



ALL SAINTS'
COLLEGE
Maitland

Stage 6
Subject Handbook



All Saints' College Year 11 & 12

Dear Students

Welcome to the next and final stage of your secondary education. Within this Handbook you will find important subject information and how to submit your selections online.

Years 11 and 12 offer new, exciting and challenging opportunities for you to bring your secondary education to an inspiring conclusion, building on what you have learned and achieved in primary school but more recently Years 7 to 10. This Handbook provides you with an outline of the options available and the requirements expected to successfully complete the Higher School Certificate here at All Saints' College. Subject selection for the senior years requires considerable thought and discussion. In making decisions regarding your future educational pathway please consider very carefully all aspects to ensure that you can achieve the best outcomes and successes. It is important that you select your subjects carefully, considering the role of your "pattern of study" in meeting future goals.

When you select your subjects there are three key guidelines:

- Choose subjects that interest you and you are passionate about
- Choose subjects that will challenge and stretch you in your learning
- Choose subjects that align with your ability

At All Saints' College we have a culture of learning where we value education, in all its forms, and expect students to strive for excellence in all aspects of their learning. To achieve the best academic outcomes a commitment to study, to completion of all work tasks, to learning and to following the guidelines and regulations set by the NSW Education Standards Authority (NESA) and by the school is essential.

Every student deserves the opportunity to achieve their personal best. Commitment to the life of the College and joining leadership action groups is also important at this stage of your schooling. An active participation in the religious, social, cultural and sporting aspects are also significant aspects of a good, rounded and fulfilling educational experience. The reality of being a Catholic school is readily evident in the values that shape the daily school life, as well as so many of the practices through each day and week. Students coming into Stage 6 are recognised as emerging young adults, and the whole basis of education here at All Saints' College seeks to engage the students in leading directed, disciplined and value-based lives.

Key dates are posted to Compass and it is important students check this to know when information is available and when subject choices both open and close.

We wish you well in your decision making, encourage you to accept advice from a wide range of sources, and promise the support of the College in bringing your dreams and aspirations to fulfilment. Please do not hesitate to reach out to the College if you require any assistance in completing year subject selection for Year 11.

Yours sincerely
Anthony McCudden
College Principal

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Once you have made the decision on your pattern of study and the subjects you wish to study for Year 11, you need to lodge your selection via Edval Choice. The site will be open for a limited time.

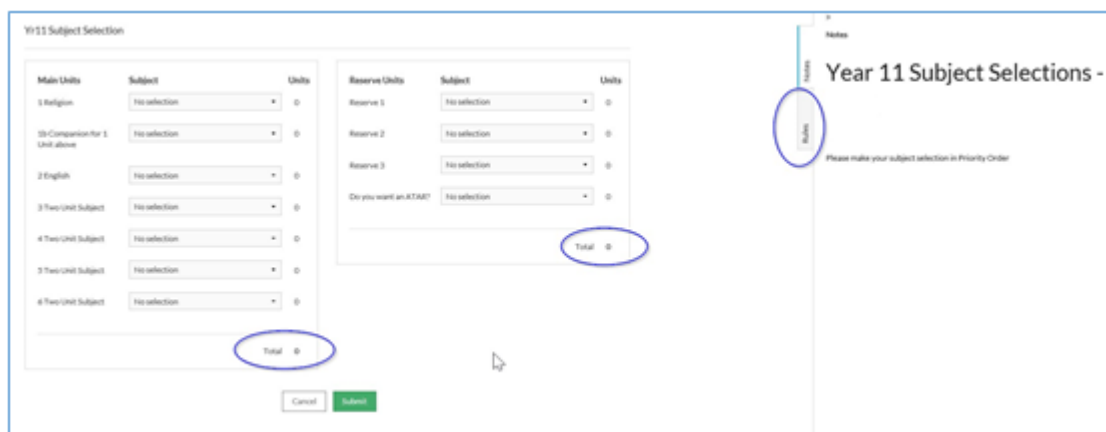
Choice is a programme used to capture your online subject submissions. You will receive an email containing your individual web code and URL link to direct you to the site. Once there, you are to enter your subject selections.

The site has multiple drop downs, where in the first drop down, you are to select your Religion subject, followed by the level of English you wish to study. These two fields of study are compulsory at All Saints' College.

In the next four dropdown fields within the programme, you are to list in **priority order** the additional subjects you wish to study. It is critical that these are listed in priority order, as *Choice* will take your preferences into consideration.

Once you've selected your preferred subjects, you are then asked for three reserve subjects. Again, these need to be in priority order. The last drop-down (ATAR) requires you to indicate if you intend to obtain an ATAR at the conclusion of Year 12. This question is used to verify your pattern of study according to the NESA requirements for achieving an ATAR.

Built into the programme are constraints and 'rules' around subject selections. The rules can be found on the tab at the right of the screen. You can only submit your form once you have made your selection aligning to the 'rules'. Once you are happy with your selection, click on the submit button. This will take you to a summary page of your subject selections.



The final stage of the process once you have submitted your Subject selections is to print your submission form, have it signed by your parent or carer and hand to Student Services by **the due date**.

If have any difficulty in lodging your submissions, please email admin@maitlandasc.catholic.edu.au

If you have any questions about your pattern of study, please contact Mrs Narelle Penfold or Mrs Kim Wickham.

Choosing courses

Making the transition from Stage 5 to Stage 6 education is an exciting and challenging time. It is important for students to effectively manage this change by selecting subjects for the Year 11 and Year 12 courses with great care, thought, and passion tempered by realistic expectations and after having sought advice from their teachers and those with insight into the bigger picture.

This handbook has been compiled as a guide to the requirements and contents of the courses offered at All Saints' College Senior Campus so that students can make **informed** decisions about their courses of study. However, it should not be used in isolation. It is strongly advised that students speak with their current teachers, Leaders of Learning, Careers Advisers, parents and students who have experienced HSC studies before making their choices.

In selecting subjects for Year 11 and Year 12, it is important to realise there are no simple answers which apply to all students and their subject choices. There are often different solutions for each student as the priorities that support the choice of subjects will reflect **individual** needs.

The solution that is right for one student is not necessarily appropriate for another in terms of interests and long-term goals.

Students need to be careful not to base their senior study program around a possible career that they may no longer wish to take up in a few years' time. Students need to be aware that it may not be possible to set long term goals which are absolute and finite. You may have a range of ambitions which can be narrowed down to a particular direction. You should view this pathway as one of many that are possible, however we do expect students to commit themselves to a program which enables them to give their subjects the time and effort that is needed to see them through to a logical and natural milestone.

Students should be practical and realistic in considering the suitability of each subject. A primary consideration should be whether the student enjoys studying the subject. Educational research demonstrates conclusively that students tend to perform better doing subjects they enjoy. They must study these subjects for an extended period of time and their personal commitment to them is vital in seeing them through to a satisfactory resolution. Students are urged to choose subjects that are both challenging and rewarding.

Descriptions of all courses offered at All Saints' College are found in the handbook. Some subjects though offered, may not be able to be timetabled due to insufficient students choosing the course. Choose subjects carefully and wisely so that senior study will be an enjoyable and beneficial experience not only for each student, but their parents and the College.

What type of Courses can I select?

There are different types of courses that you can select in Years 11 and 12.

Board Developed Courses

These courses are developed by the NSW Education Standard Authority (NESA). There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses

There are different categories of Board Endorsed Courses - Content Endorsed Courses, Board Endorsed VET Courses and School Designed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by NSW Education Standard Authority (NESA) to cater for areas of special interest not covered in the Board Developed Courses (eg Exploring Early Childhood, Visual Design, SLR).

Some externally delivered HSC Vocational Education and Training (EVET) courses delivered by TAFE or another outside provider are Board Endorsed VET Courses.

- Schools may also design special courses to meet student needs. These courses must be approved by the NSW Education Standard Authority (NESA). Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate. Studies in Catholic Thought is one such course.

Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement (RoSA). Board Endorsed Courses do not count in the calculation of the ATAR.

Vocational Education and Training (VET) Courses - either Board Developed or Board Endorsed:

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links in post school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by the school, while others will be delivered by TAFE or other providers.

Further information about VET courses appears in the section listing the courses available on page 14. All VET courses at All Saints' College are Board Developed and therefore have an optional exam that can count towards an ATAR.

Special Program of Study – Stage 6

Students with special education needs can meet the requirements of the HSC using a combination of:

- Board Developed Courses and/or
- Board Endorsed courses (including Content Endorsed courses) and/or
- Board Developed Life Skills courses and/or
- Industry Curriculum Framework course options.

This flexibility allows schools to develop individualised programs of study that challenge students according to their individual needs.

An Individual Transition Planning meeting must be arranged in order to plan a Special Program of Study to meet individual needs.

The Diverse Learning team facilitates support for students with special needs. Parents should contact Diverse Learning to arrange a collaborative planning meeting at the Senior Campus to discuss subject selection and future pathways planning.

What are units?

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

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence, a 2 unit course has a value of 100 marks.

$$\begin{aligned} 2 \text{ units} &= 4 \text{ hours per week (120 hours per year)} \\ &= 100 \text{ marks} \end{aligned}$$

The following is a guideline to help you understand the pattern of courses.

2 UNIT COURSE

- ▶ This is the basic structure of all courses. It has a value of 100 marks.

EXTENSION COURSE

- ▶ Extension study is available in a number of subjects.

Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit.

- ▶ English and Mathematics Extension Courses are available at Year 11 and HSC levels. Students must study the Year 11 Extension Course in these subjects before proceeding to the two HSC Extension Courses (Extension 1 and Extension 2). The Extension 2 Course in Mathematics and English requires students to work beyond the standard of the Extension 1 Course.
- ▶ HSC Extension Courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 UNIT COURSE

- ▶ 1 unit equals approximately 2 hours of class time each week or 60 hours per year.
- ▶ There are a number of 1 Unit Board Endorsed courses. These courses do not count in the ATAR.
- ▶ 1 Unit Board Developed courses do count towards an ATAR.

PLEASE NOTE

- ▶ Studies of Religion can be undertaken as either a 1 unit or a 2 unit Course.

Requirements for the award of the HSC

If you wish to be awarded the HSC:

- ▶ you must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- ▶ you must have sat for and made a serious attempt at the Higher School Certificate examinations.
- ▶ you must study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the HSC course. Both the Year 11 course and the HSC course must include the following:

To meet HSC requirements, you must complete the following patterns of study:

- **preliminary pattern** - must include at least 12 units
- **HSC pattern** - must include at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses with 2 or more units, either Board Developed or Board Endorsed Courses
- 4 subjects.

