



St Paul's
Catholic College
Booragul

YEAR 11 & YEAR 12
2025 - 2026

Stage 6 Curriculum Handbook



Building Connections, Creating Futures.



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Introduction

Stage 6 is an exciting time as students begin identifying and establishing their future goals beyond school. It is a time of increasing independence, with students granted greater choice and opportunities. Their academic path on this journey is complemented by equally valuable co-curricular opportunities and a pastoral care program that support students to graduate as well-rounded adults, ready to participate as flourishing citizens in a rapidly changing world.

Building powerful learners is a key part of our mission as a school and the focus on how to learn well is most important in our senior years. As students take on senior studies, the habits of learning that they have learned over their junior years become more important than ever.

Students entering Stage 6 of their school education are, for the first time in their education, presented with a range of choices in terms of the selection of subjects available to them. The significance of the selection of subjects for study in Stage 6, Years 11 and 12, is of great importance as they directly lead to the awarding of the Higher School Certificate.

Given the rapid pace of technological change, experts predict that during the 21st century, most workers will change their vocation on more than one occasion during their working lives. In many ways, this relieves students from the pressure of having to choose a particular mix of subjects that they believe will determine their career path forever. Rather than basing subject choice solely on career plans, students can choose subjects that will, on the basis of their own interests and abilities, maximise their opportunities beyond school.

As a comprehensive Catholic secondary school we are able to offer students a wide variety of Stage 6 courses, providing students with a range of experiences. Students studying the ATAR-based Higher School Certificate conclude their studies with a series of external examinations (the HSC). Students may choose a vocational HSC without pursuing an ATAR. For some students, this may be the most significant educational qualification they will ever attain. Other students, at the conclusion of their HSC, go on to study at higher institutions such as TAFEs, Colleges and Universities. For these students, the HSC can be seen as a stepping stone to further educational opportunities.

With that in mind, however, students and parents both need to remember that over the next two years, there should be more to life than just the HSC. This very important examination, however, should be central to your thinking as you make plans for the academic, social, spiritual and emotional aspects of your lives. Choose a program of study bearing the above things in mind and your final two years of schooling at St Paul's College will remain with you as memories for a lifetime.



Mrs. Emma Tierney
Assistant Principal Teaching & Learning

Eligibility Requirements for the HSC

To qualify for the HSC a student must:

- Study a minimum of **12 units** in **Year 11**
- Study a minimum of **10 units** in **Year 12**

In **each year** a student's pattern of study must include at least:

- **2** units of a Board Developed English Course
- **6** units from Board Developed Courses
- **3** Courses with a value of 2 units or greater
- **4** subjects - including English

A student cannot, however, study more than **6** units of courses in Science in Year 11 and 7 units of study in Year 12 (which is possible with the inclusion of Science Extension 1 in Year 12).

Changes to the Requirements for the HSC from 2024 onwards

If you wish to undertake an ATAR pathway, any course the school offers, for which there is a formal HSC examination in 2026, can be used to calculate your ATAR. Most courses offered at the College have a formal examination. Some examinations are optional (e.g. English Studies, Mathematics Standard 1 and most VET Courses), and if students opt out of these examinations, they will not qualify for the ATAR but they will be eligible for the HSC.

Choosing a broad range of subjects in your senior years may allow you to be better equipped to succeed in further education, training or work.

HSC Minimum Standard – Literacy and Numeracy

NESA has stipulated that students need to demonstrate they have met a minimum standard in Literacy and Numeracy to be eligible for the HSC. Students will show they meet the HSC minimum standard by passing online tests of basic literacy and numeracy skills, which are available for them to sit when they are ready in Year 10, 11 and 12 and after the HSC.

Further information about the HSC Minimum Standard is found on the NESA site:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

It is our approach at the College that students complete the HSC Minimum Standards tests as part of their normal classroom learning so they can complete these tests when they are ready. Support structures are in place to support students in achieving the HSC Minimum Standard before they finish year 12.

NESA All My Own Work (Academic Integrity)

Students must complete HSC: All My Own Work before commencing year 11 study. *HSC: All My Own Work* is a program designed to help students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

Course Completion Criteria

To satisfactorily complete both the Year 11 component and the Year 12 component of a course a student must have:

- followed the course developed or endorsed by the NSW Education Standards Authority (NESA)
- applied themselves with diligence and sustained effort to set tasks and experiences in the course
- achieved some or all of the course outcomes; satisfactorily completed the Year 11 Course before being eligible to commence the corresponding Year 12 component of the course in which a serious attempt at the HSC examination must be made
- completed mandatory work placement if studying a VET Course
- completed HSC assessment tasks that contribute in excess of 50% of available marks in courses where school-based assessment marks are submitted.

What is a Unit of Study?

All courses offered for the Higher School Certificate have a unit value. Courses may have a unit value of 1 unit or 2 units. Most courses are 2 units.

Each unit involves class time of 120 indicative hours over the length of the course. In the HSC each unit has a value of 50 marks. Thus, a 2 unit course has a value of 100 marks.

Extension study is available in a number of courses. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit, or in some cases, 2 units.

English and Mathematics 1 unit extension courses are available in both Year 11 and Year 12.

Extension courses in Science, History, Music, some languages and VET may also be available **BUT ONLY** in Year 12, dependent upon demand and staff resources.

Studies of Religion can be undertaken as either a 1 unit or a 2 unit course.

There are also a number of Board Endorsed Courses, which are 1 unit courses, but these courses **do not** count towards the calculation of an ATAR as these courses do not have a formal examination. All VET Board endorsed courses are 2 Units not 1 unit. May need to make to distinguish between Vet and non-Vet courses.

Patterns of Study

Students can choose the learning pathway that best suits their individual needs.

Students may select a pattern of study that will:

- enable them to be eligible for university studies after the HSC. To qualify for university study immediately after school, a student must choose a program of study that will make them eligible to obtain an Australian Tertiary Admission Rank (ATAR).
- make them eligible for a HSC but not for an ATAR
- provide access to TAFE through the courses studied.

Students may also elect to vary the length of time that it will take them to complete the requirements for their HSC.

Further information about courses and patterns of study are found on the NESA website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

How do I qualify for the HSC?

Full time students commencing their senior studies at St Paul's will be required to study a **minimum of 12 units**. However, many students will decide to take a full load of 13 or 14 units in order to provide themselves with a greater degree of flexibility and more possible options for course changes at the start of their Year 12 HSC year.

When choosing a pattern of study for their senior years, a student must include the following:

- at least one unit of Studies of Religion or Studies in Catholic Thought
- at least two units of English
- a minimum of six units of Board Developed Courses
- a minimum of twelve units in Year 11 and a minimum of ten units in the Year 12
- a maximum of 6 units of Science may be included in Year 11.

How do I qualify for an ATAR?

The Australian Tertiary Admission Rank (ATAR)

It is important to understand that the ATAR is different to the HSC. The ATAR is a rank and not a mark and provides information about how a student performs overall in relation to other students. The ATAR can be used by students to gain a place at a university but is not the only option for students who wish to pursue tertiary education after school.

A student wishing to be eligible to obtain an ATAR will need to complete a pattern of study, which incorporates at least 10 Units of Board Developed Courses, which must include the following:

- At least two units of English from a Board Developed Course.
- A minimum of eight other units from Board Developed Courses.
- At least three courses of two units or greater, and
- At least four subjects

The **ATAR** will be based on an aggregate of scaled Marks in ten units of Board Developed Courses Comprising:

- the best two units of English.
- the best eight units from the remaining units.
- if you repeat a course only the most recent attempt will be used.

Universities Admissions Centre (UAC)

The Universities Admissions Centre produces a booklet to help students make decisions about which courses to take in Years 11 and 12. This booklet, 'Steps to Uni for Year 10 Students', can be accessed at the following link: [year-10-booklet-2026.pdf \(uac.edu.au\)](http://www.uac.edu.au/year-10-booklet-2026.pdf)

If you plan to apply for tertiary study, you should select HSC courses that keep the doors open for entry to a range of tertiary courses. UAC participating institutions have listed the areas of study that they plan to offer in 2025. Where applicable, the participating institutions have shown details of:

- course and subject prerequisites
- assumed knowledge
- recommended studies.

There are a range of other resources that can be accessed from the UAC website: <http://www.uac.edu.au>. These resources include:

- information about planning to go to University for Year 10 students: <https://www.uac.edu.au/future-applicants/year-10-students>
- The Subject Compass which helps you make decisions about which subjects to choose: <https://www.uac.edu.au/future-applicants/subject-compass>
- information about the ATAR: <https://www.uac.edu.au/future-applicants/atar>

What Types of Courses are Available?

Information about courses has been divided into the following basic groupings:

- Board Developed Courses & Board Endorsed Courses
- Vocational Education and Training (VET) Courses
- EVET (Externally delivered) HSC Vocational Education and Training (VET) courses.

Board Developed Courses	Board Endorsed Courses
HSC examination except for: <ul style="list-style-type: none">• Optional examination in English Studies and Mathematics Standard 1 and VET Curriculum framework courses• all Life Skills courses	No HSC examination – school-based assessment only
May be included in the calculation of the ATAR	Not included in the calculation of the ATAR
Includes some Vocational Education and Training (VET) Courses	Includes some Vocational Education and Training (VET) Courses
Includes Life Skills courses (which are non-ATAR courses)	

Many Board Endorsed Courses follow more practically based courses of study. They do not have a HSC Exam.

These courses are recorded on the Students's Record of Achievement (RoSA) and the HSC but are not considered in the calculation of the ATAR.

Vocational Education and Training (VET) Courses

VET and EVET (External VET) courses provide students with the potential to gain industry skills and knowledge required to obtain a nationally recognised qualification such as a Certificate II or III, at least 2 units of credit for the HSC qualification, and the opportunity to enhance their career pathways.

VET courses are delivered at school, whilst EVET courses are delivered through external Registered Training Organisations, such as TAFE, Academy of Interactive Entertainment or Taronga Training Institute.

Board Developed VET and EVET courses will contribute towards the ATAR providing the student sits the optional HSC examination. Board Endorsed VET/EVET courses do NOT contribute towards the ATAR. Both courses use competency-based assessment and Work Placement is a mandatory requirement for most VET/EVET courses.

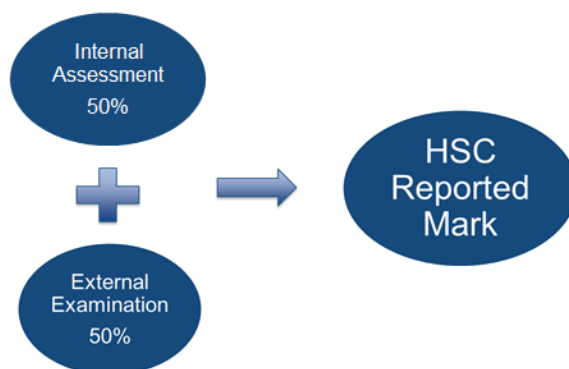
Students applying for an EVET course must follow the application procedures by meeting submission and payment dates. EVET courses may attract an additional cost to participate. Talk to your Careers Advisor for more information.

How will my HSC be reported?

HSC reports will provide students with detailed descriptions of the knowledge, skills and understanding they have attained in each subject.

School based assessment will contribute to 50% of a student's HSC mark. The school-based assessment will be based on performance in assessment tasks undertaken during the course.

The HSC examination will contribute the remaining 50% to the HSC mark.



Performance Bands

The HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If a student achieves the minimum standard expected in a course, a mark of 50 will be awarded.

There will be five Performance Bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The Band from 90 - 100 will correspond to the highest level of achievement.

Performance Band	Aligned Mark
Band 6	90-100
Band 5	80-89
Band 4	70-79
Band 3	60-69
Band 2	50-59
Band 1	<50

On satisfactory completion of the HSC a student will receive a portfolio containing:

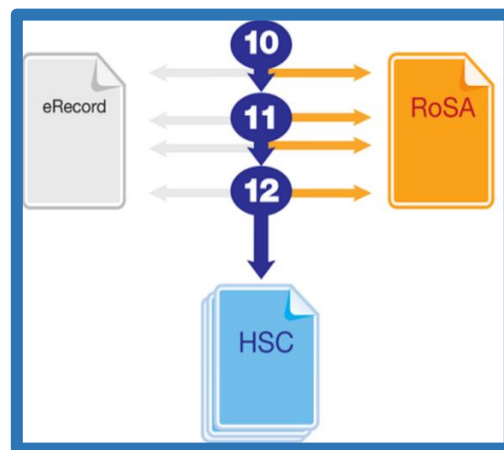
- The HSC Testamur - The Official Certificate confirming achievement of all requirements for the award. See sample over page.
- The Record of School Achievement (ROSA) - This lists the courses studied and reports the marks, bands and grades achieved in each course. See sample over page.
- Course Reports in each subject studied. These will indicate the student's marks, performance band descriptions and the graphical statewide distribution of marks in each course. See sample over page.

