assessment:

Development of the Body of Work (50%)

Art criticism and art history (50%)

External examination: submission of a Body of Work (50%) and written paper (50%)

More information about the Textiles and Visual Arts syllabus is available on the [NESA website](#).

Philosophy

Contact Person: Mr James Perrin

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COURSE DESCRIPTION

This unit aims to teach the fundamentals of critical thinking and reasoning. Students learn how to construct, analyse and critically evaluate arguments, how to detect common fallacies in reasoning, and how to think logically and creatively. We teach these skills by developing practical techniques for the evaluation of reasoning and applying them to arguments across different subject areas. Critical thinking skills are invaluable across all disciplines and will benefit students in academic contexts and in life beyond university.

STUDENTS LEARN:

- to recognise the structure of arguments, and how to represent that structure in a clear, standardised form
- about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each
- to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other disciplines
- to develop critical analysis, problem-solving and creative thinking skills

CAREER PATHS

Students studying Philosophy can continue through university to careers in the legal profession, business management, information technology, government service, public policy analysis and development, teaching at the primary, secondary and university levels, medicine, social work, and the ministry. Furthermore, employers in all industries are increasingly looking for “change agents” who can grapple critically with dynamic situations to achieve desirable outcomes. The skills developed through the study of Philosophy can be utilised to this end.

SKILLS REQUIRED

Students need to have a high academic ability as the coursework is at university level. They should have attained good results in Year 10 and achieved high bands in NAPLAN. This course is suitable for students who are also eligible for extension courses in Mathematics and English. This course requires learners who have already developed good time-management skills and independent learning skills.

WHY CHOOSE IT?

Students should choose this course if they have an interest in Philosophy. If they are seeking a challenge beyond the current school curriculum. If they want to experience University life and coursework. If they want to develop their argument and essay writing skills. If they enjoy discussions and debates and if they have an interest in world affairs and current issues.

MAIN TOPICS

Note: Based on the 2021 Student Unit Guide, the following is a guide to the course content. The University retains the right to change the topics from year to year

Part 1: What are arguments?

- Arguments vs Explanation
- Standardisation and reconstruction of arguments
- Deductive and Inductive arguments

Part2: Critical Thinking and the Human Mind

- How our Minds work
- “Automatic” thinking and Critical Reasoning
- “Social” thinking and Critical Reasoning
- The Power of Language and Image

Part 3: Fallacies and argument analysis

- Identifying Fallacies
- Extended argument analysis

ASSESSMENT REQUIREMENTS

Note: Based on 2021 Student Unit Guide, the following is a guide to the assessment schedule. The University retains the right to change the assessment schedule from year to year.

- 20% Online Quizzes (end of week 4 and 12)
- 25% Personal Argument (end of Week 6)
- 10% Peer Review (end of Week 8)
- 35% Final Scenario Report (end of Week 13)
- 10% Online Engagement (ongoing)

Students will receive a Grade from the University typically based on the following:

- 85 above equates to a High Distinction
- 75 above and below 84 equates to a Distinction
- 65 above and below 74 equates to a Credit
- 50 above and below 64 equates to a Pass
- Below 49 equates to a Fail grade



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