The following NESA link; <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection> contains advice for students choosing HSC courses and contains all the HSC rules and requirements you will need to know.

All Saints' College Senior Campus students are required to choose at least:

- Studies of Religion (1 Unit) or Studies of Religion (2 Unit) which are Board Developed Courses and contribute to the ATAR,

OR

- Studies in Catholic Thought (1 Unit or 2 unit) which are Board Endorsed Courses which contributes to the award of the HSC but does *not* contribute to the ATAR.

What is the ATAR?

What is the Australian Tertiary Admission Rank (ATAR)?

Tertiary institutions in Australia have found that a selection rank based on a student's overall academic achievement is the best single predictor of success for most tertiary courses.

The ATAR allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to tertiary courses.

The ATAR is a rank, not a mark:

The ATAR indicates a student's position in relation to their Year 12 cohort, including students who did not complete Year 12. An ATAR of 80.00, for example, indicates that students with that ATAR have performed in the HSC better than 80 per cent of their Year 12 cohort. The ATAR gives students a number rank between 0.00 and 99.95 with increments of 0.05.

For more information go to: <https://www.uac.edu.au/future-applicants/atar/how-your-atar-is-calculated>

Vocational Education and Training (VET)

VET Curriculum Framework

Within each framework there are a number of courses. You can do more than one VET course which will contribute towards the ATAR. You must undertake a work placement to complete these courses successfully.

The six frameworks delivered at All Saints' College Senior Campus are:

- Business Services
- Construction
- Electrotechnology
- Hospitality
- Retail Services
- Sports Coaching

The courses below will include an optional written examination in the Higher School Certificate in addition to the other requirements of the course.

VET Curriculum Frameworks

Framework	Course
Business Services	Business Services (240 hours)
Construction	Construction (240 hours)
Electrotechnology	Electrotechnology (240 hours)
Hospitality	Hospitality (240 hours)
Retail Services	Retail Services (240 hours)

Other HSC VET Courses

A wide range of VET Content Endorsed and Board Endorsed VET Courses are available through TAFE.

Content Endorsed Courses - (Other than Vocational CECs)

Content Endorsed Courses

- Exploring Early Childhood
- Photography, Video & Digital Imaging
- Sport, Lifestyle and Recreation Studies
- Visual Design
- Work Studies

School Developed Courses

- Studies in Catholic Thought

Assessment and Reporting

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The syllabi, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- School-based assessment tasks will contribute 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. (This is not applicable to VET Curriculum Framework courses)
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100 **and** a Band from 1 - 6. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands [2-6] above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90-100 [Band 6] will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio containing:
 - The HSC Testamur
 - A Record of School Achievement (RoSA)
 - Course Report

For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state wide distribution of marks in the course is also shown.

Points to consider

- English is a mandatory 2 Unit Course for all students in NSW.
- At All Saints' College Senior Campus it is also mandatory that students choose either:
 - Studies of Religion (1 Unit) or Studies of Religion (2 Unit) which are Board Developed Courses and contribute to the ATAR,

OR

- Studies in Catholic Thought (1 Unit) or Studies in Catholic Thought (2 Unit) which are Board Endorsed Courses, which contributes to the award of the HSC but does not contribute to the ATAR.
- Students will select a Year 11 HSC Course package that includes at least:
 - 5 x 2 Unit Courses and 2 x 1 Unit Courses [including either 1U Studies of Religion or 1U Studies in Catholic Thought]


OR

- 6 x 2 Unit Courses [including Studies of Religion 2U or Studies in Catholic Thought 2U]
- The Year 11 Course lasts three terms only. Students commence the HSC Course at the beginning of Term 4.
- At All Saints' College you need to treat each subject that you study in Year 11 as though you will carry it through to the end of the HSC Year. The only exception may be a 1 Unit Course.
- For all patterns of study, Extension 1 English students must also be studying English Advanced, while Extension 1 Mathematics students must be studying Mathematics.
- History Extension requires study in Ancient and/or Modern History in Year 11 and 12.mhs
- Only ONE Industrial Technology subject can be undertaken so ensure you choose the one of most importance to you.

BYOD Specifications

All Saints' College students will require a portable computing device to operate in a contemporary learning environment. The device will be used for online research, schoolwork, and learning. Students will be given access to free Wi-Fi connection and internet usage. Additionally, all students are provided a free Microsoft Office package allowing the students free access to Outlook, OneNote and Microsoft Teams.

Below are some guidelines to assist with the purchase of a suitable BYO device. The best advice to be given is to purchase a device will not break easily if dropped and has a high processing speed.

Device	2 in 1 or Tablet - Windows device only
Weight	Max 1.5kg
Screen size:	11' or larger - Touch screen recommended
Processor:	Intel Atom/Core M Processor (i5 or i7) - or better
RAM:	8GB or higher
HDD:	256 GB or higher (SSD is recommended)
Wireless:	Dual-band wireless capabilities (2.4 & 5 GHz)
Battery Life:	8+ hours
Operating System:	Windows 10 (Preferably not windows 10S) MAC computers are not supported by the IT Staff at All Saints' College If you choose to bring an Apple Device - IT staff will not assist you in setting up your device. NO MACS, NO IPADS NO CHROME DEVICES, NO IOS DEVICES. 
Essential Requirements:	Keyboard, USB port, Headphone port, in-built microphone, and front facing camera
Stylus	An active stylus is recommended if the device is touch screen - especially for Year 11 and 12 students.

When purchasing your device please:-

- Purchase device insurance
- Purchase a protective case.
- Label any stylus with your child's name.
- Purchase a hard-wearing device with a fixed keyboard.

It is an expectation that the device comes to school fully charged each day. Students cannot charge their devices at school. Please purchase a device with a very good battery life.

IT HELPDESK - All students have access to the IT Helpdesk; however, it is the responsibility of the student to update their own device. IT staff are available on each Campus. IT staff can assist in troubleshooting issues with a student's device however they are not trained in using MAC devices and will not assist any student who has an Apple Device.

Courses available at All Saints' College

Senior Campus

All the courses in the following table are on offer though NOT ALL may run.

The courses that run will be dependent on student choice, and the ability to meet these requests based on staffing and student numbers. If a subject does not run, students may be given the opportunity to access alternate delivery such as Distance Education. Each request will be assessed on the student's ability to learn independently.

Please note that most fees for courses are included in the resource fee. Excursions and Incursions are an additional expense and must be paid prior to the date of the activity. The course descriptions that follow are intended as a guide to help you select your subjects. Consider the following when making your initial choices:

- Career aspirations
- Your strengths
- Your interests
- Your goals

Subject	Type of Course	Units	ATAR	Notes
Ancient History	Board Developed Course	2	Yes	
Biology	Board Developed Course	2	Yes	
Business Services	Board Developed Course VET Curriculum Framework	2	Yes	Work Placement Insurance \$20. HSCExam optional.
Business Studies	Board Developed Course	2	Yes	
Chemistry	Board Developed Course	2	Yes	
Community & Family Studies	Board Developed Course	2	Yes	
Construction	Board Developed Course VET Curriculum Framework	2	Yes	Work Placement Insurance \$20. WhiteCard approx. \$90. Uniform approx. \$40. HSC Exam optional.
Dance	Board Developed Course	2	Yes	
Design & Technology	Board Developed Course	2	Yes	
Drama	Board Developed Course	2	Yes	
Earth & Environmental Science	Board Developed Course	2	Yes	
Economics	Board Developed Course	2	Yes	
Electrotechnology	Board Developed Course VET Curriculum Framework	2	Yes	Work Placement Insurance. \$20. White Card approx. \$90. Uniform approx. \$40. HSC Exam optional.
Engineering Studies	Board Developed Course	2	Yes	Approx. \$90 for drawing equipment.
English Advanced	Board Developed Course	2	Yes	
English Extension	Board Developed Course	1	Yes	This course can only be studied in conjunction with English Advanced.
English Standard	Board Developed Course	2	Yes	
English Studies	Board Endorsed Course Content Endorsed Course	2	Yes	Optional HSC exam to contribute towards ATAR (pending NESAA approval)
Exploring Early Childhood	Content Endorsed Course	1	No	
EVET - External Vocational Education & Training	Board Developed Course VET Curriculum Framework	2	Depends	\$300 per unit per year. If an HSC exam is available then it can contribute to the ATAR.
French Beginners	Board Developed Course	2	Yes	
Food Technology	Board Developed Course	2	Yes	
Geography	Board Developed Course	2	Yes	Compulsory Fieldwork components.
Health & Movement Science	Board Developed Course	2	Yes	
Hospitality	Board Developed Course VET Curriculum Framework	2	Yes	Work Placement Ins. \$20. Uniform approx. \$90. HSC Exam optional.

Subject	Type of Course	Units	ATAR	Notes
Industrial Tech – Electronics*	Board Developed Course	2	Yes	Costs for projects.
Industrial Tech – Timber Products and Furniture*	Board Developed Course	2	Yes	Costs for projects.
Industrial Tech – Metal & Engineering*	Board Developed Course	2	Yes	Costs for projects.
Investigating Science	Board Developed Course	2	Yes	
Italian Beginners	Board Developed Course	2	Yes	
Legal Studies	Board Developed Course	2	Yes	
Mathematics Standard 1	Board Developed Course	2	Yes	Optional HSC exam to contribute towards ATAR
Mathematics Standard 2	Board Developed Course	2	Yes	
Mathematics (Advanced)	Board Developed Course	2	Yes	
Mathematics Extension 1	Board Developed Course	1	Yes	This course can only be studied in conjunction with Mathematics (Advanced)
Modern History	Board Developed Course	2	Yes	
Music 1	Board Developed Course	2	Yes	
Physics	Board Developed Course	2	Yes	
Photography, Video & Digital Imaging	Board Endorsed Course	1	No	
Retail Services	Board Developed Course VET Curriculum Framework	2	Yes	Work Placement Insurance \$20. HSC Exam optional.
Society & Culture	Board Developed Course	2	Yes	
Software Engineering	Board Developed Course	2	Yes	
Sports Coaching	Board Endorsed Course VET Curriculum Framework	2	No	First Aid Certificate approx.. \$90
Sport Lifestyle & Recreation 1 Unit	Board Endorsed Course Content Endorsed Course	1	No	
Studies in Catholic Thought 1 Unit	Board Endorsed Course	1	No	
Studies of Religion 1 Unit	Board Developed Course	1	Yes	
Studies of Religion 2 Unit	Board Developed Course	2	Yes	
Textiles & Design	Board Developed Course	2	Yes	Students need to purchase materials for design projects
Visual Arts	Board Developed Course	2	Yes	Students need to purchase materials for design projects
Visual Design	Board Endorsed Course Content Endorsed Course	1	No	
Work Studies	Board Endorsed Course Content Endorsed Course	1	No	Studied in Year 11 only



Religious Studies

Studies of Religion I
Studies of Religion II
Studies in Catholic Thought 1



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Studies of Religion I

1 Unit ATAR Course

Introduction

Studies of Religion 1 Unit is a Board Developed Course of 120 hours for Year 11 and Year 12 respectively.