Sample HSC Testamurs and Transcripts can be viewed on the NESA site:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/results-documentation>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/vet-qualifications>

HSC Credentials



- Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).
- The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.
- The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, participation in any uncompleted Preliminary Stage 6 courses and HSC results for students who have not completed their HSC
- It is of specific use to students leaving school prior to the HSC

Suggested Course Achievement Levels

This information is provided to enable students and parents to make informed choices about particular subjects. The suggested prerequisites are indicative only and should not be seen as fixed standards that must be obtained in order to undertake the subjects in question. Students who are interested in undertaking these subjects who have not met/are not meeting the indicative prerequisites are encouraged to speak to the relevant Leader of Learning in relation to their enrolment in these subjects.

Even though the Record of School Achievement (RoSA) results will not be available at the time students are asked to make their subject choices, we have provided an indication of the indicative RoSA results required for these subjects where appropriate. This is so that students who are planning to undertake these courses in Stage 6 have an indication of what they should be aiming for in their RoSA this year, and also to enable students and parents to reconsider their choices should this be necessary following the availability of the RoSA results in December.

Subject	School Assessment Results	ROSA Grade
English Advanced	<ul style="list-style-type: none"> Consistently achieving a grade A or B in assessments. Achieving >75% in assessments. Consistent submission of homework and formative tasks. 	English grade A or B
English Extension I	<ul style="list-style-type: none"> Consistently achieving a grade A or B in assessments. Achieving >80% in assessments. Consistent submission of homework and formative tasks. 	English grade A
Mathematics Advanced	<ul style="list-style-type: none"> Consistently achieving a grade, A or B in Math 5.3 assessments. Achieving >75% in Math 5.3 assessments. Consistent submission of homework and formative tasks. 	Mathematics grade A or B
Mathematics Extension I	<ul style="list-style-type: none"> Consistently achieving a grade A in Math 5.3 assessments. Achieving >80% in Math 5.3 assessments. Consistent submission of homework and formative tasks. 	Mathematics 5.3 grade A
Chemistry	<ul style="list-style-type: none"> Consistent achievement of grade A or B in assessments. Achieving >75% in assessments. Consistent achievement of >70% or grade A or B in 5.3 Math. Consistent achievement of >80% or grade A in 5.2 Math 	Science grade A or B
Physics	<ul style="list-style-type: none"> Consistent achievement of grade A or B in assessments. Achieving >75% in assessments. Consistent achievement of >70% or grade A or B in 5.3 Math. Consistent achievement of >80% or grade A in 5.2 Math. 	Science grade A or B
Music I	<ul style="list-style-type: none"> Familiarity with a musical instrument. 	English grade A, B or C
Drama	<ul style="list-style-type: none"> Preparedness to take part in group performances and to be available after school hours for school performances 	English grade A, B or C

Post School Options and Pathways

There are many options for students once they complete the HSC. Many students pursue university entrance and it is important to remember that there are many options available to students to gain entry, the ATAR is only ONE of these options. When considering post- school pathways, students should take the following points into consideration:

- Students can access entry schemes such as the Schools Recommendation Scheme (SRS or early entry). Students are provided with this information in April of their HSC year.
- Certificate III and Certificate IV vocational courses can be used to gain university entrance.
- Students wishing to gain a place in a course at university should make sure that they satisfy the REQUIREMENTS of that institution. Students are encouraged to seek advice from the university or see the Careers Advisor to discuss entry requirements.
- TAFE also offer some university degrees (<https://www.tafensw.edu.au/degrees>).
- Many universities offer an alternate entry program and students are encouraged to explore these as alternative pathways of gaining entry into a chosen course. Examples of alternate pathways include the University of Newcastle Subject Spotlight program: (<https://www.newcastle.edu.au/study/undergraduate/getting-in/entry-schemes/subject-performance-scheme>), and the University of Western Sydney HSC True Reward: (<https://www.westernsydney.edu.au/future/study/application-pathways>).

Pathways to the HSC

There are a number of ways which students can progress through to the HSC and beyond. Many students are keen to achieve the best mark possible to allow them to meet ATAR requirements for university entry. Others may choose to follow a pathway which allows them to equip themselves with skills and credentials that will assist in applications to prospective employers.

From 2025, to be eligible for an ATAR in NSW, you must satisfactorily complete 12 units of Preliminary Courses (which normally includes at least 10 units of Board Developed Courses) and then satisfactorily complete at least 10 units of HSC Board Developed courses that incorporate a HSC Exam component. At St Paul's Booragul, students must include in their program of study at least 1 unit of Studies of Religion or 1 Unit of Studies in Catholic Thought.

For students not seeking an ATAR score, you must satisfactorily complete 12 units of Preliminary Courses available from not only the list of Board Developed Courses but also a range of Board Endorsed Courses offered by school, VET and TAFE providers and then satisfactorily complete at least 10 units of HSC courses that do not necessarily incorporate a HSC Exam component. At St Paul's Booragul, students must include in their program of study at least 1 unit of Studies of Religion or 1 Unit of Studies in Catholic Thought.

Summary

The following pages outline the study and course requirements for the courses offered at St Paul's Catholic College. This information will be of assistance as students make decisions about their pattern of study in consultation with parents/carers, their class teachers and others.

Note 1: Courses with a practical/performance component

If students are considering taking a subject with a practical component, they need to take into account the time taken outside class time in preparation for the development of these projects.

Projects developed for assessment in one subject are not to be used either in full or in part of assessment in any other subject.

The subjects which require the development of a practical or performance project include: **Design and Technology; Industrial Technology; Dance; Drama; Music; Visual Arts; Textiles and Design.** Further to these subjects, Society and Culture also has a Personal Interest Project that is externally marked for the HSC.

Note 2: Studies of Religion

You may not study both the Studies of Religion 2 course and the Studies of Religion 1 course.

Note 3: Science Courses

You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Physics, Earth and Environmental Science and Investigating Science in meeting the 12 units for Year 11.

Note 4: Textiles and Design and TAFE Fashion & Design

Students studying Textiles and Design **are not permitted** to study TAFE delivered Fashion Design and Technology.

Note 5: Board Endorsed Courses

These courses are not externally examined but they have the school assessment mark recorded on their Record of Achievement. **These subjects DO NOT count towards the ATAR.**

What happens next?

The following timeline outlines the Subject Selection Process for Year 11 2025:

Tuesday 28 May 2024 Week 5 Term 2	<ul style="list-style-type: none"> Subject Information night starting at 5.20pm. Registration can be accessed through the College website. Year 10 students are provided with access to the Senior Studies website.
Friday 7 June 2024 Week 6 Term 2	<ul style="list-style-type: none"> Subject Selections Open Year 10 students are emailed with a link to the course selection website called WebChoice. This link will remain open until 14 June.
Thursday 6 June & Friday 7 June Week 6 Term 2	<ul style="list-style-type: none"> Taster Lessons: Students attend taster lessons of courses they are interested in learning more about. The lessons allow for questions, address important information and provide some learning experiences that are reflective of the course content.
Friday 14 June 2024 Week 7	<ul style="list-style-type: none"> WebChoice link closes. Students can still make changes through discussion with APT&L. Student/Parent/Carer will PRINT the Subject Selection Form once the selection is completed and submit the SIGNED form to Student Reception. By signing this form, the parent/caregiver is acknowledging Course costs and Course selections.
Week 8 Term 2	<ul style="list-style-type: none"> Year 11 2025 Interviews. Every student and their parent / carers attend an interview at the college, focused on looking at the suitability of students course choices and eligibility for their intended pathway.
Week 1 Term 3	<ul style="list-style-type: none"> Course lines and selections are published to families and students.

Students and parents/carers are encouraged to seek advice and support from the following people.

- Mrs Tierney – AP Teaching & Learning
emma.tierney@mn.catholic.edu.au
- Mrs Alice Grant – Acting VET Leader of Learning
alice.grant@mn.catholic.edu.au
- Mrs Nicole Burns - Acting Careers Adviser
nicole.burns@mn.catholic.edu.au
- Mrs Anne-Marie Melocco – Learning Support Coordinator
anne-marie.melocco@mn.catholic.edu.au

Leaders of Learning (see below) and individual class teachers.

Religious Studies	robert.copas@mn.catholic.edu.au
English	libby.lucas@mn.catholic.edu.au
Mathematics	belinda.richardson@mn.catholoic.edu.au
Science	sarah.daniels@mn.catholic.edu.au
HSIE	melissa.chapman@mn.catholic.edu.au
Technology and Applied Studies	alice.grant@mn.catholic.edu.au
PDHPE	blair.brownlee@mn.catholic.edu.au
Information and Learning Technology	mark.newell@mn.catholic.edu.au
Creative and Performing Arts and Languages	cassie.burt@mn.catholic.edu.au

Stage 6 Courses

Stage 6 Courses – Board Developed Courses			
Subject	Year 11 and 12 Courses (2 unit)	Extension Courses	Extension Courses
		Year 11 (1Unit)	Year 12 (1unit)
Aboriginal Studies	Aboriginal Studies		
Ancient History	Ancient History		History Extension I
Biology	Biology		
Business Studies	Business Studies		
Chemistry	Chemistry		
Community and Family Studies	Community and Family Studies		
VET Construction	VET (Examination Optional)		
Dance	Multimodal Delivery CSO		
Design & Technology	Design & Technology		
Drama	Drama		
Earth and Environmental Science	Earth and Environmental Science		
Economics	Economics		
Engineering Studies	Engineering Studies		
English	English Standard English Studies (Examination Optional) English Advanced	English Extension 1	English Extension 1 English Extension 2
VET Entertainment	VET Entertainment		
Food Technology	Food Technology		
French	French Beginners		
French	French Continuers		
Geography	Geography		
Health and Movement Science	Health and Movement Science		
VET Hospitality	VET (Examination Optional)		
Industrial Technology	Industrial Technology		
Enterprise Computing	Enterprise Computing		
Investigating Science	Investigating Science		
Legal Studies	Legal Studies		
Mathematics	Mathematics Standard I (Examination Optional) Mathematics Standard II Mathematics	Maths Extension 1	Maths Extension 1 Maths Extension 2
Modern History	Modern History		History Extension I
Music	Music 1		
Physics	Physics		
VET Skills for Work	VET Skills for Work (no HSC examination)		
Society and Culture	Society and Culture		
Software Engineering (on-line)	Software Engineering (on-line)		
Studies of Religion	Studies of Religion 1 (1 Unit) Studies of Religion 2 (2 Unit)		
Textiles and Design	Textiles and Design		
Visual Arts	Visual Arts		

Board Endorsed Courses

Stage 6 Courses - Board Endorsed Courses		
<p>These courses are not externally examined but they have the school assessment mark recorded on their Record of Achievement</p> <p>These subjects DO NOT count towards the ATAR</p>		
Subject	Year 11 Year 11 Course Only	Year 12 Year 12 Course
Studies in Catholic Thought (1 Unit) +(2 Unit)	✓	✓
Work Studies (2 Unit)	✓	✓
<i>Please note: Only one (1) of the following subjects may be chosen.</i>		
Exploring Early Childhood (1 Unit)	✓	✓
Marine Studies (1 Unit)	✓	✓
Photography Video and Digital Media (1 Unit)	✓	✓
Sport, Lifestyle and Recreation (1 Unit)	✓	✓
Visual Design (1 Unit)	✓	✓
Work Studies (1 Unit)	✓	✓

Additional Course Fees

Students choosing to undertake the following practical **subjects** will be required to **pay additional charges** as outlined below to cover specific expenses associated with individual subjects.

Course Fees 2025 Year 11 & 12

Design & Technology \$160	Drama \$250	Industrial Technology \$250 <i>Timber Products & Furniture Industries</i>
Food Technology \$250 Years 11 & 12	Visual Arts \$250	Languages • French Beginners \$120
Music \$250	Visual Design \$250	Photography & Digital Media \$250
Textiles & Design \$200	Marine Studies \$180	
VET Courses • Construction \$400 • Hospitality \$350 • Entertainment Industry \$250	Distance Education As per institution course fee and in consultation with families.	

Compulsory Courses

Studies of Religion ATAR Courses

Introduction

This course is designed for students who are interested in investigating a range of topics directly related to a cross-section of religions in the world. Studies of Religion is a 1 Unit or 2 Unit Board Developed Course.

The aim of the course is to promote an awareness, understanding and appreciation of the nature of religion and the influence of religious traditions, beliefs and practices on societies and on the individual with an emphasis in the Australian context.

Who is suited to this course?

2 Unit is best suited to those with high literacy skills who have an interest in expanding their knowledge of world Religious Traditions.