This subject promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

While the course examines several religious traditions, Catholic belief, practice, and history are included as particular areas of study.

For whom is the subject intended?

A Religion course is compulsory for all students. This course contributes to an ATAR and therefore is suitable for students who are pursuing this pattern of study and are committed to using Studies of Religion for their ATAR. This course is recommended for those students studying one Extension course (e.g. Extension I English).

Recommended Studies

This course is suitable for students who are also studying English Advanced or English Standard. Students selecting this course should have attained an A or B in Year 10 English, Religious Studies and History and met the minimum standard required in the Diocesan Religious Literacy Exam.

How will this course help me in the future? The study of Religion fosters the intellectual, social and moral development of students through the development of knowledge, skills, understanding and attitudes. It is important that students learn how to be tolerant, compassionate and respectful of the cultural diversity of the society in which they live.

This course is relevant for students now and in the future, especially for those interested in pursuing careers in medicine, health, psychology, law, economics, social work, teaching, journalism, international studies, science and travel industry.

Content

YEAR 11

- Nature of Religion and Beliefs.
- Religious Tradition Study 1 Christianity: Origins/ Principal Beliefs/ Sacred Texts/ Core Ethical Teachings/ Personal Devotion
- Religious tradition Study 2 Islam: Origins/ Principal Beliefs/ Sacred Texts/ Core Ethical Teachings/ Expression of Faith

YEAR 12

- Religion and Beliefs systems in Australiapost 1945
- Religious Tradition Study 1 Christianity: Significant person / Ethics/ Practice
- Religious tradition Study 2 Islam: Significant person / Ethics/ Practice

Assessment

Internal

- Three Assessment Tasks in Year 11 (including one examination)
- Three Assessment Tasks in Year 12 (including one examination)

External HSC

The 1 Unit course has a one-and-a-half-hour paper.

Costs

It is intended that there will be an excursion during Year 11 and during the HSC year

Studies of Religion II

1 Unit ATAR Course

Introduction

Studies of Religion 2 Unit is a Board Developed Course of 240hrs for Year 11 and Year 12 respectively. This subject promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society. While the course examines several religious traditions, Catholic belief, practice and history are included as particular areas of study.

For whom is the subject intended?

A Religion course is compulsory for all students. This course contributes to an ATAR and therefore is suitable for students who are pursuing this pattern of study and are highly committed to using Studies of Religion for their ATAR. Students need to have very significant ability in reading and writing. Studies of Religion emphasises the development of skills of analysis, independent research, collaboration, and effective communication.

Recommended Studies

This course is suitable for students who are also studying English Advanced and/or Modern/Ancient History and/or Society and Culture. Students selecting this course should have attained an A in Year 10 English, Religious Studies and History and demonstrated performance above the minimum standard in the Diocesan Religious Literacy Exam.

How will this course help me in the future?

The study of Religion fosters the intellectual, social, and moral development of students through the development of knowledge, skills, understanding and attitudes. It is important that students learn how to be tolerant, compassionate, and respectful of the cultural diversity of the society in which they live.

This course is relevant for those interested in pursuing careers in medicine, health,

psychology, law, economics, social work, teaching, journalism, international studies, science, and travel industry.

Content

YEAR 11

- Nature of Religion and Beliefs
- Religious Tradition Study 1 Christianity: Origins/ Principal Beliefs/ Sacred Texts/Core Ethical Teachings/ Personal Devotion
- Religious tradition Study 2 Islam: Origins/ Principal Beliefs/ Sacred Texts/ Core Ethical Teachings/ Expression of Faith
- Religious tradition Study 3 Buddhism: Origins/ Principal Beliefs/ Sacred Texts/ Core Ethical Teachings/ Personal Devotion in the home
- Religion and Beliefs systems in Australia pre-1945
- Religions of Ancient Origin

YEAR 12

- Religion and Beliefs systems in Australia post 1945
- Religious Tradition Study 1 Christianity: Significant person / Ethics/ Practice
- Religious tradition Study 2 Islam: Significant person / Ethics/ Practice
- Religious tradition Study 3 Buddhism: Significant person / Ethics/ Practice
- Religion and Non-Religion
- Religion and Peace

Studies of Religion II Cont.

Assessment

Internal

- Three Assessment Tasks in Year 11 (including one examination)
- Four Assessment Tasks in Year 12 (including one examination)

External

- The 2 Unit course has a three-hour paper.

Cost

It is intended that there will be an excursion during Year 11 and during the HSC year

Studies in Catholic Thought

1 Unit Non-ATAR Course

Introduction

Studies in Catholic Thought seeks to develop students' knowledge and understanding of the Catholic Faith and of Christianity. It will explore the theology, scripture and philosophy that underpin the understanding of the human person within the Catholic tradition and the Christian life of virtue that follows. The course seeks to develop a deeper understanding of the social doctrine of the Catholic Church and the Catholic ascetic tradition with a view to enabling students to be immersed in the wider Catholic tradition. At the same time, Studies in Catholic Thought will develop students' ability to use inquiry skills and reason through engagement with Catholic teachings and literature.

For whom is the subject intended?

Religion is compulsory for all students in Years 11 and 12. Studies in Catholic Thought will assist students to make sense of everyday life in the broader context of mystery, complexity, confusion and awe. It enables students to deepen their understandings about the Scriptures and the traditions of the Catholic community.

Recommended Studies

Students who do not require an ATAR would take this course. Students whose ATAR pattern of study has a significant concentrated demand in a particular area should also consider this course. Students who have not achieved a level beyond the minimum standard in the Diocesan Religious Literacy Exam should consider Studies in Catholic Thought as a more appropriate pathway.

How will this course help me in the future?

Studies in Catholic Thought enables students to foster an informed view of religious diversity in contemporary culture. This course is relevant for students because an understanding of religion, beliefs and philosophy assists their participation in society.

Studies in Catholic Thought Course Content Overview

The Year 11 Course is structured to provide students with an understanding of humanhood and personhood understood by the Catholic tradition. The human person is a foundational concept of the Catholic Church, founded in Scripture and informed by philosophy and theology.

The Year 12 Course is structured to provide students with an understanding of how a moral and ethical life naturally flows from the Catholic Church's understanding of what it is to be human.

YEAR 11 COURSE 1 unit 60 indicative hours	
Studies in Catholic Thought	Indicative Hours
Who is a Human Person?	20
The Trinitarian God and Humanity	20
The Reimagining of Creation	20
YEAR 12 COURSE 1 unit 60 indicative hours	
Virtue, Vice and Salvation	20
The Good Works	20
The Common Good	20

How will I be assessed?

Assessment will include three tasks:

- one task will be a formal written examination
- one task will be a multimodal presentation that enables students to demonstrate their knowledge, understanding and skills across a range of modes
- one task will be a research report allowing students to demonstrate knowledge, understanding and skills through sustained research and structured written communication.

Costs

Excursions may be organised to support the course. The costs are kept to a minimum.



English

Standard English
English Advanced
English Extension I
English Extension II (Year 12 only)
English Studies



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English Standard

2 Unit ATAR Course

Introduction

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

For whom is the subject intended?

The English Standard course is suited to students who are confident readers and writers. It will continue to develop in students an understanding of literary expression and nurture an appreciation of aesthetic values.

In their study of English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine various contexts of language usage to understand how making meaning is complex and shaped by a multiplicity of factors. As students' command of English continues to grow, they are provided with opportunities to question, assess, challenge, reformulate information, identify and clarify issues, negotiate and solve problems. They can become creative and confident users of a range of digital technologies and understand and reflect on the ongoing impact of these technologies on society. These skills and understandings allow them to develop their control of language for lifelong learning, in their careers and lives in a global world.

Recommended Studies:

Students who are likely to attain a B or high C at the end of Year 10 and require an ATAR are advised to study the English Standard course. It is strongly recommended that students discuss their intentions with their current English teacher before making course selection.

Content:

YEAR 11

In the Year 11 English Standard Course, students are required to study *Reading to Write: Transition to English Standard* whereby students explore texts and consolidate skills required for senior study. In two additional studies: *Contemporary Possibilities* and *Close Study of Literature* students explore and examine texts and analyse aspects of meaning.

YEAR 12

In the Year 12 English Standard Course, students are required to study, *Texts and Human Experiences*, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. In addition students engage in the study of, *Language, Identity and Culture*, *Close Study of Literature and The Craft of Writing*, that emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

How will I be assessed?

YEAR 11

School Assessment will include three assessment tasks, one of which will be a formal written examination. These tasks will enable students to demonstrate their knowledge, understanding and skills in responding to a range of texts.

YEAR 12

School assessment will be a maximum of four assessment tasks, which will include one formal written examination. These tasks will enable students to demonstrate their knowledge, understanding and skills across a range of modes. School based assessment of the Common Module must integrate student selected related material.

English Standard Cont.

English Standard HSC NESA Examination Specifications:

The examination will consist of two written examination papers:

- Paper 1: Common Module - Texts and Human Experiences - Time allowed 1 hour and 30 minutes plus 10 minutes reading time.
- Paper 2: Modules - 2 hours plus 5 minutes reading time

What should I be able to do at the end of this course?

Students develop knowledge, understanding and skills in order to:

- critically analyses the ways an author's choice of language, form and structure shapes meaning in complex texts of different modes and mediums
- explains the relationships between texts through context, form and language
- analyses the ways context and values influence composition and audience response
- composes texts, using language forms and features in new and different contexts
- composes critical and creative texts for a range of audiences and purposes
- justifies own compositional processes and the ways choices of language, form and structure can shape meaning

How will this course help me in the future?

Universities will accept this course as an entry requirement.

Cost:

Students may be offered the opportunity to attend live theatre as part of their study, attend study days or other opportunities such as writing workshops. These excursions are usually covered by the school, however additional costs will be advised as required.

English Advanced

2 Unit ATAR Course

Introduction

This course provides students with the opportunity to explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. Students strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts.

For whom is the subject intended?

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including Shakespeare, literature from the past and present, and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

The English Advanced course is designed for students who enjoy wide reading, writing both analytically and creatively, actively engaging in class work and discussion, working independently, and being challenged by new ideas. It will appeal to those who have shown a particular interest in all aspects of English in Years 7 to 10, and who are self-motivated and organised learners.

Students who excel in English and require a high ATAR should select the Advanced Course. However, students should be aware that this HSC course is significantly more challenging than the HSC Standard or the Year 11 Advanced courses and require a high level of autonomy and engagement.

Recommended Studies:

Students who are likely to attain an A or high B Grade in Year 10 are advised to study the English (Advanced) Course.

It is strongly recommended that students discuss their intentions with their current English teacher before making course selection.

Content:

YEAR 11

In the Year 11 English Advanced Course, students are required to study: *Reading to Write: Transition to English Advanced* whereby students explore texts and consolidate skills required for senior study. In two additional areas of study: *Narratives that Shape our World*, and *Critical Study of Literature*, students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

YEAR 12

In the Year 12 English Advanced Course, students are required to study, *Texts and Human Experiences*, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. In addition, the three additional areas of study, *Textual Conversations*, *Critical Study of Literature and The Craft of Writing*, emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.

Students are required to closely study **four prescribed texts**, which include a Shakespeare Drama, and one drawn from each of the following categories:

- prose fiction
- poetry
- drama OR nonfiction OR film OR media.

English Advanced Cont.

How will I be assessed?

YEAR 11

School Assessment will include three assessment tasks, one of which will be a formal written examination. These tasks will enable students to demonstrate their knowledge, understanding and skills across a range of modes.

YEAR 12

School assessment will be a maximum of four assessment tasks, which will include one formal written examination. These tasks will enable students to demonstrate their knowledge, understanding and skills across a range of modes. School based assessment of the Common Module must integrate student selected related material.

English Advanced HSC NESA Examination Specifications:

The examination will consist of two written examination papers:

- Paper 1: Common Module - Texts and Human Experiences - Time allowed 1 hour and 30 minutes plus 10 minutes reading time.
- Paper 2: Modules - 2 hours plus 5 minutes reading time

What should I be able to do at the end of the course?

Students develop knowledge, understanding and skills in order to:

- critically analyses the ways an author's choice of language, form and structure shapes meaning in complex texts of different modes and mediums
- evaluates the relationships between texts through context, form and language
- evaluates the ways context and values influence composition and audience response
- composes texts using language forms and features in new and different contexts
- composes critical and creative texts for a range of audiences and purposes
- evaluates own compositional processes and the ways choice of language, form and structure can shape meaning

How will this course help me in the future?

This course would suit students planning to study English and other Humanities at tertiary level. Students who do well in this course will find that their results will be an advantage in careers in journalism, advertising, public relations, and broadcasting. Future teachers of English should study this course.

Extension courses are available to students studying English Advanced in both the Years 11 and 12.

Cost: Students may be offered the opportunity to attend live theatre as part of their study, attend study days or other opportunities such as writing workshops. These excursions are usually covered by the school, however additional costs will be advised as required.

English Extension I

1 Unit ATAR Course

Introduction

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

For whom is the subject intended?

The Extension 1 Course is designed for students with a passion for English study, literature and writing, and who are likely to cope with the challenges of two demanding courses in English.

These students will have demonstrated proficiency in all areas of written expression and the crafting of language. They need to be capable of independent investigation and self motivated to read widely to support their studies.

Recommended Studies:

As a pre-requisite for the English Extension course students must study the Advanced English course from Year 11. Students would ideally expect to achieve a Grade A in Year 10.

To proceed to the Year 12 Extension 1 course, students need to have demonstrated highly developed skills and insightful understanding in both the Year 11 Advanced Course and the Year 11 Extension 1 courses.

English Extension II

1 Unit ATAR Course Year 12 ONLY

Students may undertake English Extension 2 in Year 12 only if they have completed the Year 11 Extension English course and English Extension 1.

Content:

YEAR 11

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

YEAR 12

English Extension I

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

The course has one common study, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

English Extension II

In the English Extension 2 Year 12 course, students undertake the study of Author and Authority concurrently, including ONE author study, and complete the sustained composition of the Major Work. They are also required to document the development of their Major Work in a Major Work journal.

What will I be able to do at the end of this course?

- Students will develop understanding of how and why texts are valued.
- Students will develop skills in extensive independent investigation, theorising about texts and values based on analysis and understanding of complex ideas as well as sustained composition.
- Students will appreciate the role of language in developing positive interaction as well as their skills as users of English.

How will this course help me in the future?

Students who anticipate a tertiary education in Arts, Education, Law or Media will find this in-depth analytical study a considerable advantage.

How will I be assessed?

YEAR 11

School assessment will include a task assessing the Related research project, creative and/or critical response and formal examination.

YEAR 12

Extension I

School assessment will be a maximum of three assessment tasks, which will include one formal examination. One task will be a creative response and one task will integrate student related material.

English Extension I HSC NESA Examination Specifications:

The examination will be undertaken by students using a computer. It will consist of two questions – Time allowed 2 hours plus 10 minutes reading time.

Extension II

Assessment will be based on the process of composition and be a maximum of three tasks:

- A viva voce on the Major work
- a literature review on the Major work
- a formal written examination

The Major Work Journal must be submitted for monitoring with each assessment task related to the major work.

English Extension II HSC NESA Examination Specifications:

The examination will be undertaken by students using a computer. Time allowed 1 hour 30 minutes plus 10 minutes reading time. The examination will consist of two questions with a maximum of three items total.

Students will develop and submit a Major work in one of six forms. All submissions must comply with the requirements for the Major work, and in accordance with the information provided for each form.

Cost:

Students are responsible for any costs arising from the completion of the Major Work.

English Studies

2 Unit Optional ATAR Course

Introduction

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts.

For whom is the subject intended?

Students who wish to complete a Higher School Certificate but who are seeking an alternative to the current Standard English Course. This course can be included in the calculation of the Australian Tertiary Admission Rank (ATAR) if student undergo the optional HSC Examination. Students who do not intend to study at University are strongly advised to consider this course.

Recommended Studies:

Students who are likely to attain a Low C, D or E Grade in Year 10 are advised to consider the English Studies course. It is strongly recommended that students discuss their intentions with their current English Teacher before making course selection.

Content:

YEAR 11

Students study the mandatory module, *Reading to Write: Transition to English Studies*, whereby students explore texts and consolidate skills required for senior study. In addition, students study two to three additional syllabus electives (selected based on their needs and interests).

YEAR 12

The HSC Common Content consists of one module, *Texts and Human Experiences*, which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. Students study two to four additional syllabus modules (selected based on their needs and interests).

How will I be assessed?

YEAR 11

School assessment will be a maximum of three assessment tasks, that will assess students skills and understanding in a variety of ways.

YEAR 12

School based assessment will include four tasks which may include a critical response, creative response, multimodal and/or group based assessment.

English Studies HSC NESA Examination Specifications:

There is no compulsory HSC external examination in English Studies 11-12. Students may choose to sit for an optional HSC examination.

Should a student seek an Australian Tertiary Admission Rank (ATAR), the examination mark for English Studies 11-12 will be used by the Universities Admissions Centre (UAC) to calculate an ATAR. Students who do not sit the optional HSC examination for English Studies 11-12 are not eligible for the calculation of an ATAR.

The examination will consist of one written paper worth 60 marks. Time allowed: 2 hours plus 10 minutes reading time. The paper will consist of 3 sections. Questions may be based on stimulus and/or unseen texts.

English Studies Cont.

What should I be able to do at the end of this course?

- use strategies to explain and interpret information, ideas and perspectives in a variety of texts
- analyses how authors shape meaning and influence audiences through context, textual form and features in a range of modes and mediums
- describe connections between texts
- compose critical and creative texts that structure ideas, information and arguments for particular purposes
- communicate perspectives and arguments using accurate terminology, grammar and textual evidence

How will this course help me in the future?

This course will qualify you for an HSC and is accepted as entry level to TAFE courses. The optional HSC exam can qualify you for an ATAR.

Cost:

There may be some excursions organised to support this study. Costs will be advised accordingly

.



Mathematics

Mathematics Standard
Mathematics Advanced
Mathematics Extension I
Mathematics Extension II (Year 12 only)