1 Unit is best suited to those students with sound literacy skills who have an interest in expanding their knowledge of world Religious Traditions. The 1-unit option allows those with an already rigorous course load to continue their studies in Religion and have it count as an ATAR unit. This course still requires a consistent and diligent approach.

How is this course assessed?

In Year 11 there are 3 tasks, one of which will be a formal examination.

In Year 12, 1 Unit will have 3 formal Assessments and 2 Unit will have 4, each will include a formal Trial HSC examination.

What is studied in this course?

Both 1 and 2 Unit share core units.

Year 11 Course

1 Unit <ul style="list-style-type: none">• Nature of Religion and Beliefs• 2 studies of Religious Traditions	2 Unit <ul style="list-style-type: none">• Nature of Religion and Beliefs• 3 Studies of Religious Traditions• Religions of Ancient Origin• Religion in Australia pre - 1945
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Year 12 Course

1 Unit <ul style="list-style-type: none">• Religion and Belief Systems in Australia post – 1945• 2 Depth Studies of Religious Traditions	2 Unit <ul style="list-style-type: none">• Religion and Belief Systems in Australia post – 1945• Religion and Peace• Religion and non-religion• 3 Depth Studies of Religious Traditions
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Additional Information

Excursions occur as appropriate.

Studies in Catholic Thought

Non ATAR Course

Introduction

Studies in Catholic Thought involves new ways of thinking based on philosophy, the arts, history, scripture and Catholic Beliefs.

It is a course that examines the 'big questions' that human beings ask and explores the ways that the Catholic religion answers them. Students will be involved in researching and constructing balanced arguments around these questions and the religious values and beliefs connected to them.

This course can be 1 Unit or 2 Units.

Who is suited to this course?

Studies in Catholic Thought is best suited to students who are not interested in obtaining an ATAR. This course **is not externally assessed** and can cater for students who already have enough units to satisfy requirements for achieving an ATAR.

How is this course assessed?

In Year 11 there are 3 internal tasks for both 1 Unit and 2 Unit.

In Year 12, 1 Unit will have 3 formal Assessments and 2 Unit will have 4. One task will be an internal HSC exam style task.

What is studied in this course?

Both 1 and 2 Unit share core units. Topics studied are divided into two linked thematic areas:

Year 11 – The Human Person

1 Unit <ul style="list-style-type: none">• Who is a Human Person• The Trinitarian God and Humanity• The Re-imagining of Creation	2 Unit <ul style="list-style-type: none">• Who is a Human Person• The Trinitarian God and Humanity• The Re-imagining of Creation• Faith, Reason and Science
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Year 12 - The Good Life

1 Unit <ul style="list-style-type: none">• Virtue, Vice, Salvation• The Good Works• The Common Good	2 Unit <ul style="list-style-type: none">• Virtue, Vice, Salvation• The Good Works• The Common Good• 2 Depth Studies
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Additional Information

Excursions occur as appropriate.

English

Introduction

In acknowledgement of its role as the national language, English is the mandatory subject from Kindergarten to Year 12 in the NSW curriculum. Knowledge, understanding, skills, values and attitudes acquired in English are central to the learning and development of students. Proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society. It supports the development and expression of a system of personal values, based on students' understanding of moral and ethical matters, and gives expression to their aspirations and ideals.

The study of English in Stage 6 develops in students an understanding of literary expression and nurtures an appreciation of aesthetic values. It develops skills to enable students to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning.

Students who study the English Studies course are able to achieve an ATAR, as the subject has been classified as a Category B but students are advised to complete the Standard or Advanced Course if they wish to achieve an ATAR due to the scaling of the English Studies Course.

The English Standard and Advanced courses have a Category A rating and are a compulsory component of any ATAR score. The English Extension courses are optional and only recommended for capable Advanced students.

English Studies: 2 Units or 120 hours of study in both Year 11 and Year 12.

Standard English: 2 Units or 120 hours of study in both Year 11 and Year 12.

Advanced English: 2 Units or 120 hours of study in both Year 11 and Year 12.

English Extension: 1 Unit or 60 hours of study in both Year 11 and Year 12.

English Extension 2: 1 Unit or 60 hours of study in Year 12 ONLY

Who is suited to these courses?

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course. These students do not plan to go to University straight after High School.

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

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts. This course is an excellent preparation for the demands of critical thinking and writing that students will need for future tertiary study. This course will contribute to the ATAR for University entrance.

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

What is studied in these courses?

Across Stage 6 English courses, the selection of texts must give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts that are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives.

Year 11 Courses

English Studies:

- **Mandatory module: Achieving Through English: English in education, work and community.**
- students complete the mandatory module, *Achieving Through English*, as the first unit of work.
- students complete an additional 2– 4 modules, considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances.

English Standard:

- **Common module – Reading to Write: Transition to Senior English**
- **Module A: Contemporary Possibilities**
- **Module B: Close Study of Literature**
- There are no prescribed texts for Year 11.
- Students are required to study ONE complex multimodal or digital text in Module A.
- (This may include the study of film.)
- Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.
- Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- The Year 11 course requires students to support the study of texts with their own wide reading.

English Advanced:

- **Common module: Reading to Write: Transition to Senior English**
- **Module A: Narratives that Shape Our World**
- **Module B: Critical Study of Text**

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

English Extension:

- **Module: Texts, Culture and Value**
- **Independent Research Project**

Students are required to:

- complete 60 indicative hours
- undertake study of the common module
- undertake the related independent research project.

Year 12 Courses

English Studies:

Common module: Texts and Human Experiences

- Students must study ONE text from the prescribed list for the Common Module: Texts and Human Experiences.
- Students must also study ONE related text in the Common Module: Texts and Human Experiences.
- In each module students study of a range of types of texts drawn from prose fiction, poetry, drama, film, nonfiction, media and digital texts. These are selected by the teacher according to the needs and interests of the students.

English Standard:

Common module: Texts and Human Experiences

- **Module A: Language, Identity and Culture**
- **Module B: Close Study of Text**
- **Module C: Craft of Writing**
- Students must also study ONE prescribed and related text in the **Common Module: Texts and Human Experiences**.
- Close study of THREE TYPES OF PRESCRIBED TEXTS, one drawn from EACH of the following categories:
 - prose fiction
 - poetry OR drama
 - film OR media OR nonfiction
- At least TWO short prescribed texts must be studied for **Module C: The Craft of Writing** but do not contribute to the required pattern of prescribed texts for the course.

English Advanced:

Common module: Texts and Human Experiences

- **Module A: Textual Conversations**
- **Module B: Critical Study of Text**
- **Module C: Craft of Writing**

Close study of FOUR PRESCRIBED TEXTS, one drawn from EACH of the following categories:

- Shakespearean drama
 - prose fiction
 - poetry OR drama
 - nonfiction OR film OR media OR a text from one of the categories above
- At least TWO short prescribed texts must be studied for **Module C: The Craft of Writing** but do not contribute to the required pattern of prescribed texts for the course.
- Students must also study ONE related text in the **Common Module: Texts and Human Experiences**.

Extension Courses

Extension 1:

- Students undertaking the HSC English Extension 1 course must complete ONE elective chosen from the **Common Module: Literary Worlds**.
- At least THREE prescribed texts must be selected, including at least TWO extended print texts, which may include the prescribed poetry.
- Students are also required to study at least TWO related texts.

Extension 2:

Students develop a sustained composition (Major Work) and document their reflection on this process.

How are these courses assessed?

English Studies, Standard, Advanced and Extension 1 courses in Years 11 and 12 are assessed according to the weightings prescribed by NESA – 50% knowledge and understanding; 50% skills.

These elements are to be assessed in THREE tasks in Year 11 and FOUR (THREE for Extension 1 & 2) in Year 12.

In Year 12, students sit for an external HSC exam in all courses (English Studies HSC exam is OPTIONAL) except Extension 2 where they are required to complete a major work which is sent to external markers in late August.

School assessment comprises 100% of the Year 11 mark in all courses and 50% of the final HSC mark in the Year 12 Standard, Advanced and Extension courses. School Assessment comprises 100% of the Year 12 HSC mark for English Studies.

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Board Developed Courses

Aboriginal Studies – 2 Unit ATAR Course

Introduction

Aboriginal Studies is the study of First Nation Peoples, their history and shared experiences in Australia. In Aboriginal Studies we also explore the social, historical and cultural issues that have affected and continue to have an impact on Indigenous peoples of Australia and comparatively Indigenous peoples worldwide.

Who is suited to this course?

Aboriginal Studies is for those who wish to gain a balanced perspective and greater understanding of the issues and contributions of Indigenous peoples around the world. It is not necessary to identify as a First Nations Person to do well in this course.

How is this course assessed?

A variety of assessments are offered from media files and essay writing to research and investigation. It must be noted that the Major Project covers a substantial percentage of time and assessment in Year 12. The Major Project is to be a topic of the student's own choice that is related to an aspect of the course. It consists of two sections – the log and the final presentation and it is to be noted that the final presentation can take many forms (artwork, thesis, construction, the options are endless).

What is studied in this course?

Year 11 Course

(Pre-contact to the 1960's)

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

Year 12 Course

(1960's onwards)

- Social Justice and Human Rights Issues
- A Global Perspective
- A Comparative Study
- Aboriginality and the Land
- Research and Inquiry Methods – Major Project

Ancient History – 2 Unit ATAR Course

Introduction

Ancient History is the study of ancient societies including Greece, the Near East, Rome, including Pompeii and Herculaneum.

A study of the past is invaluable, for to be unaware of history is to be ignorant of the forces that have shaped our social and physical worlds. It also develops a knowledge and appreciation of places, people and events. It is also suited for those students who have the ability to write extended answers.

Who is suited to this course?

Ancient History is for those students who wish to satisfy their fascination and interest in the stories of the past and the mysteries of human behaviour.

Ancient History is about interpretation it is NOT about learning dates and figures

It is also suited for those students who have the ability to write extended answers.

How is this course assessed?

Assessment is **NOT** just essay writing. There will be variety of assessments which could include such tasks as research source analysis, oral presentations, short written responses and extended responses.

The length of the HSC examination is 3 hours.

What is studied in this course?

Year 11 Course

There are three main areas for the Year 11 Course.

These are:

- Methods and Issues in Ancient History
- The nature of the ancient past (social history)
- Your own historical investigation.

Complete two (2) or more **depth** studies which **could** include areas such as:

- Egypt, Greece, Rome and Celtic England
- Near East, Asia and the Americas
- Display of human remains and museums

Students must also complete a Historical Investigation, which is designed to allow the development of investigative, research and presentation skills needed throughout the course. This is completed as a personal interest project.

Year 12 Course

Students must complete four (4) sections:

- Compulsory Core Study (Pompeii and Herculaneum)
- One Ancient Society
- A Personality study
- One Historical Period

Additional Information

Excursions when relevant e.g. exhibitions and study days usually at Newcastle or Sydney University.

Biology – 2 Unit ATAR Course

Introduction

The Year 11 and Year 12 Courses in Biology build upon the work completed by students in Years 7 to 10. This course is suited to students with an interest in the biological sciences, especially living things, their impact upon the environment, human genetics, physiology and disease.

The **Year 11 course** covers four units of work, which are completed in the first three terms of Year 11. This course covers aspects of cell structure and function, the organisation of living things, the biological diversity among living things, and the dynamics of various ecosystems.

The **Year 12 course** requires the completion of four units of work. These units include heredity, genetic change, infectious disease, and non-infectious and disorders.

Who is suited to this course?

Biology targets students who have enthusiasm, interest and ability in the biological sciences. Whilst it may cover a diverse range of learners, it is desirable that students possess good reading and comprehension skills.

Students will need to have the ability to logically investigate problems and complete written tasks comprehensively and promptly.

Biology is suited to students who wish to continue with further studies at TAFE or university such as Nursing, Pathology, Medical Sciences, Environmental Studies.

How is this course assessed?

Three Assessment Tasks are required in the Year 11 course, and four Assessment Tasks are required in the Year 12 course.

Assessment of both courses could include exams, practical work, research tasks, and depth studies.

Additional Information

Some practical work and a large amount of individual research make up a significant component of this course and must be satisfactorily completed within a specified time for grading and assessment.

Depth Studies

Depth Studies make up another significant part of the Biology course in both Year 11 and Year 12. Depth studies provide opportunities for students to pursue their interests in biology, acquire a depth of understanding, and take responsibility for their own learning.

Excursions

One excursion may be undertaken each year. Costs will vary according to the venue and travel involved.

Business Studies – 2 Unit ATAR Course

Introduction

The aim of Business Studies is to encourage students to think critically about the role of business and business institutions and their ethical responsibilities.

It encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives.

Who is suited to this course?