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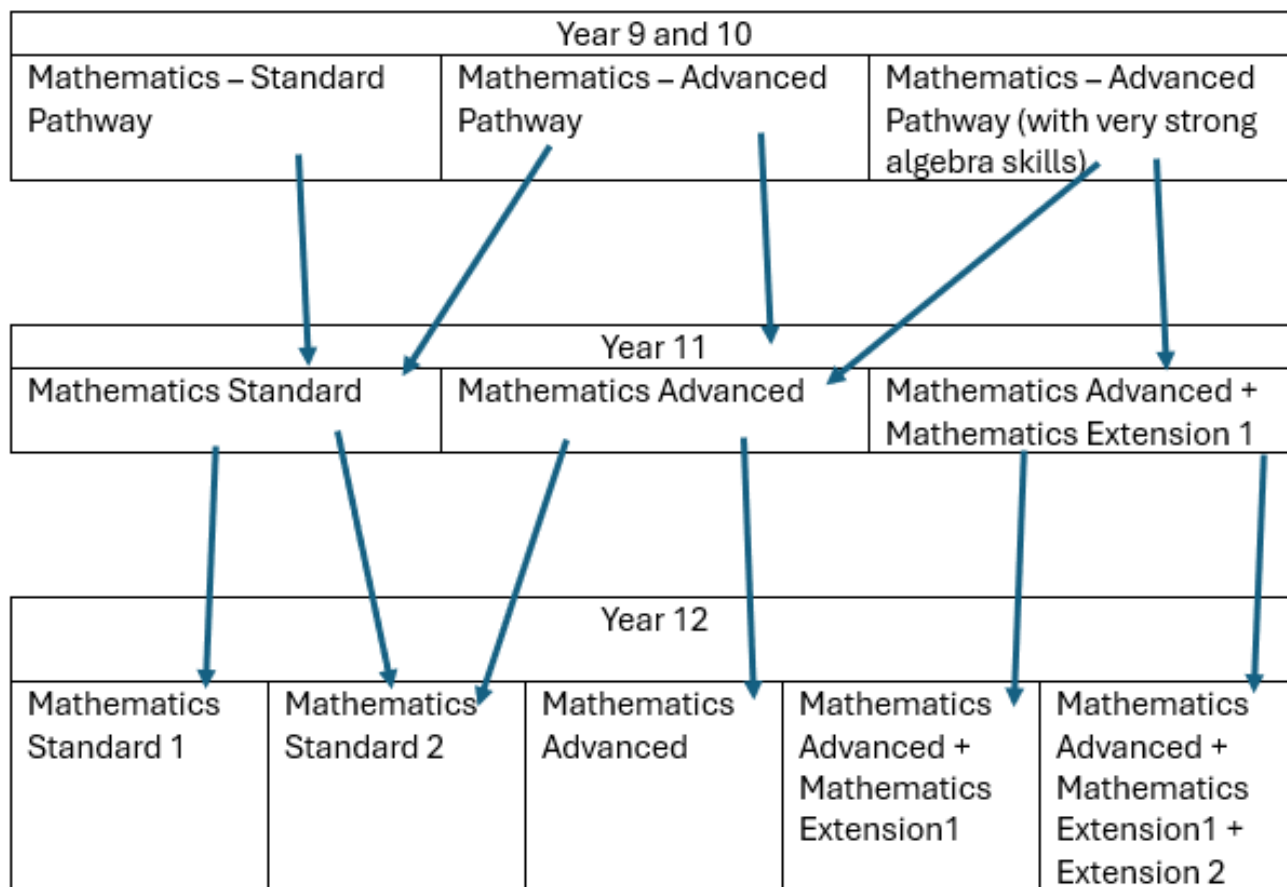


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Mathematics

It is important that students choose the correct Mathematics course from the start of Year 11. It would be difficult to change Year 11 course levels after the end of term 1. The diagram below indicates possible pathways of learning into the available Stage 6 Mathematics courses dependent on the student's knowledge, achievement and level of understanding of Stage 5 Mathematics usually at the end of Year 10.

The following chart reflects the recommended courses according to Mathematics studied in Year 10.



Mathematics – Standard (Option 1)

2 Unit Optional ATAR Course

YEAR 11

Mathematics Standard - 2 units Board
Developed Course.

Standard 1 (Year 12 Pathway)

YEAR 12

Mathematics Standard 1- 2 units
Board Developed Course

Recommended Studies

The Year 11 Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7-10 Syllabus (2002).

Exclusions:

Students may not study any other Stage 6 Year 11 Mathematics course in conjunction with the Year 11 Mathematics Standard course, or any other stage 6 Year 12 mathematics course in conjunction with the Year 12 Mathematics Standard 1 course.

Course Description

Through the study of Mathematics Standard 1, students:

- develop their knowledge, understanding and skills in Working mathematically and in communicating concisely and systematically
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling and use these

- models to solve problems related to their present and future needs
- gain an appropriate mathematical background for post-school employment or further training.

Mathematics Standard 11-12 focuses on enabling students to use mathematics to make informed decisions in their daily lives. Students develop understanding and competence through real-world applications of mathematics.

Mathematics Standard 1 provides opportunities for students to build confidence and make mathematics meaningful. Students develop their mathematical knowledge and understanding through applying and modelling to prepare for post-school employment or further training.

Main Topics Covered

YEAR 11

- Financial Mathematics
- Statistics
- Networks
- Measurement
- Algebra

YEAR 12

- Financial Mathematics
- Statistics
- Networks
- Measurement
- Algebra

How will I be assessed?

As for other Board Endorsed Courses, the HSC Mathematics Standard 1 course will be subject to internal assessment and an optional HSC exam. These two units of study for the HSC Mathematics Standard 1 course can be counted in the 10 units required for the calculation of an ATAR if the students complete the HSC exam.

Other subjects that combine well with Mathematics Standard 1 include Industrial Technology, Building Construction, Retail, and Industrial Technology Timber Products & Furniture.

Mathematics – Standard (Option 2)

2 Unit ATAR Course

YEAR 11

Mathematics Standard II - 2 units
Board Developed Course.

Standard 2 (Year 12) Pathway

YEAR 12

Mathematics Standard II - 2 units HSC
Board Developed Course.

Recommended Studies

The Year 11 Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2002).

Exclusions:

Students may not study any other Stage 6 Year 11 mathematics course in conjunction with the Year 11 Mathematics Standard course, or any other Stage 6 Year 12 mathematics course in conjunction with the Year 12 Mathematics Standard 2 course.

Course Description

Through the study of Mathematics Standard 2, students:

- develop their knowledge, understanding and skills in Working mathematically and in communicating concisely and systematically
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling and use these models to solve problems related to their present and future needs
- develop an understanding of, and skills in, further aspects of mathematics for concurrent HSC studies
- gain an appropriate mathematical background for a wide range of educational and employment aspirations.

Mathematics Standard 11–12 focuses on enabling students to use mathematics to make informed decisions in their daily lives. Students develop understanding and competence through real-world applications of mathematics.

Mathematics Standard 2 provides a pathway for students to extend their mathematical thinking by examining more complex content, and through applications and modelling.

Main Topics Covered

YEAR 11

- Financial Mathematic
- Statistics
- Networks
- Measurement
- Algebra

YEAR 12

- Financial Mathematic
- Statistics
- Measurement
- Algebra
- Networks

How will I be assessed?

The progress of students will be assessed throughout the course by a range of tasks both formal and informal.

Other subjects that combine well with Mathematics Standard 2 include Industrial Technology, Biology, Senior Science, Business Studies, and Geography

Mathematics Advanced

2 Unit ATAR Course

YEAR 11

Mathematics Advanced - 2 units
Board Developed Course.

YEAR 12

Mathematics Advanced - 2 units
Board Developed Course.

Recommended Studies

For students who intend to study the Mathematics Advanced course, it is recommended that they have **very** strong algebra skills in Year 10.

Course Description

The 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 economics.

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. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

Main Topics Covered

YEAR 11

Functions

- Working with Functions
- Graph Transformations

Trigonometric Functions

- Trigonometry and Measures of Angles
- Trigonometric Identities and Equations

Calculus

- Introduction to Differentiation

Exponential and Logarithmic functions

- Logarithms and Exponentials

Statistical Analysis

- Probability and Data

YEAR 12

Functions

- Further Graph Transformations and Modelling

Sequences and Series

- Sequences and Series

Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Financial Mathematics

- Financial Mathematics

Statistical Analysis

- Random Variables

How will I be assessed?

The progress of students will be assessed throughout the course by a range of tasks such as progress tests, open book tests, examinations, projects and/or assignments

Other subjects that combine well with Mathematics (Advanced) include Physics, Chemistry, Economics and Engineering Studies.

Mathematics Extension 1

1 Unit ATAR Course

YEAR 11

1 unit Mathematics Extension Board Developed Course.

YEAR 12

1 unit Mathematics Extension Board Developed Course.

Recommended Studies

For students who intend to study the Mathematics Extension 1 course, it is recommended that they have worked at an A level in Year 10 and have extremely strong algebra skills. Students must be currently studying the Mathematics Advanced course.

Exclusions

Mathematics Standard

Course Description

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

Main Topics Covered

YEAR 11

Functions

- Further work with functions
- Polynomials

Trigonometric Functions

- Further Trigonometry

Combinatorics

- Permutations and Combinations
- The binomial theorem

YEAR 12

Proof

- Proof by Mathematical Induction

Vectors

- Introduction to Vectors

Trigonometric Functions

- Inverse Trigonometric Functions

Calculus

- Further Calculus Skills
- Further application of calculus

Statistical Analysis

- The Binomial Distribution and sampling distribution of the mean

How will I be assessed?

The progress of students will be assessed throughout the course by a range of tasks such as progress tests, open book tests, examinations, projects and/or assignments. Other subjects that combine well with Mathematics Extension 1 include Physics, Chemistry, Economics and Engineering Studies.

Mathematics Extension 2

1 Unit ATAR Course

YEAR 12

1 unit for Year 12 Board Developed Course.

Recommended Studies

The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

Currently studying the Mathematics Advanced course and Mathematics Extension 1.

Exclusions

Mathematics Standard

Course Description

The course offers suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

Main Topics Covered

Proof

- The Nature of Proof

Vectors

- Further work with Vectors

Complex numbers

- Introduction to Complex numbers

Calculus

- Further Integration

Mechanics

- Applications of Calculus to Mechanics

How will I be assessed?

The progress of students will be assessed throughout the course by a range of tasks such as progress tests, open book tests, examinations, projects and/or assignments.



Science

Biology

Chemistry

Earth & Environmental Science

Investigating Science

Physics



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Biology

2 Unit ATAR Course

What will I be doing in this Course?

The Biology course in Stage 6 Science takes your study of the science of life further and deeper. In Year 11 you will learn about how living creatures are structured, from the tiny level of the cell right up to how various organisms work and interact. Both animals and plants will be studied in detail, and how all these different organisms relate to and rely on one another in ecosystems as part of the “big picture”. In addition, the study of past environments helps students understand and better manage resources and ecosystems.

In Year 12 you will build upon the foundation above, concentrating more on aspects such as genetics and human diseases and disorders.

Please note: Biology, students can take up a further 4 Units of Science from Chemistry, Physics, Earth & Environmental Science and Investigating Science.

How will this course help me in the future?

It is beneficial for students who wish to continue with further studies at University, such as Science, Medicine, Pathology, Radiology, Biomedical Science Environmental Studies, Physiotherapy, Nursing and Teaching. It is recommended that students check the “assumed knowledge” requirement for various university courses with their Careers Advisor or refer to the current UAC book. Many universities make recommendations about the study of science subjects for the HSC in preparation for courses at university.

Recommended Studies

Students should have attained a Grade B or better in Stage 5 Science (Year 10). Other subjects that combine well with this include Chemistry, Earth and Environmental Science,

Geography and PDHPE.

Content

YEAR 11

- Cells as the basis of life
- Cells to systems
- Evolution and ecosystems

YEAR 12

- Heredity
- Diseases
- Biodiversity
- Biotechnology

Assessment

In Year 11 and Year 12 assessment tasks consist of practical tests, written exams, research and planning, conducting and reporting on depth studies. There is a three hour HSC exam.