This course is suited to students of average to high academic application.

It requires an ability to think logically, interpret information and present information in a variety of formats.

It is highly suited to those students who maybe considering entering any Commercial/Financial or Business Field.

How is this course assessed?

Year 11 Course assessment could include:

- Develop a Business Plan
- Research and Oral on a Small/Medium Business
- Exams
- Write in a Business Report Format

Year 12 Course assessment could include:

- Research Tasks
- Exam

The HSC is a 3 hour paper, including multiple choice, short answer, stimulus and business report format questions.

What is studied in this course?

Year 11 Course

Three Compulsory Topics relating to exploring the nature of Business and Business Management with emphasis on Small/Medium Enterprises.

Year 12 Course

Four Compulsory Topics. Each topic expands on areas studied in the Year 11 Course, plus Global Business.

Students will investigate Case Studies to communicate ideas and issues related to each topic.

Topics:

- Finance
- Marketing
- Operations
- Human Resources

Additional Information

Payment for excursions and study days, as they occur, are the responsibility of the student.

Chemistry – 2 Unit ATAR Course

Introduction

Chemistry is a 2 unit course that builds on the work covered in Years 7 – 10. This course provides students with the opportunity to develop their knowledge, understanding and skills in relation to properties and structures of matter and a variety of chemical reactions incorporating organic compounds and acid/base equilibrium reactions.

There is regular practical work involved in both years which must be completed to a satisfactory level.

Who is suited to this course?

Chemistry is a demanding course. It is recommended for students who are achieving at a high level in Science. Chemistry is a subject that has a large Mathematical component and is recommended students are doing advanced mathematics.

For students progressing to any level of tertiary education, Chemistry on its own, or in conjunction with another 2 unit Science course, is an appropriate choice of subject. It gives an excellent background for courses in the health sciences, environmental studies, industry and engineering. Many Tertiary courses have a preference for students to have studied 2 Unit Chemistry.

How is this course assessed?

This subject is assessed separately in the Year 11 Course and Year 12 Course. Tasks range from major examinations, practical tasks and tests, research reports and in class written tasks based upon student research. Students must also satisfy the practical component in order to be eligible to sit for the Year 12 examination.

What is studied in this course?

The **Year 11 Course** is comprised of the following units of work:

- Properties and structure of Matter
- Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

The **Year 12 Course** covers the topics:

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

Laboratory work for each of these units is drawn from the syllabus and is used to illustrate the points covered in the course work.

Additional Information

Excursions and study days are sometimes possible where Tertiary institutions make their facilities available.

Chemistry requires a commitment to regular home study throughout both Year 11 and Year 12 Courses.

Community & Family Studies – 2 Unit ATAR Course

Introduction

Community and Family Studies is a course that aims to develop an ability to manage resources and the skills needed to take action to support individuals, groups, families and communities in modern Australian society.

Through involvement in the subject, the students develop an understanding and appreciation of the complexity of human interactions and the range of influences that impact upon responsible decision-making.

Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology and psychology. There is also a strong focus on communication and research skills. Community and Family Studies encourages students to become proactive individuals within society who have the knowledge and skills to adapt to a range of roles and responsibilities.

Who is suited to this course?

This course is suited to students who have an interest in a range of issues relating to the interactions of individuals and groups in society.

Students will need to develop strong research, organisational and writing skills and be willing to openly discuss their attitudes to a variety of issues.

How is this course assessed?

Assessment is based on research tasks, extended response questions and examinations. An Independent Research Project is completed in Year 12.

The HSC examination is three (3) hours in length and is made up of multiple choice, short answer and one extended response question.

What is studied in this course?

Year 11 Course

- Resource Management
- Individuals and Groups
- Families and Communities

Year 12 Course

- Core 1 – Research Methodologies
- Core 2 – Groups in Context
- Core 3 – Parenting and Caring
- Option – Individuals and Work

Additional Information

Research for the Independent Research Project will involve gathering information from specific sites, internet use and independent investigations. All costs associated with the IRP are the responsibility of each student.

Excursions may occur, depending on the availability of appropriate resources outside of the school.

Dance – 2 Unit ATAR Course

Introduction

This course is for students who enjoy the art of dance through performing, composing and analysing. Dance in Stage 6 is run as an external course throughout the Diocese, with a teacher delivering the course to all schools who have interested students.

The Diocesan Dance Course allows for small elective classes at schools to still run the subject. Currently, there are five schools who have students completing the Diocesan Dance Course, some of those schools only have one student enrolled. Students engage in a mixture of face-to-face teaching time, video conferencing lessons on laptops and an interactive website to access their work. The course can be used in the calculation of the ATAR and students can enter a Dance Degree at University or complete a number of diploma and certificate courses for Dance Teaching, Performing or Choreography.

Who is suited to this course?

Students with a strong desire in performing and choreographing dance works. Students need to work independently and have a high level of self-motivation. There are **NO** pre-requisites, although it should be stated that past studies of dance would be beneficial. An outside dance tutor is highly recommended to assist with technique.

What is studied in this course?

Students will create a Major Work in their strongest area of either Performance, Composition, Appreciation or Film and Video. Therefore, students must have the ability to apply commitment and dedication to a 40% task.

Assessment

Year 11 Course	Year 12 Course
<ul style="list-style-type: none">• Performance – 40%• Composition – 30 %• Appreciation – 30%	<ul style="list-style-type: none">• Performance 20%• Composition 20 %• Appreciation 20%• Major Study Option 40% (CHOOSE ONE)<ul style="list-style-type: none">❖ Performance❖ Composition❖ Appreciation❖ Dance Technology including:❖ Film and Video OR❖ Choreography for the Virtual Body

Additional Information

Course Cost as per Institution Course Fee

Design and Technology – 2 Unit ATAR Course

Introduction

Design and Technology allows students to study the **process** of designing and producing new products, environments, or systems, and apply this knowledge to **work through their own project** and develop an answer to a perceived need in an area of the students' interest.

The understanding and use of new technologies is encouraged and developed. Students may choose to use a range of materials in their projects (including but not limited to; textiles, wood, metal, multimedia, and graphics). This course has both components of theory and practical activities.

Design and Technology aims to develop a student's creative and critical thinking, organizational, management and collaborative skills. They will consider the needs of individuals as they produce innovative ideas and consider their impact in our world.

Who is suited to this course?

This subject is open to all students, particularly those who are interested in design using a range of materials. Students will develop strong research, practical and organisational skills.

What is studied in this course?

Year 11 Course

The study of design theory, design process, creativity, collaborative design, researching and researching method, project management, using resources, communication, manufacturing and production, study of practices in industry and enterprise, computer-based technologies, safety and evaluation.

Year 12 Course

Students will complete a Major Design Project, and study innovations, emerging technologies and the impact of innovations on Australian society.

How is this course assessed?

Year 11 Course

- A minimum of **two design projects**
- End of course examination

Year 12 Course

- Major Design Project Presentation
- Innovative and Emerging Technology Case Study
- Trial HSC Examination
- Major Design Project Self Evaluation

External Assessment

- Major Design Project and Folio
- HSC Examination

Additional Information

[NESA Design and Technology Link](#)

Materials and associated costs for the Design Projects and Portfolio will be the responsibility of the student.

Drama – 2 Unit ATAR Course

Introduction

Drama is an art form directly concerned with our understanding and experience of the world around us, “Theatre is a reflection of the society in which it was developed”. Through drama and theatre, we explore the way people think, feel and communicate. Drama not only teaches students how to perform on stage but more importantly, how to be effective and creative communicators. Drama equips students to work with people, be creative and produce results.

There are no prerequisites for the study of the senior Drama Course just a willingness to explore, experience and perform a range of dramatic forms, styles and conventions.

Drama activities encourage and develop:

- Self confidence and Self esteem
- Flexibility and adaptability
- Leadership and Problem-Solving skills
- Group negotiation, tolerance and cooperation skills
- Independent thinking and learning
- Imaginative and creative thinking

Who is suited to this course?

Any student with an interest in and appreciation for any aspect of Drama and theatre-making including performance, design, video, scriptwriting, researching and directing.

How is this course assessed?

Students are assessed on the practices of **Making, Performing and Critically Studying**. Students engage with these assessment components both collaboratively and individually.

What is studied in this Course?

Through an integrated program of practical and theoretical study students explore the content areas using a range of teaching and learning activities. Some of these include: attending theatre productions, improvisation, workshop demonstrations of theatrical elements, role play, video analysis, review writing, movement and vocal exercises, visual representations, research tasks, operation of theatrical equipment, devising theatre and drama games to suit a purpose and journal writing.

Year 11 Course Content

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

Year 12 Course Content

- Australian Drama and Theatre
(2 topic areas to choose from, 2 plays within that topic to explore experientially)
- Studies in Drama and Theatre
(8 topic areas to choose from, 2 plays within that topic area to explore experientially)
- The Group Performance *(Groups of between 3-6 students to create an original piece of theatre 8-12 minutes in duration)*
- The Individual Project *(An opportunity for students to demonstrate their knowledge and skills in Critical Analysis, Design, Performance, Scriptwriting or Video Drama)*

Additional Information

Students will be required to attend productions and workshops conducted by theatre practitioners. These excursions are included as a part of the subject fees.

Earth and Environmental Science – 2 Unit ATAR Course

Introduction

Earth and Environmental Science is an exploration of our planet's resources, climate dynamics and geological history. This course explores the Earth's renewable and non-renewable resources together with current environmental issues. Understanding the Earth's resources and the ability to live sustainably on the planet is central to the course. Through the lens of scientific enquiry, this course explores the causes and consequences of climate change and the relationship between human activities, atmospheric dynamics and planetary systems.

An overnight Fieldtrip to Wellington is an integral part of this course.

Who is suited to this course?

This course is designed for students with an interest in the Earth and its environment who achieved a substantial performance in junior Science. Whilst it may cover a diverse range of learners, it is desirable that students possess good reading and comprehension skills as well as the ability to logically investigate problems individually and as part of a team.

The course complements both Biology and Geography. The combination of these subjects with Earth and Environmental Science will provide the student with a comprehensive knowledge base. The course would provide good background for students looking to undertake Environmental Studies, Natural Resource Management, Geology, Mining Engineering, Paleontology, Terrestrial or Marine Ecology

How is this course assessed?

In Year 11, there will be three assessment tasks. Tasks range from a written examination to a practical examination, fieldtrip report or research task. Year 12 will follow a similar format but with a total of four assessment tasks, one of which is a fieldtrip report based on the Wellington excursion.

In addition to formal assessment, both Year 11 and Year 12 involve a significant amount of practical and research work. These are considered to be a major component of each course and must be satisfactorily completed and submitted regularly.

What is studied in this course?

The Year 11 Course covers four topics in the first three terms of the year.

- Earth's Resources – Structure of the Earth; Rocks, Minerals and the Rock Cycle; Geological Timescale; Geological Resources
- Plate Tectonics – Evidence for the Theory; Plate Boundaries and Tectonics Structures
- Energy Transformations – Role of Energy in the Earth Processes; Geological Transformations; Transformations in the Oceans, Biosphere and Cryosphere
- Human Impacts – Water Management; Salinity and Erosion; Introduced Species

The Year 12 Course also undertakes four topics but in four terms.

- Earth's Processes – Development of the Biosphere; Changes in the Earth's geosphere, atmosphere and hydrosphere; Fossil formation and Stratigraphy
- Hazards – Geological Natural Hazards and their impacts; Prediction and Prevention
- Climate Science – Natural Processes; Evidence for Climate Variation; Influence of Human Activity; Mitigation and Adaptation Strategies
- Resources Management – Using Australia's Natural Resources; Waste Management; Sustainability.

Overarching all topics in both years is Working Scientifically. This involves Planning and Conducting Investigations together with Processing and Analysing the Data and Information gained and then communicating the findings. This is the basis behind all the content covered in the course.

Economics – 2 Unit ATAR Course

Introduction

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. By understanding economics, students can make informed judgments about issues and policies and participate responsibly in their decision-making.

What is studied in this course?

Year 11 Course

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

Year 12 Course

- Global Economy
- Australia's Place in Global Economy
- Economic Issues: Inflation, Unemployment, Trade, Income/Wealth Inequality, Environment
- Economic Policies and Management: Monetary, Fiscal, Microeconomic Return

Year 11 Course

Focuses on micro-economic aspects of behaviour of consumers, business and governments.

Year 12 Course

Focuses on macro-economic aspects of the management of the economic and Australia's place in the global economy.

Who is suited to this course?

Students who wish to follow careers in business, finance, media law, marketing and employment relations. An interest and ability to analyse, problem solve, interpret and discuss economic issues is very important as is strength in essay writing skills. This is an academically rigorous course.

How is this course assessed?

Year 11 Course

Students are assessed through a variety of methods including research and investigation tasks, stimulus-based responses (statistics, graphical skills, calculation), essays, reports and discussions.

Year 12 Course

As per the Year 11 Course.

- The external HSC Exam is a 3 hour paper including Multiple Choice, Short Answer, Two Extended Responses.

Additional Information

Payment for excursions and study days as they occur, are the responsibility of the student.

Engineering Studies – 2 Unit ATAR Course

Introduction

Engineering Studies is about how things work and how they are made.

Engineering Studies aims to develop in students their knowledge, understanding and skills in aspects of engineering that include communication, written and graphical, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics and the scope of the profession.

Engineering Studies offers students the opportunity to investigate a range of applications and fields of engineering through the integration of scientific and mathematical disciplines and their impact on society and the environment.

Who is suited to this course?

Students whose career path is aimed toward the engineering disciplines, architecture and building trade. Students should have a sound level of knowledge and skills in mathematics in order to do well in this subject.

What is studied in this course?

Year 11 Course

Students will study four (4) modules:

- Engineering Applications
- Engineering Products
- Bio-Engineering
- Braking Systems

By Studying “real world” scenarios, students can gain a realistic understanding of current engineering innovation and impact on society.

Year 12 Course

Students will study four (4) modules and complete Engineering reports on two of these modules:

- Civil structures; Personal and Public transport
- Aeronautical Engineering and Telecommunications

How is this course assessed?

Year 11 Course

- Engineering Report
- Experimentation and Report
- End of course examination

Year 12 Course

- Experimentation and Report
- Civil Structures testing and Report
- Engineering Report
- Trial HSC Examination

External Assessment

- HSC Examination of three hours

Additional Information

[NESA Engineering Studies Link](#)

Enterprise Computing – 2 Unit ATAR Course

Introduction

This is a 2 unit course studied during Year 11 and Year 12.

There is approximately an equal amount of theory and practical work and most work is carried out on the computer. A significant amount of time is spent on developing information systems.

Who is suited to this course?

Students who like:

- using computers and different software to develop solutions.
- learning about how computers are used in the real world.

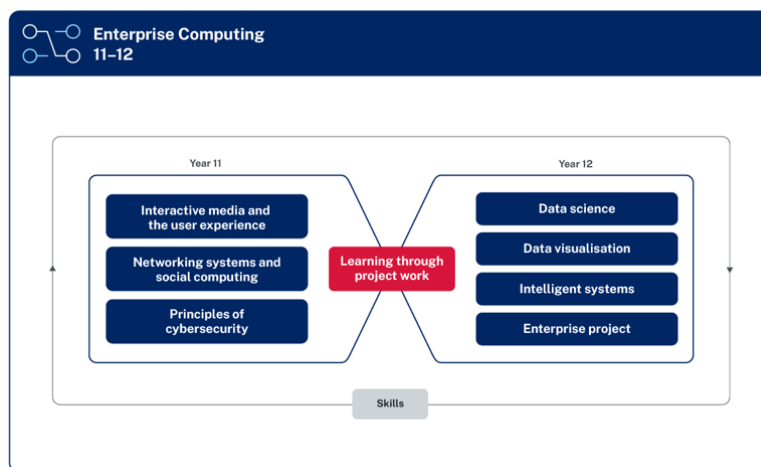
How is this course assessed?

School based assessment in the Year 11 and Year 12 Courses will consist of:

- Written tests
- Practical computing tasks
- Investigation and research
- Development of an Enterprise Project

The HSC Examination is a 2hr 30min online test with Objective response questions worth 1-4 marks each along with short-response questions worth 4-8marks each.

What is studied in this course?



The **Year 11 course** provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.

The **Year 12 course** provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.

You will develop skills in:

- using different computing applications, such as spreadsheets, databases, graphics, web design, multimedia and AI systems.
- carrying out projects where you create an Enterprise system for a specific purpose.

Food Technology – 2 Unit ATAR Course

Course Description

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status.

Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

Who is suited to this course?

This course is open to all students. The knowledge and skills developed in this course can be applied across a range of career pathways.

How is this course assessed?

Internal Assessment

This is based on knowledge components (essays, examination, case studies) and skills (practical activities)

External Assessment

HSC Examination will include objective multiple-choice questions, short answer questions, one structured extended response question and one extended response question.

What is studied in this course?

Year 11 Course

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

Year 12 Course

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

Additional Information

[NESA Food Technology Link](#)

French Beginners – 2 Unit ATAR Course

Introduction

French is one of the major languages in the world. Learning languages opens minds to difference where diversity is seen as a regular part of society. A strong relationship exists between Australia and France through trade, communication technologies, education, scientific research, sport and cultural exchange.

The ability to communicate in French provides students with opportunities for continued learning and for future employment in areas such as commerce, tourism, hospitality, and international relations; as well as the pleasures of travelling and exploring the world.

Who is suited to this course?

Anyone interested in travelling, languages and experiencing other cultures.

You must NOT have studied French as an Elective in Years 9 and 10 nor speak French at home as a first language.

What is studied in this course?

In the Preliminary and HSC courses, students will develop speaking, listening, reading and writing skills to communicate in French. Topics related to students' personal world and the French-speaking communities provide contexts in which students develop their communication skills in French and their knowledge of culture.

Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Topics in this course

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

How is this course assessed?

A range of listening, speaking, reading and writing tasks are completed throughout the Year 11 and 12 Course with the following weightings.

Component Weighting %

Listening 30 %

Reading 30 %

Speaking 20 %

Writing 20 %

TOTAL 100%

The HSC is a two and a half hour Listening, Reading and Writing Examination, as well as a separate Speaking Examination.

Additional Information

Overseas excursion to New Caledonia to experience French language and culture will be offered in 2025.

Geography – 2 Unit ATAR Course

Introduction

Geography is all around us. Have you ever wondered how and why the world's peoples and landscapes are so varied? Stage 6 Geography is as varied as the environments studied. In this course you will study natural and manmade environments; conduct fieldwork; and gain decision-making and problem-solving skills.

Geography is not just a subject to be studied at school, but a lifelong interest that will benefit many areas of future employment and leisure.

Who is suited to this course?

If you are:

- interested in the people and world around you.
- self-motivated (able to plan and complete work on your own)
- prepared to do a major research project
- keen to develop your problem-solving and analytical skills.

A variety of communication skills are developed and used in tasks and assessments. These may include visual forms such as diagrams, graphics and photographs as well as written words. Fieldwork is a key skill.

How is this course assessed?

Each unit of study, geographical skills and the Senior Geography Project (SGP) are assessed internally. Tasks can include geographic research, skills, fieldwork, essay or report writing, and analysis of stimulus material.

The HSC is a three hour examination which includes multiple choice questions relating to stimulus material (paragraph responses) and two extended response (essay) questions.

What is studied in this course?

Year 11 Course (120 hours)

- Earth's Natural systems - investigate the diverse landscapes of the Earth's surface and its distinctive physical features.
- People, patterns and processes - investigate evidence of human diversity across the Earth's surface.
- Human-environment interactions - investigate the global nature of land cover change, from temporal and spatial perspectives, as they examine the long-term development of natural systems compared to the short time frame of human activity.
- Geographical investigations - Students plan and conduct ONE Geographical Investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools.

Year 12 Course

- Global sustainability - investigate sustainability in the contemporary world, including principles of, and actions for, sustainability, including one global economic activity.
- Rural and Urban Places - investigate the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale
- Ecosystems and global biodiversity - investigate the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity

Additional Information

There will be a number of compulsory excursions/field studies over the Year 11 and Year 12 Courses, of which can be part of the assessment schedule.

Health and Movement Science – 2 Unit ATAR Course

Introduction

Health and Movement Science (HMS) is a 2 unit course which draws on a multitude of fields and the application of scientific concepts to actively engage students in learning about the factors that influence health and movement.

In this syllabus, students investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students explore the factors that influence movement and performance, and develop the skills to enhance movement for themselves and others throughout their lifetime.

Who is suited to this course?

There are no formal pre-requisites for this subject. The nature of Health and Movement Science makes it relevant to all students, but especially those interested in areas of health, sport science, physical activity, sports medicine and exercise.

Health and Movement Science builds on the foundational knowledge, understanding and skills developed in the PDHPE K–10 course.

The course may benefit future paths in Teaching, Nursing, Coaching, Medicine, Fitness, Sports Training, Community Health and Physiotherapy.

How is this course assessed?

In Year 11 students must undertake a minimum of 3 formal assessment tasks, one of which must assess the Collaborative Investigation.

In Year 12 students must undertake a minimum of 4 assessment tasks, one of which must assess a Depth Study.

Health and Movement Science students are assessed on their knowledge and understanding of course content, and their skills in creative thinking, research, problem solving and communication. A variety of task types are used, including presentations, research reports, short/extended responses and examinations.

What is studied in this course?

Year 11 Course

Health for individuals and communities

- How do we understand and measure Australia's health?
- What are young people's meanings of health?
- What key issues affect the health of young people and how can they protect and promote good health?
- What are the opportunities for improving and promoting young people's health?

The body and mind in motion

- How do the systems of the body influence and respond to movement?
- What factors influence movement and performance?
- How are movement skills acquired, developed and improved?
- What is the relationship between psychology, movement and performance?

Collaborative Investigation

The Collaborative Investigation provides opportunities for students to develop knowledge and skills to support their own and others' health and movement. It allows students to manage their own learning and to become flexible, critical thinkers, problem-solvers and decision-makers. The Collaborative Investigation

provides students with the opportunity to adopt an informed point of view when responding by speculating, critiquing, analysing, interpreting and constructing possible meanings for their own and others' health, physical activity levels and performance.

Year 12 Course

Health in an Australian and global context

- How healthy are Australians?
- How does Australia's healthcare system work towards achieving better health for all Australians?
- How is the growing and changing use of technology and data impacting Australia's healthcare system?
- What actions are needed to promote and improve the health of Australians?

Training for improved performance

- How can exercise assessment and prescription be personalised?
- How does training influence movement and performance?
- How does training differ for individual and group sports?
- What impact does sleep, nutrition and supplementation have on movement and performance?
- How do individuals train for sustained movement and performance?

History Extension –1 Unit (Year 12 ONLY)

ATAR Course

Particular Course Requirements

The Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.

Introduction

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

The HSC Examination is 2 hours.

What is studied in this course?

Constructing History

Four key questions provide a framework for investigating the construction of history with a focus on historiography.

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

Case Studies

Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.

Additional Information

History Project

Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

Industrial Technology: Timber Products & Furniture Industries – 2 Unit ATAR Course

Introduction

Industrial Technology is designed to develop in students knowledge, understanding and skills of the timber industry and its related technologies with an emphasis on designing, planning, constructing and communicating through practical applications in Timber Products and Furniture Industries.

Who is suited to this course?

The course has been designed to cater for students who have an interest in working with timber. They may wish to undertake further study in a related area at university level, pursue further industry training or gain skills for life. This course would be especially useful for students entering professions such as joinery, carpentry and cabinet making.

This subject is open to all students. It is not a requirement to have completed Year 9 & 10 Industrial Technology.

What is studied in this course?

Students study the interrelationships of technologies, equipment and materials used by industry and develop skills through the design, planning and production of a Major Project and attached portfolio. Focus area content involves:

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

How is this course assessed?

Year 11 Course

- Minor Project and Folio
- Industry Report
- End of course examination

Year 12 Course

- Major Project Presentation
- Industry Case Study
- Major Project and Folio Self Assessment
- Trial HSC Examination

External Assessment

- Major Project and Folio
- HSC Examination

Additional Information

[NESA Industrial Technology Link](#)

Materials (and associated costs) for the major project and portfolio will be the responsibility of the student.

Investigating Science – 2 Unit ATAR Course

Introduction

The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. It is:

- available to students during both the Year 11 and Year 12 Courses.
- examined at HSC level.
- recommended as a complementary course to be taken with other Sciences (Bio/Phys/Earth/Chem)

Who is suited to this course?

Investigating Science is designed to assist students who are also studying one or more of the other science courses, to engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

Any students who have an interest in studying Science at a university level would benefit from taking this course. Investigating Science is acceptable in many Science based courses at both the TAFE and University level.

A natural curiosity and aptitude for the Scientific Method would be a distinct advantage in this subject.

How is this course assessed?

- There are a significant number of practical experiences, and reports on these to be completed throughout the year. Non-completion of reports may result in course failure.
- There are a significant number of individual research items to be undertaken throughout the course.
- There will be three (3) assessment tasks in Year 11 and four (4) in Year 12 comprising written and practical examinations, research and fieldwork reports.

What is studied in this course?

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Additional Information

Practical Investigations will comprise a minimum of 70 hours across Year 11 and 12 courses. Students will be required to complete Depth Studies in both Year 11 and 12 courses.