Costs

Excursions: Approximately \$20.00

Information/Communication Technology

Please refer to BYOD requirements.

Chemistry

2 Unit ATAR Course

What will I be doing in this Course?

Chemistry does more than just tell us what will happen when different chemicals are brought together. It helps us understand how and why these things happen, and how we can cause these reactions. It can even predict events at the atomic and molecular level.

Students investigate natural and man-made substances, their structures, chemical changes including links to substances of industrial and environmental importance. They learn about historical perspectives and applications of Science as they relate to Chemistry.

This course involves students working in group-based and individual practical work situations, applying theoretical ideas and explaining models via experiments. It provides an understanding of Chemistry's application in the context of technology, as well as impacts on society and the environment.

Please note: Chemistry, students can take up to a further 4 Units of Science from Biology, Physics, Earth & Environmental Science and Investigating Science.

How will this course help me in the future?

It is taken by students who are seeking careers in Medicine, Radiography, Engineering, Veterinary Science, all Tertiary Sciences and Science Teaching. The course also allows credit transfer for some courses at TAFE. It is recommended that students check the "assumed knowledge" requirement for various university courses with their Careers Advisor or refer to the current UAC book.

Many universities make recommendations about the study of science subjects for the HSC in preparation for courses at university.

Recommended Studies

This course is suitable for:

Students ranked in the top half of Advanced Mathematics and the top third of Science in Year 10. They have attained a Grade A or top Grade B.

Other subjects that combine well with this are Physics, Biology, and Extension 1 Mathematics.

Content

YEAR 11

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

YEAR 12

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

Assessment

This is continuous and is based on both examination and assessment tasks including practical work and depth studies for both the Year 11 and 12 courses. There is a three hour HSC exam.

Information/Communication Technology

Please refer to BYOD requirements.

Earth & Environmental Science

2 Unit ATAR Course

What will I be doing in this Course?

This course combines elements of Geology and Environmental Science into a single course. It is more than just the study of rocks or how to protect trees. We study our planet as a whole and the processes that have made it what it is.

The course also aims to assist students to recognise and understand our responsibilities to maintain the quality of all environments for future generations.

YEAR 11

The Year 11 course incorporates the study of: the formation of Earth and the evolution of its many layers and parts; the physical and chemical features of the environment; Australia as an island continent with a wide range of climates. It also covers the use of water as a chemical essential for life on Earth and its importance in the maintenance of Australian life, as well as the interplay of forces acting within and upon the Earth.

YEAR 12

The Year 12 course builds upon the Year 11 course. It examines the evidence related to the evolution of Australia over time, pressures on the Australian environment and the indicators of environmental ill-health.

Please note: Earth & Environmental Science, students can take up a further 4 Units of Science from Chemistry, Physics, Biology and Investigating Science.

How will this course help me in the future?

This course will attract students who have a genuine interest in the Earth's processes and future, and those seeking employment in Environmental, Mining, Geological, Geophysical and Horticultural industries. It

is recommended that students check the "assumed knowledge" requirement for various university courses with their Careers

advisor or refer to the current UAC book. Many universities make recommendations about the study of science subjects for the HSC in preparation for courses at university.

Students will learn skills in research, experimenting, communication, information presentation and data analysis.

Recommended Studies

Students need to have obtained at least a Grade B at Stage 5 Science in Year 10. Other Stage 6 subjects that complement with this are Geography & Biology.

Content

YEAR 11

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

YEAR 12

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

Assessment

Internal assessments include module tests, fieldwork and research reports and formal examinations as well as depth studies. There is a three hour HSC exam.

Costs

Excursions: Approximately \$400.00
Two day excursions and an overnight fieldtrip to Wellington.

Information/Communication Technology

Please refer to BYOD requirements.

Investigating Science

2 Unit ATAR Course

What will I be doing in this Course?

The Investigating Science course is designed to provide students opportunities to develop their knowledge and understanding of a wide range of Science disciplines through investigating many concepts from biological, chemical and physics fields. It provides additional opportunities for students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

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.

How will this course help me in the future?

Students will learn skills in research, experimenting, communication, information presentation and data analysis.

The course would suit students who expect to be employed in any field where general understanding of scientific principles, application and use is required. It is for those who desire a good "common sense" understanding of living in the modern world.

It is also designed for students of other Science subjects to develop additional skills and gain valuable practice in working scientifically.

Please note: Investigating Science, students can take up a further 4 Units of Science from Chemistry, Physics, Earth & Environmental Science and Biology.

Investigating Science complements a wide range of courses offered at the College. It

is expected that students would have an interest and enthusiasm for Science.

Content

YEAR 11

- Cause and effect - Observing
- Cause and Effect - Inferences and Generalisation
- Scientific Models
- Theories and Laws

YEAR 12

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

Assessment

Internal assessments include module tests, fieldwork/ research reports, depth studies and formal examinations. There is a three hour HSC exam.

Information/Communication Technology

Please refer to BYOD requirements.

Physics

2 Unit ATAR Course

What will I be doing in this Course?

Physics is the study of how the Universe works.

YEAR 11

In the Year 11 Course we start to learn why all the components of matter around us behave the way they do. Determining whether it is electricity, moving objects, or sound and light waves, mathematics helps us understand what's happening. From the unimaginably huge, with galaxies and stars, to the incredibly tiny, with atoms and electrons, Physicists unravel processes of cause and effect through theorising, experimentation and imagination.

YEAR 12

The Year 12 course builds on this and examines many aspects of Physics that are important in modern science and technology, including space travel, generators, motors, Quantum Physics, and the development of our understanding of the world throughout the Twentieth Century.

Please note: Physics, students can take up a further 4 Units of Science from Biology, Chemistry, Earth and Environmental Science and Investigating Science.

How will this course help me in the future?

This course is designed for students who enjoy and are good at Science and Mathematics. It is taken by students who are seeking careers in Medicine, Engineering, all Tertiary Sciences and the more demanding courses in Computing.

It is recommended that students check the "assumed knowledge" requirement for various university courses with their Careers Advisor or refer to the current UAC book.

Many universities make

recommendations about the study of science subjects for the HSC in preparation for courses at university.

Recommended Studies

This course is suitable for:

Students ranked in the top half of Advanced Mathematics and the top third of Science in Year 10. They have attained a Grade A or top Grade B.

Other subjects that combine well with this (due to appealing to the same kind of mental abilities or interests) include Extension 1 Mathematics, Chemistry, Investigating Science, Engineering Studies and Economics.

Content

YEAR 11

- Fundamentals of mechanics
- Waves
- Electricity and magnetism
-

YEAR 12

- Advanced Mechanics
- Electromagnetism
- Nature of Light
- Matter, energy and the cosmos

Assessment

Various internal assessments as described in the Assessment Schedule distributed at the start of the course. There is a three hour HSC exam, marked externally.

Information/Communication Technology

Please refer to BYOD requirements.

a hypothesis and develop evidence-based responses in the form of a **Scientific Research Report**, which is supported by a **Scientific Research Portfolio**. Students will be assessed on each part of their research portfolio and report. The final **HSC examination** will be an online exam.

Costs

Excursions: Approximately \$20.00

Additional costs may occur, depending on the chosen research project of the student.

Information/Communication Technology

Please refer to **BYOD** requirements.

Human Society and Its Environment

Aboriginal Studies
Ancient History
Business Studies
Economics
Geography
History Extension (Year 12 Only)
Legal Studies
Modern History
Society & Culture
Work Studies



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Aboriginal Studies

2 Unit ATAR Course

Introduction

Aboriginal Studies is a course that aims to develop students' knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples and strives to enable them to be active and informed citizens in promoting a just society for all Australians. Aboriginal Studies is designed to foster intellectual, social and moral development by asking students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

For Whom is the Subject Intended?

Aboriginal Studies provides a vehicle for students to develop interest in, and informed attitudes towards, Aboriginal and Indigenous peoples at local, national and global levels from the past, present and in the future. It is a course that offers a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to 'learn together' with Aboriginal peoples and communities.

Career Paths

For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. The fostering of analytical skills, and the ability to pursue independent research to develop coherent arguments, is a skill valued in many sectors. Some examples include, Sociology, Law, History, Tourism, Archaeology,

Anthropology, Teaching, Nursing, Medicine, Community Welfare.

Complementary Subjects

Aboriginal Studies is an excellent complementary course for Studies of Religion I & II, Ancient History, Modern History, Society & Culture, Geography, Community & Family Studies and Legal Studies.

Recommended Studies

There are no pre-requisites for this course.

Content

YEAR 11

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

YEAR 12

Year 12

- Social Justice and Human Rights Issues
- Aboriginality and the Land or Heritage and Identity
- Research and Inquiry Methods - Major Project

Assessment

External Assessment takes the form of an HSC examination of 3 hours duration.

Internal Assessment for the Year 11 and HSC course comprises of a formal examination and a range of tasks, such as oral and written reports and research assignments.

Costs

Costs to cover excursions to relevant cultural sites and guest speakers

Ancient History

2 Unit ATAR Course

Introduction

Ancient History involves a study of ancient societies which may include the study of Greece, Persia and Rome.

For Whom is the Subject Intended? Ancient History is for those people who are interested in the ideas and achievements of the ancient world. You need to be able to express yourself well in writing. It is not a “difficult” subject. It is interesting and different. (You do not have to memorise lists of dates.)

History Extension

There is an Extension Course (1 Unit) available in Year 12 for those students who display a high interest and ability in the subject.

Career Paths

Ancient History develops excellent communication skills and teaches you to research and analyse material. Such a background is valuable for Law, Journalism, Advertising and Marketing, Personnel Management, Travel and Tourism, the Diplomatic Service and the Public Sector. As well, Education, Librarianship and Archaeology are possible career choices.

Complementary Subjects

Ancient History is an excellent complementary course for English, Modern History and History Extension.

Recommended Studies

There are no pre-requisites for this course.

Content

YEAR 11

Year 11 course has three parts. The first involves Investigating Ancient History (60 hours) by examining its nature through a study of various options (The treatment and display of human remains) and case studies (Tutankhamen's Tomb and Persepolis). The second involves the study of key features of

Ancient Society (40 hours) like weapons and warfare in Ancient Greece and Rome. The third involves a Historical Investigation (20 hours) in which students develop a personal research project on any topic of interest.