Science Extension – 1 Unit - (Year 12 only)

ATAR Course

Introduction

This course focuses on the authentic application of scientific research skills to produce a Scientific Research Report. Students propose and develop a research question, formulate a hypothesis, and develop evidence-based responses to create their Scientific Research Report acceptable for publication which is supported by a Research Portfolio.

Who is suited to this course?

Science Extension is a demanding research-based course, and it is recommended that a student undertaking this course would be achieving at a high level in at least one of Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in year 11 and may choose to study this course in year 12.

How is this course assessed?

- Students will complete 3 assessment tasks.
- Tasks are based on the course work and the final scientific report.
- Students will also sit a final online examination.

What is studied in this course?

Year 12 Course

The course consists of four modules:

- Module 1 – The Foundations of Scientific Thinking
- Module 2 – The Scientific Research Proposal
- Module 3 – The Data, Evidence and Decisions
- Module 4 – The Scientific Research Report

The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

Additional Information

Excursions and study days are sometimes possible where Tertiary institutions make their facilities available.

Science Extension requires a commitment to regular home study throughout the Year 12 Course.

Legal Studies – 2 Unit ATAR Course

Introduction

The aim of Legal Studies is to empower students to think critically on the role of law and legal institutions in society. Legal Studies develops a student's understanding of a just and fair society, with a view to them effectively participating as informed citizens.

Who is suited to this course?

Suitable for students with average to high written communication skills.

The course requires an ability to think logically, interpret information and present information in a variety of formats.

Students need to be active class participants, open to rational debate and prepared to be conversant with contemporary media issues, which requires regular reading of supplementary material and the media.

How is this course assessed?

- **Internal Assessment tasks may include:**
- Research and investigation tasks, stimulus-based responses (case studies, statistics, media), extended responses, oral and group tasks.
- **HSC format:** Multiple Choice, Short Answer, One structured response, Two extended responses.

NB 80% of the HSC Exam and associated task is extended response format.

What is studied in this course?

Year 11 Course

- Basic Legal Notions / Concepts
- Sources of Law
- Classification of Law
- Law Reform
- The Individual and Law
- Choice of **two** disadvantaged groups from a list including: Women, Migrants, People with a mental illness or physical or intellectual disability

Year 12 Course

- Human Rights
- Crime
- Choice of two focus studies from a list including: Family, World Order, Global Environment, Consumers, Shelter, and Indigenous people

All areas encompass Legislation, Case and Media Studies

Additional Information

Payment for excursions and study days as they occur, are the responsibility of the student. Year 11 have the opportunity to participate in the NSW Law Society's Mock Trial Competition.

Mathematics Courses

Introduction

Senior Mathematics courses are comprised of the following courses presented over 2 years as Year 11 and Year 12 courses in accordance with the structure mandated by the NSW Educational Standards Authority.

Course	Units	Year 11	Year 12	ATAR
Numeracy	2	Yes	Yes	No
Mathematics Standard	2	Yes	No	
Mathematics Standard 1	2	No	Yes	Optional
Mathematics Standard 2	2	No	Yes	Yes
Mathematics Advanced	2	Yes	Yes	Yes
Mathematics Extension 1 (only with Mathematics Advanced)	1	Yes	Yes	Yes
Mathematics Extension 2	1	No	Yes	Yes

Which course to choose?

The table below gives a summary of the recommended courses based on Year 10 Mathematics experience. Consultation with the class teacher is highly recommended.

Senior Course	Recommended Level of Prior Study
Numeracy	Year 10 Mathematics 5.1
Mathematics Standard 1	Year 10 Mathematics 5.1 with some 5.2 outcomes achieved.
Mathematics Standard 2	Year 10 Mathematics 5.2 OR 5.2 with some 5.3 outcomes achieved.
Mathematics Advanced	Year 10 Mathematics 5.3
Mathematics Extension 1	Year 10 Mathematics 5.3 plus required Advanced Mathematics
Mathematics Extension 2 (Year 12 only)	Year 10 Mathematics 5.3 plus required Mathematics Extension 1.

All Mathematics courses require commitment to consistent effort **both in class and at home** to achieve a reasonable degree of success. It is expected that students will spend time applying themselves **each day** to completing homework and revision studies.

Numeracy

The Numeracy course supports students to develop the functional numeracy skills required to become active and successful participants in society. Students have the opportunity to develop these skills and apply them to situations in personal and community, workplace and employment, and education and training contexts. This course offers students the opportunity to prepare for post-school options of employment or further training. The Numeracy course may be studied as a standalone course or in conjunction with the Mathematics Standard course, where the student would benefit from additional learning opportunities to strengthen their numeracy development.

Mathematics Standard

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects. Year 11 has a common core with the option to study Standard 1 or 2 in year 12.

Mathematics Standard 1

Designed to help students to develop their knowledge, understanding and skills in working mathematically and in communicating mathematical concepts concisely and precisely. It provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs. It provides mathematical background for students entering the workforce and/or undertaking further community and workplace training.

Mathematics Standard 2

Designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Mathematics Advanced

The Advanced Mathematics course is intended to give students who have demonstrated competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce.

Mathematics Extension Courses

The Extension Mathematics courses provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics. It provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration.

What is studied in Mathematics courses?

Numeracy	
Preliminary MODULE 1 1.1 Whole numbers 1.2 Operations with whole numbers 1.3 Distance, area and volume 1.4 Time 1.5 Data, graphs and tables MODULE 2 2.1 Fractions and decimals 2.2 Operations with fractions and decimals 2.3 Metric relationships 2.4 Length, mass and capacity 2.5 Chance	HSC MODULE 3 3.1 Percentages 3.2 Operations with numbers 3.3 Finance 3.4 Location, time and temperature 3.5 Space and design MODULE 4 4.1 Rates and ratios 4.2 Statistics and probability 4.3 Exploring with Numerical Reasoning and Mathematical Thinking (NRMT)
Mathematics Standard	
Preliminary <ul style="list-style-type: none">AlgebraMeasurementFinancial MathematicsStatistical Analysis	Preliminary <ul style="list-style-type: none">AlgebraMeasurementFinancial MathematicsStatistical Analysis
Mathematics Advanced	
Preliminary <ul style="list-style-type: none">FunctionsTrigonometric FunctionsCalculusExponential and Logarithmic FunctionsStatistical Analysis	HSC <ul style="list-style-type: none">FunctionsTrigonometric FunctionsCalculusFinancial MathematicsStatistical Analysis

Mathematics Extension 1 Course	
Preliminary <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Combinatorics 	HSC <ul style="list-style-type: none"> • Proof • Vectors • Trigonometric Functions • Calculus • Statistical Analysis
Mathematics Extension 2 Course	
Preliminary <ul style="list-style-type: none"> • Course runs only in HSC year Must complete Year 11 Extension 1 	HSC <ul style="list-style-type: none"> • Proof • Vectors • Complex Numbers • Calculus • Mechanics

How is Mathematics assessed?

Year 11

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style task

Year 12

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be an assignment or investigation-style task

The intent of the investigation-style of assessment task is to provide students with opportunities to demonstrate their knowledge, understanding and skills in an approach that is connected to real world applications and provides a different context to examination style tasks.

Modern History – 2 Unit ATAR Course

Introduction

Modern History engages students in an investigation of the forces that have shaped the world politically, culturally, economically and socially. It stimulates students' curiosity and imagination and enriches their appreciation of humanity. It provides an insight into the possible motivations and roles of individuals and groups.

Who is suited to this course?

This course is suited to students who have an interest in the modern world and the people and events that have shaped it. Students who wish to develop their critical literacy skills and have a desire to be an active and informed citizen. It would also suit those students who enjoy interpreting, analysing and synthesizing evidence from a variety of sources.

How is this course assessed?

A variety of assessment tasks including individual/group research source work, report writing, oral presentation short and extended response answers.

The HSC is a duration of 3 hours and examine the four sections outlined.

What is studied in this course?

The Year 11 Course includes three sections:

1. Investigating Modern History

The Nature of Modern History - At least one option from: The Investigation of Historic Sites and Sources, The Contestability of the Past, The Construction of Modern Histories, History and Memory and The Representation and Commemoration of the Past.

Case Studies – One must be from Europe, North America or Australia and the other from Asia, the Pacific, Africa, the Middle East or Central/South America.

2. Historical Investigation - Focus is on the investigation of significant historic sites and sources, including the contribution of archaeology and science in developing an understanding of the past.

3. The Shaping of the Modern World - Focus is on the investigation of forces and ideas that shaped the modern world through the study of key events and developments. Topics include: The Enlightenment, The French Revolution, The Age of Imperialism, The Industrial Age, World War 1, The End of Empire.

HSC – The Year 12 Course includes four sections:

- Core Study: Power and Authority in the Modern World 1919-1946. This includes an investigation into the rise of fascist, totalitarian and militarist movements after WW1. Germany will be used as a key example.
- National Studies – possibly Russia 1919 - 1941
- Peace and Conflict – possibly Conflict in Indochina 1954
- Change in the Modern World - possibly Changing World Order 1945 – 2011

At least one non-European/Western topic must be selected.

Additional Information

Excursions are held when relevant e.g. exhibitions and study days usually at Newcastle or Sydney University, the Sydney Jewish Museum. All costs are the responsibility of the student.

Music 1 – 2 Unit ATAR Course

Introduction

The Music 1 Course is designed to provide students with the knowledge, skills and experiences to emerge as musically sensitive and capable people. Students will study the concepts of music through Performance, Composition, Aural (listening) and Musicology (research/Viva Voce).

Music 1 is a 2-unit course and is also a Category A course. It can be used to access an ATAR with the correct combination of subjects selected in a program. Music 1 is a 240-hour course that continues for two years of senior study.

A component of 'practical work' or performance is included regularly in lessons, particularly in Year 11. Students work intensively in small groups, developing ensemble skills and arranging pieces for class performances.

Who is suited to this course?

This course is suited to anyone who is capable and passionate about developing their musical abilities. While it is well suited to those who studied Music in Years 9 and 10, it is not a prerequisite to have studied Elective Music. The Music 1 Course is for students who have a keen passion and desire to develop significant musical skills. All students will be required to sing or play a musical instrument for the Music 1 Course

How is this course assessed?

- **Performance** - Solo and ensemble performances in a wide range of styles.
- **Composition** - Creating, arranging, and improvising based on a wide range of musical styles using the available technology.
- **Aural** - Written examinations responding to musical excerpts.
- **Musicology** - Oral and written reports on a wide range of musical styles.

Year 11 Course School Assessment	Year 12 Course School Assessment	Year 12 HSC Examination
Students will be assessed in the following areas across three assessment tasks: Performance – 25% Composition – 25% Musicology – 25% Aural – 25%	Core Performance – 10% Core Musicology – 10% Core Composition – 10% Core Aural – 25% Electives 1, 2 & 3 – 15% each Elective choices are any combination of Performance and/or Composition and/or Musicology.	Core Performance – 20 marks Core Aural – 30 marks Three Electives – 60 marks Either Composition, Or Performance, Or Viva Voce Any combination of electives to the value of 60 marks

What is studied in this course?

The concepts of music are the core content in Music 1 these are:

Pitch Duration Tone Colour	Texture Structure Dynamics and Expressive Techniques
----------------------------------	--

Physics – 2 Unit ATAR Course

Introduction

Physics is a 2 unit course that develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects. It also provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

Who is suited to this course?

Physics is a demanding course selection and it is recommended that a student undertaking this course would be achieving at a high level in Science and Mathematics 5.3 and are doing at least advanced mathematics in year 11.

How is this course assessed?

- Students in Year 11 will complete 3 assessment tasks and 4 assessment tasks in the Year 12 course.
- Tasks range from major examinations, practical tasks and tests, research reports, depth studies and in class tasks.
- Students must also satisfy the practical component in order to be eligible to sit for the year 12 examination.

What is studied in this course?

Year 11 Course

The Year 11 course consists of four modules:

- Kinematics – motion and fundamental mechanics
- Dynamics – the relationship between forces and motion
- Waves and Thermodynamics – wave properties and energy transfer
- Electricity and Magnetism – conservation of energy and electric charge

Year 12 Course

The Year 12 course consists of four modules:

- Advanced Mechanics – orbital mechanics, circular motion and projectiles
- Electromagnetism – Electric fields, motors, generators and transformers
- The Nature of Light – Quantum theory and the theory of relativity
- From the Universe to the Atom – Astronomical observations, nuclear fusion and particle accelerators

Practical work for each of these units is drawn from the syllabus and is used to illustrate the points covered in the course work.

Additional Information

Excursions and study days are sometimes possible where Tertiary institutions make their facilities available.

Physics requires a commitment to regular home study throughout both Year 11 and Year 12 Courses

Society & Culture – 2 Unit ATAR Course

Introduction

The central concern of this course is the interaction of persons, societies, cultures, environments and time. The course draws on concepts and research from anthropology, communication, studies of Media and Culture, philosophy, sociology and psychology.

Who is suited to this course?

All who desire to be more aware of changes in a variety of societies and cultures. The course promotes an awareness of the nature of power and authority, gender, technology and an understanding and empathy for others.

You will need to be able to complete a large research project.

How is this course assessed?

Internal Assessment type tasks include:

- Research and investigation
- Stimulus-based responses
- Extended responses
- Oral
- Group tasks
- Essays

Year 12 Format:

External Assessment

2 Hour Examination: 60%

- Short Answers
- Multiple Choice
- A short answer and extended response for each Depth Study

Major Research Project: 40%

- Personal Interest Project - externally assessed

What is studied in this course?

Year 11 Course

- Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

Year 12 Course

- Personal Interest Project
- Social and Cultural Continuity and Change
- Depth Study Options may include:
 - ❖ Popular Culture
 - ❖ Social Conformity and Non-Conformity

Personal Interest Project Requirements

Each personal interest project is to:

- be a topic of the student's own choice
- be related to the course
- develop appropriate methodologies
- include a cross-cultural perspective.

Each personal interest project has a substantial amount of subject matter that is brought together by each individual student on the basis of their reading, research and personal experience. The personal interest project will be the student's own work, although published material should be consulted to provide background material and/or comparative data.

The student should submit a research proposal outlining the topic and its relationship to the course as a whole. Accompanying this research proposal should be an outline of how the topic will be approached, including the methodologies to be employed.

This outline should be submitted to the teacher before detailed work is begun, so that the teacher may advise on subject matter and methodologies.

As a result of this teacher feedback, the student may need to rethink the topic and/or the approach.

Should a student choose a personal interest project topic or method of research that could be considered unethical or controversial, it may be advisable to discuss the topic selection with the school's principal.

The student should utilise a range of methods that are suited to the topic being studied e.g. an interview or questionnaire. These methods may be those studied during the Year 11 course or those introduced to the student during the Year 12 core study.

Additional Information

Payment for excursions and study days as they occur, are the responsibility of the student.

Software Engineering – 2 Unit ATAR Course – On-line Course

Introduction

This is a 2 unit course studied during Year 11 and Year 12. This subject may contribute to your ATAR.

This course will be offered as an online course presented by an external provider. This means that work will be set up each week on a particular website onto which you log on and work during your study periods at school and at home. You will be required to contact your teacher and fellow students (from various schools across the state) via email. You will also have a textbook as a reference.

A teacher from this school will act as a mentor to assist you in managing your work, but may not have the skill set to be able to assist with content.

Who is suited to this course?

Students who:

- are interested in computer programming
- enjoy the challenge of problem-solving
- are self-motivated
- can work independently

How is this course assessed?

Work needs to be completed online and sent each week. There will be online quizzes and written tests as well as project work involving the development of software and written documentation.

The HSC Examination is a 2hr 30mins test completed using a computer with multiple choice, short-response and some discussion questions.

What is studied in this course?

The study of *Software Engineering 11–12* enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.

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

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

The *Software Engineering 11–12 Syllabus* provides students with the opportunity to develop their computing skills across 4 domains: technical skills, social awareness, project management and thinking skills. Students are encouraged to transfer knowledge to new situations and projects, building on technical skills and past learning. They enhance their understanding of project management through collaboration, communicating ideas, engaging in processes and designing solutions.

Textiles and Design – 2 Unit ATAR Course

Course Description

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile, Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project. The project is entirely the student's choice and enables them to explore an area of interest within the focus areas costume, apparel, non-apparel, textile art or furnishings.

Who is suited to this course?

This course is open to all students, particularly those who are creative. Students will need to develop good organisational skills to manage projects.

How is this course assessed?

Year 11 Course

- Two mini-Design Projects
- End of course Examination

Year 12 Course

- Internal Assessment based on knowledge components and skills.

External Assessment comprised of:

- Major Textiles Project – 50% (Folio and Textile item/s)
- HSC Examination – 50% (1 ½ hours)

What is studied in this course?

Preliminary course

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

HSC course

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

Additional Information

[NESA Textiles and Design Link](#)

Project expenses are the student's responsibility.

Visual Arts – 2 Unit ATAR Course

Introduction

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

Who is suited to this course?

This course is suited to creative students who have some talent and interest in making artworks and learning about styles, techniques and movements. The knowledge, understanding, skills and values gained from the course assist students in building conceptual, practical and critical skills. These can be applied to the diverse fields of art, design and other contexts including employment, enterprise and pathways of learning.

How is this course assessed?

- Artmaking 50% - Photography, Sculpture, Painting and Drawing
- Art History and Critical Studies 50% - Examinations, Critical Investigations

Students are also required to keep a Visual Arts Process Diary documenting all their artistic development. This is handed in as part of each assessment.

What is studied in this Course?

In Visual Arts students engage in the practices of the making of art works and in the critical and historical studies of art works. These are delivered as Case Studies based on contemporary and traditional movements and concepts.

Content is organised in three broad areas as it connects with artmaking and critical and historical interpretations and explanations of art. These areas are:

- **Art Practice** - Relates to students' artmaking and critical and historical studies of art. Art practice describes artistic activity, demonstrating the ability to make suitable choices from a repertoire of knowledge and skills. Art practice respects the different views that circulate and are exchanged in and about the visual arts.
- **The Conceptual Framework** - Identifies the functional and intentional relations of the artist, artwork, world and audience as the agencies of the artworld. Students are challenged with investigations into the interrelatedness of how and why artists create artworks and how they communicate their ideas and intentions to an audience.
- **The Frames** – Subjective, cultural, structural and postmodern – account for different points of view, values and belief in and about the visual arts. Students learn to apply these scaffolds in analysing, discussing, forming opinions and writing about artists, artworks, art critics and art historians.

In the Year 12 course students will create a self-directed Body of Work in a medium of their choice that constitutes 50% of their mark.

Additional Information:

Course cost will cover the cost of consumable materials to complete their practical component. Students are expected to pay for the creation of their Body of Work in Year 12. Excursions additional.

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Board Endorsed Courses

Exploring Early Childhood – 1 Unit Non ATAR Course

Introduction

This course explains the importance of the early childhood years and the role of family and communities to provide a safe, nurturing and challenging environment for children. This knowledge can form the basis of positive care giving skills.

This course is offered as 1 unit of study. The structure allows students the flexibility to complete the basic one year of study (Year 11) or continue through a second (Year 12).

Who is suited to this course?

This course would be of particular benefit to students who may consider a vocational interest in teaching, nursing, social work or childcare.

How is this course assessed?

Assessment tasks may include individual reports, examinations, oral reports, research assignments, journals, practical interactions with children and creative projects.

HSC – a single mark is awarded out of 50. There is no external HSC examination in this course.

What is studied in this course?

There are three compulsory core models. These are:

- Pregnancy & Childbirth (15 hours)
- Child Growth & Development (20 hours)
- Promoting Positive Behaviour (10 hours)

Three to five (3-5) option modules will be studied throughout the course.

The option modules currently studied are:

- Starting School
- The Children's Services Industry
- Children's Literature
- Children of Aboriginal and Torres Strait Islander Communities

Marine Studies – 1 Unit Non ATAR Course

Introduction

Marine Studies is a 1 unit course to be completed over two years that provides an opportunity for future custodians of the environment to study it and appreciate its value. It gives them the chance to develop skills and knowledge to use and appreciate our local waterways. Marine studies provides an educational context linked to the needs of a population based very much on the coast and waterways and which fosters links to tertiary study and vocational pathways. Further the course brings a wide range of marine based leisure experiences to students in a safe setting.

Who is suited to this course?

Marine Studies is suitable for students of all abilities. It may especially suit students of Science who are looking for a less academically rigorous option. The course enables selection of a range of optional modules in areas as diverse as Boating and Seamanship, Safety and First Aid, Navigation and Marine Ecology.

How is this course assessed?

The course is assessed separately in Year 11 and Year 12. Tasks range from Research, Reports, Practical tasks and Written tasks. There is no external Examination of the course, however, students participate in a First Aid Course which is examined independently.

What is studied in this course?

Year 11 Course

30hrs Core + 30 hours Options

Core - Marine Safety, Marine Environment, Life in the Sea, Humans in the Water, Marine Employment. This is then supplemented by Marine Ecology options.

Year 12 Course

60 Hours Options

Options - Pilotage and Navigation, Marine Communication, Commercial and Recreational Fishing, Coral Reef Ecology.

Sport, Lifestyle & Recreation – 1 Unit Non ATAR Course

Introduction

This course caters for a wide range of student needs, developing:

- high levels of performance skill in particular sports
- the capacity to adopt administrative roles in community sport and recreation
- skills in coaching, training, first aid, refereeing and fitness leadership

This course is offered as 1 unit of study across one (Year 11) or two years (Year 11 and Year 12).

Who is suited to this course?

Students with interest in the areas of Sport Science, Physical Education and Human Movement, which can present viable post-school study and career pathways, including some credit transfer opportunities into TAFE. With the Sport and Recreation industry being a major growth area, students will gain an understanding and appreciation of various vocational possibilities in this area.

How is this course assessed?

SLR students are assessed on their knowledge and understanding of course content and their ability to meet skill outcomes. A variety of theory and practical tasks are used, including practical demonstrations, presentations, research reports, learning logs, tests and examinations.

HSC – a single mark is awarded out of 50. There is no external HSC examination in this course.

What is studied in this course?

Year 11

- Games and Sports Application I
- Healthy Lifestyles
- Individual Games and Sports Applications
- Resistance Training

Year 12

- Athletics
- Games and Sports Application II
- Social Perspective of Games and Sports
- Sports Administration

This course involves practical lessons. Students are required to bring suitable clothing (e.g. shoes, shorts, shirt) to timetabled practical lessons. Students are expected to engage in all practical lessons.

Photography, Video and Digital Media - 1 Unit Non ATAR Course

Introduction

Photography, Video and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photography, video and digital media works in greater depth than through Visual Arts. Students will be challenged and encouraged to express themselves and the world around them through both written and visual forms. Students will benefit from this course by improving research skills, understanding of photographic media and learning how to represent their idea in a graphic format. Students also develop skills in problem solving, critical appraisal, written skills, historical and general knowledge.

Who is suited to this course?

Photography, Video and Digital Media caters for those who are creative thinkers, who enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world.

This course allows for a seamless transition into any arts profession which the student may pursue and will also provide important skills concerning leadership, communication, support, skills and expertise which can be transferred to any sector. Some future possibilities: architecture, design, computer-based fields, animation, graphic design, film, education, professional practitioner/artist, theatre and/or film design and production, photographer.

How is this course assessed?

Assessments are divided into:

- Art making 70% – practical response to a set task
- Critical and Historical 30% – written exam, research and/or oral responses to a set task

Students are also required to keep a Photographic Process Diary (PPD) in this course – documenting all their artistic development. This is handed in as part of each assessment.

What is studied in this course?

Modules may consist of the following topics:

- Darkroom Photography
- Digital Photography
- Studio and Fashion Photography
- Photoshop, InDesign and Premiere Digital Software
- Documentary/ Mocumentary
- Animation
- A compulsory module on Work Health and Safety

What is needed for this course?

- Students will require a working laptop that has 16GB Ram (needed to run Adobe software effectively)
- It is desirable that students have access to a working camera that have settings that the students can adjust such as ISO, shutter speed and aperture.

Additional Information

Course Costs include a journal, folder and basic consumable materials.

Any additional costs associated with attendance on excursions to cinemas, galleries, on location photoshoots, and to Film Studios are the student's responsibility.

Visual Design – 1 Unit Non ATAR Course

Introduction

In this course you will be given the opportunity to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as their utilitarian function – the main **difference** from Visual Arts.

Who is suited to this course?

- Anyone who is creative, artistic and interested in designing objects and imagery.
- Anyone who is interested in a career in a design / art related field or who would like to continue their ability and interests in a design field at a tertiary level.
- Anyone who wishes to further expand their knowledge and skills in the use of MacIntosh and PC computer systems.
- Anyone who would like to build on their Visual Arts / Design experience from Stage 5 or would like to complement their study of Visual Arts Stage 6

How is this course assessed?

The majority of the course is assessed on the Design Modules (70%), (practical designing and making) and 30% from Critical and Historical Studies (theory).

Students are required to keep a folio (Visual Design Diary) for the duration of the course.

What is studied in this course?

Modules in any of the fields below:

- Graphic Design: i.e. publications, illustrations, multimedia including Digital Video and Photography
- Wearable Design: i.e. clothing, jewellery, textiles
- Product Design: i.e. packaging, furniture
- Interior / Exterior Design: i.e., structures and environmental, interiors
- A compulsory module on Work, Health and Safety.