YEAR 12

There are four sections to be completed for the HSC. These will build on the work covered in Year 11. The sections are:

- A core study - Pompeii and Herculaneum (Rome)
- Study of one particular person of influence from the ancient world such as Xerxes or Agrippina the Younger
- One ancient society such as Persia or Sparta
- One historical period such as Greek World 500-440 BC

Assessment

A variety of assessment tasks will be set in both Year 11 and Year 12. Ancient History is not an all essay subject.

There is one examination paper in the HSC, consisting of four sections worth 25% each. The types of questions including short answers, structured questions and essay length answers. There is a choice of questions available. Some are based on source information provided with the questions.

There will also be internal (within the school) tasks set, including (for example) individual and/or group research, a prepared oral presentation, a document study and longer responses.

Costs

There are no set costs associated with this subject.

Business Studies

2 Unit ATAR Course

Introduction

The aim of this course is to assist students to develop knowledge and understanding of the world of business. Students will be encouraged to investigate the dynamics of the current business environment through analysing case studies, using websites, and the regular reading of newspapers, business journals and reports as well as listening to visiting guest speakers from successful local business enterprises and excursions.

For Whom is the Subject Intended?

Students with an interest in the world of business will find this course interesting and challenging.

Students will develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies. Not only is this course designed for students who wish to pursue business related studies at University or TAFE, it is also relevant to students who wish to enter the business world as employees or prospective employers. Business activity is an aspect of everyone's life and as such a significant feature of Business Studies is its relevance to all students, as it equips essential skills for life.

Complementary Subjects

Choosing complementary subjects in one's HSC Study Package is a useful strategy in attaining success in the HSC. Business Studies is an excellent complementary course for Economics, Legal Studies and Mathematics

Possible Career Paths

- Operating one's own business
- Marketing
- Human Resource Management
- Tourism
- Accounting
- Retail
- Financial Planning

- Journalism
- Law
- Communications

Recommended Studies

While there are no pre-requisites for this course, mathematics is strongly advised – particularly for those contemplating tertiary studies in this area.

Small Business Plan

Students in the Year 11 undertake a Small Business Plan based on a hypothetical business. Students will be required to submit a report written using business report format.

Content

Year 11	
Nature of Business	20%
Business Management	40%
Business Planning	40%

Year 12	
Operations	25%
Marketing	25%
Finance	25%
Human Resources	25%

Assessment

External Assessment takes the form of HSC examination of 3 hours duration. Internal assessment in both the Year 11 and HSC courses may include research tasks, skills tasks and examinations.

Costs

Costs to cover excursions and guest speakers.

Economics

2 Unit ATAR Course

Introduction

Why do some people earn \$1000 a week while others earn ten times that amount? What will happen to unemployment in the future? Is globalisation a good or bad thing? These are some of the important issues examined in Economics.

For Whom is the Subject Intended? Studying economics for the HSC gives students excellent preparation for further study in Business, Town Planning, Accounting, Finance, Media, Law, Marketing, Employment Relations, Tourism, History, Geography or Environmental Studies. Students with an interest in examining the economic problems and issues in a contemporary Australian context will find this course interesting and challenging. Many Business courses at University have a compulsory Economics unit.

Complementary Subjects

Choosing complementary subjects in one's HSC Study Package is a useful strategy in attaining success in the HSC. Economics is an excellent complementary course for Business Studies, Legal Studies and Mathematics.

Possible Career Paths

- Accounting
- Resource management
- Finance
- Media
- Law
- Banking
- Shares and commodities markets
- Government
- Politics
- Foreign affairs
- Owning one's own business
- Employment relations
- Marketing
- Town Planning

Recommended Studies

There are no prerequisites for this course.

Content

YEAR 11

Six topics are studied.

- Introduction to Economics
- Household and Business Sector
- Markets
- International Sector
- Financial Sector
- Government Sector

YEAR 12

There are four topics.

- Economic issues in the Australian Economy
- Economic management of the Australian Economy
- Australia and the Global Economy

Assessment

Assessment takes the form of the HSC examination of 3 hours duration. Internal assessment consists of formal examinations, reports, and research assignments.

Costs

Costs to cover excursions and guest speakers.

Geography

2 Unit ATAR Course

Introduction

Dive into the dynamic intersections of physical landscapes, human societies, and environmental challenges. From the bustling urban centers to the remote corners of the globe, explore the forces shaping our planet and our lives. Through engaging in case studies, fieldwork opportunities, and critical analysis, students will develop a deep understanding of the interconnectedness of cultures, economies, and environments. Choosing Geography equips students with the knowledge and skills to navigate the complexities of our world and become informed global citizens. While the subject builds on the Stage 5 course, the course is quite different to the content and experiences of Years 9 and 10. Also, there is a high use of ICT in the learning process.

For Whom is the Subject Intended?

Geography is suited to a wide range of students looking to obtain both the knowledge and skills to improve employment prospects. The skills acquired will have many applications in their professional and personal adult life.

Complementary subjects

Geography is an excellent complementary course for Earth and Environmental Science, Biology, Legal Studies, Society & Culture, and any of the Maths subjects.

Possible Career Paths

Geography is a logical choice for students wishing to enter careers such as Meteorology, Wine Making, Engineers, Environmental Science and Management, Town Planning, Pilot, Park Rangers, Travel Consultant, Journalism, Horticulture, Real Estate, Teaching, Farming, Business, Law, Politics and many more.

Recommended Studies

There are no pre-requisites for this course. Students in Year 11 are required to complete a Geographic Investigation (GI),

where they choose a topic for investigation, design a program of research and submit a multi-modal report. Students find this a most rewarding and satisfying achievement.

A large component of this course requires students to write extended response style questions. Students choosing Geography should be enrolled in either English Standard or English Advanced. Further, the Geographical Skills and Tools in the Stage 6 syllabus are built on those studied in Stages 4 and 5.

Content

YEAR 11

- Earth's Natural Systems
- People, Patterns, Places
- Geographical Investigation

YEAR 12

- Global Sustainability
- Rural and Urban Places
- Ecosystems and Global Diversity

Fieldwork: 24 hours over the two years is mandatory to meet NESA requirements.

Assessment

External assessment is the HSC examination of 3 hours.

Internal assessment in both the Year 11 and HSC course comprises of a formal examination and a range of tasks, such as reports, research assignments and tests.

Costs

Fieldwork is an integral component of this course. To meet course requirements, there will be a resource fee of \$50 allocated and as fieldwork opportunities arise throughout the course, additional costs may be incurred.

History Extension

1 Unit ATAR Course

YEAR 12

1 Unit Board Developed Course

Recommended Studies

This course is designed for students who are studying Modern and/or Ancient History who demonstrate particularly strong skills and interest in these courses. 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.

Course Description

The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed.

Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian's context, methodology and purpose shape their interpretation of a person, group, event or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.

History Extension requires students to engage with complex historiographical ideas and methodologies and to communicate sophisticated, sustained and coherent historical arguments about the nature and construction of history.

Main Topics Covered

Constructing History

Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students engage in the complex and intellectually demanding study of History

Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions:

- What is history?
- Who are the producers of history in different eras?
- How has history been constructed, recorded and presented in different eras?
- Why are approaches to history changed in different eras?

History Project

Students pursue a significant historical issue or event of personal interest. The project provides an opportunity to build investigative and research skills in the area and explore the conceptual elements of historiography.

Case Study

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

How will I be assessed?

The progress of students will be assessed throughout the course by a range of tasks, active contribution to class discussion and the successful completion of the Major Project and its various components. A formal two-hour examination also forms part of the assessment of students.

Legal Studies

2 Unit ATAR Course

Introduction

In this ever-changing world, it is becoming more and more important that we are aware of our legal rights and responsibilities. The term “ignorance is no excuse” is very applicable to the operation of the legal system. As such we need to understand how the law affects almost every aspect of our daily lives including driving a car, travelling overseas, terrorism, marriage and divorce and changes to the workplace – the list is endless. It is virtually impossible to go through life without coming into contact with the legal system and developing a knowledge and understanding of the law and its associated legal processes will assist students when these situations arise.

For Whom is the Subject Intended?

This course is for any student who enjoys discussing real-world issues, developing arguments, analysing case studies and exploring how justice operates in society. It encourages students to think independently, form balanced judgements and engage with contemporary legal issues that are relevant to everyone. Legal Studies is suitable for a wide range of students, not just those who want a future career in law, because it builds valuable skills that help to prepare students for further education, training and employment.

Complementary Subjects

Choosing complementary subjects in one's HSC Study Package is a useful strategy in attaining success in the HSC. Legal Studies is an excellent complementary course for Business Studies, Economics, Society & Culture, Community & Family Studies, Geography and Modern History.

Possible Career Paths

Legal Studies is particularly useful to students who wish to pursue a career in numerous fields such as:

- law
- business

- finance
- economics
- communications
- teaching
- psychology
- government
- police force
- politics
- journalism
- social work
- forensics

NSW Law Society Inter-School Mock Trial Competition

Students in Year 11 may have the opportunity to participate in this competition. The competition involves forming a team of Barristers, Solicitor, Witnesses and Court Officer/Magistrate's Clerk, who then prepare a case and compete in a trial against other participating schools.

This competition enables students to develop their skills in advocacy, quick and logical thinking and presenting valid legal arguments. For those involved, this is often a highlight of the course.

Recommended Studies

There are no prerequisites for this course.

Content

YEAR 11

The Year 11 course comprises a study of 4 focus areas:

- Investigating the law
- Disputes under the law
- Changing the law
- Experiences with the law

YEAR 12

The HSC course comprises a study of 3 focus areas

- The criminal justice system.
- International relations and human rights.
- Two additional options

Legal Studies Cont.

Assessment

The HSC examination in this subject is of 3 hours duration. Internal assessment in both the Year 11 and HSC courses may include research tasks, oral presentations, media file, and examinations.

Costs

Costs to cover excursions, especially court visits, incursions and HSC Study Day.

Modern History

2 Unit ATAR Course

Introduction

Modern History consists of a 2 Unit Course in both Years 11 and 12.

Through the study of Modern History students have the opportunity to consider the great technological, economic, political and moral changes of the nineteenth and twentieth centuries that have made our world the way it is. This study requires students to analyse causes, the progress, and effects of these changes in the world and finally to make judgements about them. Modern History is especially relevant today.