Additional Information

- You will be required to complete 3 assessment tasks in each year of study.
- There are no external exams – just progressive assessment.
- There may be an excursion involved during the year relevant to one of the modules.

Work Studies – 1 or 2 Unit Non ATAR Course

Introduction

The aim of the Work Studies course is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training. This course can be studied as a 1 or 2 unit subject.

Who is suited to this course?

- Anyone who will be working after school finishes.
- Anyone who would like to gather more understanding of the work environment
- Anyone who would like to gather more skills for career planning and success in the workplace.
- Anyone who will need to work with people in different situations

How is this course assessed?

There is no external Examination and school-based assessment only. Assessment tasks may include individual reports, examinations, oral reports, research assignments, journals, quizzes or creative projects.

What is studied in this course?

There is a CORE module that all students must study called My Working Life, which focuses on assisting students to take responsibility for planning and implementing their career plan and revising it as required.

Then students complete a series of Modules. How many modules the students complete depends on if they are completing 1 or 2 units. The modules vary from 15-30 hours each, this will also impact on how many units are completed.

Possible modules include:

- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Workplace Communication
- Personal Finance
- Preparing Job Applications

Additional Information

- You will be required to complete 3 assessment tasks in each year of study.
- There are no external exams – just progressive assessment.
- There may be an excursion involved during the year relevant to one of the modules.

Vocational Education & Training Courses (VET)

VET Courses - An Overview

Vocational Education and Training (VET) courses are nationally recognised courses that have been developed by NESA and offered as part of the HSC. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. VET courses allow students to gain HSC qualifications, which can contribute to their ATAR and to receive accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF).

All VET Board Developed courses require students to complete a mandatory work-placement component in their course. This requires the completion of 70 hours (over the two years) of structured work-placement in a workplace setting. At the conclusion of the course all students will receive a Competency Certificate, a nationally recognised AQF qualification and transcript listing all Units of Competency achieved.

VET courses are designed for all students and are taught by teachers at school at TAFE or a Private Registered Training Organisation. They allow students to gain work-related skills in a variety of industry areas. Courses on offer at St Paul's Catholic College are Construction, Entertainment, Hospitality and Skills for Work.

VET courses are accessible to all students and have a good mix of practical and theory content.

VET courses within Industry Curriculum Frameworks count as Board Developed unit credit for the HSC. This means students can sit for an optional HSC Exam but is mandatory for students wishing to seek an ATAR. Students also receive a nationally recognised AQF qualification.

VET Board Developed Courses offered at the College include:

- Construction (optional HSC examination)
- Entertainment (optional HSC examination)
- Hospitality (optional HSC examination)

Board Developed VET courses will contribute towards the ATAR providing the student sits the optional HSC examination.

Board Endorsed VET/EVET courses do NOT contribute towards the ATAR. Both courses use competency-based assessment and Work Placement is a mandatory requirement for most VET/EVET courses.

School Based Assessment

VET courses are competency based. This requires a focus on students developing the required skills and knowledge within each unit of competency.

Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent.

Industry Curriculum Framework (ICF) courses – Board Developed

An Industry Curriculum Framework course, studied as part of the HSC, enables students to acquire a range of technical, personal and organisational skills valued both within and beyond the workplace.

Students receive a nationally recognised Australian Qualifications Framework (AQF) credential on successful completion of a course.

HSC Examination (optional)

The optional Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up of multiple choice, short answer and extended responses.

The examination is independent of the competency-based assessment undertaken during the course and has **no impact on the eligibility of a student to receive AQF qualifications**.

Industry Curriculum Framework (ICF) courses available include:

- Construction
- Hospitality
- Entertainment

Work Placement

Students in the Industry Curriculum Framework courses have a NESA **mandatory** work placement component. For each year of study (120 hours), a minimum of 35 hours work placement must be completed. Therefore, a total of 70 hours over 2 years. **Failure to complete the mandatory work placement may lead to an 'N' determination.**

EVET

Students in NSW have the option of studying VET courses at school or through TAFENSW or other training providers. EVET is Externally delivered Vocational Education and Training. VET delivered through TAFENSW is sometimes referred to as TVET.

VET courses can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualification and units of competency on their scope of registration.

EVET courses can provide significant benefits by providing:

- Broader choices of study
- Skills and knowledge that are valuable to employment

For NSW school students VET is 'dual accredited'. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (Certificate or Statement of Attainment).

Some EVET courses include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

Delivery is in an adult learning environment with industry experienced teachers. Students have access to industry standard workshops and environments.

Courses run at various locations and are delivered either face to face, online or in block release. Some courses may require a student to attend for part or a full day per week. Students should consider the impact the delivery mode may have on their study pattern at school.

EVET Application Process

Students interested in EVET must complete an expression of interest application through the Acting Leader of Learning VET Mrs. Alice Grant.

- The list of all available courses which offered for delivery by external providers, including TAFE NSW and Private Registered Training Organisation (RTO) will be published for students as soon as they become available.
- There is an expression of interest application for all Maitland- Newcastle Catholic Secondary School students, who wish to undertake an EVET course. This will be made available to students during the course selection process.
- Course information for any current NESA developed or endorsed course can be provided to students as required.
- There is no guarantee that an external VET delivery course will proceed, as viability will be determined by student demand and within a defined budget.
- Once the final list of providers and courses are made available, the school will provide the students and parents with information and further enrolment processes.

External RTOs charge a fee for VET delivered to secondary school students. Some funding is made available to schools for EVET and similar vocational pathways, but the funding is limited.

Families will be required to financially contribute to the overall course cost. The contribution cost will be 16% of the course cost or capped at \$1200. The remainder of the course cost will be covered by funds contributed by the government and the Maitland/Newcastle Catholic Schools.

See your Acting Careers Advisor Mrs. Nicole Burns for more information regarding courses available and the costings.

School Based Apprenticeships & Traineeships (SBA/T)

School Based Apprenticeships and Traineeships (SBA/Ts) are available to all Year 11 and 12 high school students in NSW. They allow students to commence an apprenticeship or complete a traineeship while at school.

Students undertaking an HSC VET course as part of a school-based apprenticeship or traineeship (SBA/T) can achieve a nationally recognised VET qualification as well as their HSC and gain valuable work skills and experience through paid employment.

Some apprenticeships and traineeships can contribute towards the ATAR. School-based apprenticeships and traineeships (SBA/Ts) are more than just part-time jobs. They are a great way for students to set themselves up for the career they want while completing their HSC. Opportunities are available across a wide range of occupations.

SBA/Ts must study the relevant HSC VET course (formal learning/off-the-job training) which will contribute HSC unit credit towards the 22 units required for the HSC.

SBA/Ts may complete HSC courses of study such as Business Services, Retail, Early Childhood Education and Care, and Human Services.

SBA/T are available with local employers including:

- McDonald's
- Kentucky Fried Chicken (KFC)
- Local Government
- Hunter New England Health
- St Nicholas Early Education Service

Information regarding the HSC and SBA/T arrangements can be found at the following link:

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>



CONSTRUCTION

Certificate II in Construction Pathways CPC20220 (Release 6) and Statement of Attainment Certificate II in Construction CPC20120 (Release 3)

Possible Career Paths

Bricklaying
Carpentry
Concreting
Contracting
Estimating
Glazing
Joinery
Painting and Decorating
Plastering
Project Management
Quantity Surveying
Rigging
Roofing
Shop fitting
Steel Reinforcing
Tiling

Course description

This qualification provides a pathway to the primary trades in the construction industry (with the exception of plumbing). Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction.

This Certificate II is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

As part of this course students must undertake the WH&S General Induction for Construction Work (White Card), and SafeWork NSW will credit students who successfully complete the course. It is mandatory that all students complete this course prior to work placement. The WH&S General Induction allows students to work on a construction site.

Course recognition	This course is dual accredited, it contributes to your HSC as well as an AQF qualification recognised by industry.
Duration	2 years
Unit Value & hours	240-hour course - 2Unit Preliminary & 2Unit HSC
Category	Board Developed Course
HSC exam	Optional but mandatory for inclusion in ATAR
Work Placement	Mandatory 35 hours each year

Assessment

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

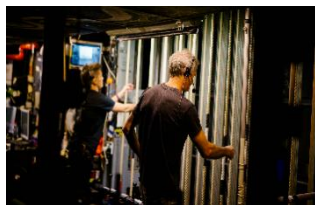
Costs

Students will be expected to purchase PPE and Hi-vis clothing with leather safety boots.

For course cost see page 18



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ENTERTAINMENT INDUSTRY

Statement of Attainment towards Certificate III in Live Production and Technical Services CUA30420 (Release 1)

Possible Career Paths

Sales/Merchandising
Front & House Manager
Lighting Technician
Vision Technician
Sound Technician
Make Up Artist
Costume Maker
Scenic Artist
Set Maker
Props Designer
Designer
Technical Supervisor
Stage Manager
Resource Manager
Marketing and Promotions
Specialist
Event Coordinator
Tour Manager
Programming Manager
Roadie

Course description

The Entertainment Industry course offers training opportunities to people who are interested in the staging, technical operations and organisation of live productions, performances and events. The course provides training in a wide range of duties such as lighting and audio visual operations; staging; front of house; Work Health & Safety; stage management dealing with patrons and professionals and maintaining costumes; sets and props. The framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills and knowledge related to working employment and further training within the Entertainment Industry sector.

Course recognition	This course is dual accredited, it contributes to your HSC as well as an AQF qualification recognised by industry.
Duration	2 years
Unit Value & hours	240-hour course - 2Unit Preliminary & 2Unit HSC
Category	Board Developed Course
HSC exam	Optional but mandatory for inclusion in ATAR
Work Placement	Mandatory 35 hours each year <i>*The work placement is a contributing and mandatory part of the assessment. As the entertainment industry is mostly performance and event based, work placement is frequently completed on a cumulative basis. Students will often attend various entertainment venues and opportunities as they arise and collect hours accordingly. This may involve out of normal school hours commitment including weekends.</i>

Assessment

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

Cost

For course costs see page 18



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HOSPITALITY

Certificate II in Cookery SIT20421 (Release 1)

Possible Career Paths

Conference Manager
Events Coordinator
Food & Beverage Manager
Chef/Cook
Front Office Receptionist
Group Tour Coordinator
Hotel/Motel Manager
Housekeeper
Sales & Marketing Manager
Waiter
Pastry Chef

Course description

The Hospitality course is closely aligned with the Tourism industry and contributes significantly to the Australian economy and employs a large percentage of the working population in both full-time and part-time positions.

It is currently identified as a skill shortage industry. Skills competency is aimed at students being able to undertake duties in safe and hygienic food preparation and handling, communication with team members in hospitality back of house or tourism fields.

Occupations within the hospitality industry are diverse and include barista, chef, cook, front office clerk, housekeeping attendant, kitchen hand, manager, marketing and promotion officer and waiter.

Course recognition	This course is dual accredited, it contributes to your HSC as well as an AQF qualification recognised by industry.
Duration	2 years
Unit Value & hours	240-hour course - 2Unit Preliminary & 2Unit HSC
Category	Board Developed Course
HSC exam	Optional but mandatory for inclusion in ATAR
Work Placement	Mandatory 35 hours each year

Assessment

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

Costs

Students will be expected to purchase a full apprentice chefs uniform with fully enclosed firm leather upper shoes.

For course cost see page 18



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SKILLS FOR WORK AND VOCATIONAL PATHWAYS

Certificate II IN Skills for Work and Vocational Pathways FSK20119 (Release 1)

Graduates of this course are often employed in:

Sales
Community services
Construction
Accommodation and food services
Retail
Manufacturing

Course description

This qualification will identify and build on your foundation skills of reading, writing, numeracy, oral communication, digital literacy and learning. It will provide you with entry level digital literacy and employment skills and a pathways plan.

This qualification will provide you with:

- Skills to develop a pathways plan for lifelong learning
- Employment opportunities through skill development of foundation skills.

People with higher foundation skills are more likely to be employed, participate in their community, experience better health and engage in further training.

Course recognition	This course is dual accredited, it contributes to your HSC as well as an AQF qualification recognised by industry.
Duration	1 years
Unit Value & hours	180 hour course – 3 Unit Preliminary* (credited in Year 12 after study in the FULL Year 11 calendar year)
Category	VET Board Endorsed Course
HSC exam	No and does not count to your ATAR
Work Placement	Recommended/optional 35 hours.

Assessment

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

REQUIREMENTS

Note: You will need to complete 3 competencies from another VET course to gain the full qualification. It is not mandatory to do a VET course to do Skills for Work and Vocational Pathways.

For course cost see page 18



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