Some students may feel that having done History in Stage 5 that the Modern History course may be “repetitive” or “more of the same”. The Modern History course has a broad perspective and study is detailed. The course is designed to avoid repetition of the Stage 5 History course and is a demanding investigation of some of the events which have, in recent times, influenced the structure of our world.

Extension History

There is an Extension Course (1 Unit) available in Year 12 for those students who display a high interest and ability in the subject.

For Whom is the Subject Intended?

This course is suitable for students with an interest in historical studies. Students will need to be prepared to further develop their skills in research methods and written communication and they need to be able to express themselves well in written form.

Career Paths

A study of Modern History will prepare students to play an active role in society. It will provide students with the knowledge with which to tackle many of the issues and problems

presented by a complex and changing world. It will give students a sense of historical perspective and the ability to influence society for the better. The study of Modern History is particularly useful in professions such as law, politics, journalism, banking, tourism, teaching business and administration.

Complementary Subjects

Choosing complementary subjects in One's HSC Study Package can assist in achieving success in the HSC.

Modern History is an excellent complementary course for English, History Extension, Ancient History and Legal Studies.

Course Structure

YEAR 11

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

- **Investigating Modern History** - 60 hours
- **The Nature of Modern History** - Options include Investigation of Historic Sites and Sources, and The Construction of Modern Histories.
- **Case Studies** - Examples include The Decline and Fall of the Romanov Dynasty, Women's Movements, The Meiji Restoration, and The Making of Modern South Africa.
- **Historical Investigation** - 20 hours. The Historical Investigation is designed to further develop relevant investigative research and presentation skills.

Modern History Cont.

- **The Shaping of the Modern World** - 40 hours Students investigate forces and ideas that shaped the modern world through the study of key events and developments and the meaning of modernity. Topics include World War 1 and The Enlightenment.

YEAR 12

- **Core Study** - 30 hours **Power and Authority in the Modern World 1919-1946.**
- **National Study** - 30 hours. Examples include **USA 1919 - 1941; Russia and the Soviet Union 1917 - 1941.**
- **Peace and Conflict** - 30 hours. Examples include **Conflict in the Pacific 1937 - 1951; The Cold War 1945 - 1991**
- **Change in the Modern World** Examples include **Civil Rights in the USA 1945 - 1968; Apartheid in South Africa**

Recommended Studies

There are no pre-requisites for this course.

Assessment

A variety of Assessment Tasks are set in both Years 11 and 12. The HSC examination in Modern History is of 3 hours duration.

Society & Culture

2 Unit ATAR Course

Introduction

Society & Culture provides students with an understanding of their own development. The impact of family, peers, school and the media on personality is emphasised. As well, students will compare Australian society with societies overseas. There is a focus on personal experiences, class discussion and students conducting their own social research. Past students have found this course particularly helpful in providing skills in completing university assignments and research projects.

For Whom is the Subject Intended?

This course is intended for students who wish to study and investigate the social world. Skills in seeking information and writing up results will be taught and developed. Students will develop an understanding of research methodologies such as interviews, questionnaires, and observations, and will undertake research in an area of particular interest to them. The course involves a Major Project, completed in Year 12. The subject is excellent preparation for tertiary studies in the Humanities, especially Sociology, Psychology, Teaching, Nursing and Social Work.

Complementary Subjects

Choosing complementary subjects in one's HSC Study Package is a useful strategy in attaining success in the HSC. Society & Culture is an excellent complementary course for Legal Studies, Community and Family Studies, and Geography.

Possible Career Paths

Teaching
Nursing
Foreign Affairs
Social Work
Counselling
Psychology
Journalism

Recommended Studies

There are no prerequisites for the study of Society and Culture.

Content

YEAR 11

- The Social and Cultural World - 30%
- Personal and Social Identity - 40%
- Intercultural Communication - 30%

YEAR 12

Core

- Personal Interest Project - 40%
- Social and Cultural Continuity and Change - 20%

Depth Studies - 40%

- Popular Culture
- Social Conformity and Nonconformity

Assessment

Students are assessed internally via research tasks, oral presentations, and examinations. The HSC examination accounts for 60% of the student's marks and is of 2 hours duration.

The Personal Interest Project which is marked externally constitutes 40% of the HSC Elective

Work Studies

1 Unit Content Endorsed Course to be studied Year 11 Introduction

For many years, work experience, career education and similar programs have played an important role in assisting secondary school students to understand the world of work. Schools are now increasingly seeking to provide more substantial opportunities for students in Years 11 and 12 to gain knowledge, skills, values, and attitudes which will facilitate school to work transition. This reflects the trend towards a convergence of general and vocational education.

Work Studies will assist students to recognise the links between education, training, work and lifestyle, and the economic and social factors that affect work opportunities. It will develop students' skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

Work Studies can equip students to make more informed decisions about their future study and employment pathways. The strongly practical orientation of the course is intended to give students useful experiences against which to test their emerging career and/or study preferences.

Course structure

The Core- My Working Life

There is one compulsory core module. "This module focuses on assisting students to take responsibility for planning and implementing their career plan and revising it as required". This core will focus on key issues including, transition from school to work, exploring career and life choices, assessing specific work and life situations, identifying future aspirations, and developing a career plan. The indicative time allocation for the core is 30 hours.

Elective modules

The elective course modules expand on the issues introduced in the core. Elective modules will be selected from the following:

- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues
- Self-Employment
- Team Enterprise Project
- Experiencing Work

Assessment

A range of assessment instruments will be used and may be selected from the following:

- Work diaries/projects
- Resumes/portfolios
- Examinations and written tests
- Job application letters
- Individual and group reports
- Oral reports and presentations
- Research assignments
- Mock interviews/simulation exercises
- Teacher observation
- Written reports on case studies
- Industry visits
- Work placements

The following components and weightings are to apply:

Component	Weighting
Knowledge and Understanding	30%
Skills	70%

*This course would be most suitable for those students who are **NOT** completing a VET course as part of their HSC studies*



Personal Development, Health & Physical Education

Community & Family Studies
Health and Movement Science
Sport Lifestyle & Recreation 1 Unit
Exploring Early Childhood 1 Unit



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Mr Shane Whereat
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Leader of Learning 2 Point
Ms Kylie Stock
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Community & Family Studies

2 Unit ATAR Course

Introduction

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.

For Whom is the Subject Intended? The course is intended for those who wish to study and investigate the complex community in which we live. This subject provides opportunities for students to explore and form positive attitudes about themselves and others; to develop an understanding of their relationships with their families and other groups; to learn to work cooperatively and to appreciate the importance of effective communication. Students develop research skills and undertake an Independent Research Project.

How will this course help me in the future?

This course has vocational application in career paths such as Business Management, Human Resource Management, Teaching, Social work, Counselling, Nursing and Child Care.

Recommended Studies

There are no prerequisites for the study of Community and Family Studies.

Course Content

YEAR 11

- Resource Management
- Individuals and Groups
- Families and Communities

YEAR 12

- Research Methodology
- Groups in Context
- Parenting and Caring
- HSC Option Modules studied:
 - Family and Societal Interactions
 - Social Impact of Technology
 - Individuals and Work

Assessment

A variety of Assessment Tasks will be set in both Year 11 and Year 12. Assessments will include research tasks, multiple choice responses, short answer responses, essays, and examinations.

The HSC examination is a three-hour paper consisting of multiple choice questions, short answer questions and extended response/essay questions.

Health & Movement Science

2 Unit ATAR Course

Introduction-

Throughout Years 11 & 12 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.

How will this course help me in the future?

This course will be very beneficial to anyone interested in a career in any aspect of the health or fitness industry, eg nursing, physiotherapy, radiography, health research, sport and recreation officer, sport coaching or management, sports medicine.

Recommended Studies

All students have completed Stage 4 and 5 courses in PDHPE that contain components of the Senior course. Students who have studied Physical Activities and Sports Studies (PASS) will see areas from this course in the Senior course, though in greater depth. PASS is not essential for success in the Senior course. Students should have an interest in health and physical activity.

Course Content

YEAR 11

Focus Areas

- Health for Individuals and Communities
- The Body and Mind in Motion
- Collaborative Investigation

YEAR 12

Focus Areas

- Health in an Australian and Global context.
- Training for Improved Performance

Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11. The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content.

Please note: This course is theory based and is academically demanding. Less than 10% of the course is allocated to practical workshops experiences linked to theoretical concepts.

Assessment

Year 11: internal assessment.

HSC: 50% internal assessment, 50% external assessment (three hour written exam paper).

Sport, Lifestyle & Recreation

1 Unit Non ATAR Course

Introduction

Sport, Lifestyle and Recreation aims to develop knowledge, understanding and skills needed to adopt active and health-promoting lifestyles. It may be studied over one year (Year 11) or two years. It has a much greater emphasis on practical participation than the 2 unit PDHPE Course.

The course does not contribute to an ATAR.

For Whom is the Subject Intended? Sport, Lifestyle and Recreation is suited to students who are interested in physical activity and performance.

The course provides an alternative to the more demanding 2 Unit PDHPE Course but may also be studied in addition to that Course. This allows students with strong interests in this area to supplement their study with further practical experiences.

How will this course help me in the future?

Students selecting this course should be interested in sport with a desire to refine their own performance of movement skills and safe sporting practices.

This course would be of benefit to anyone interested in coaching, sport, the fitness industry, future PE teachers and recreational education.

Recommended Studies

There are no formal pre-requisites for this Course, however students should not elect it unless they are prepared to fully involve themselves in all scheduled practical lessons.

Content

A variety of practical modules will be provided including resistance training, team games, and a range of individual pursuits.

Assessment

There is no formal Assessment for this course. There is no HSC exam.

Equipment

Students require suitable attire for practical sessions, including appropriate footwear, shorts, T-shirts, and hats.

Costs

Nil.

Exploring Early Childhood

1 Unit Non ATAR Course

Introduction

Exploring Early Childhood is a Content Endorsed Course offered as a 1 Unit subject studied over two years.

This course has both practical and theoretical components. Students will develop an understanding and awareness of the growth, development and learning of young children. Practical lessons include experiencing childcare activities at our St Nicholas centre, creating milestone models, research into community-based resources for child development and attending infant classrooms at St Johns.

For Whom is the Subject Intended?

This subject presents many possibilities for students who have interest in, or who wish to work in, childcare services or Primary Teaching via further study at both TAFE and university.

Complementary Subjects

This is an excellent complementary course for Community and Family Studies and Society and Culture.

Possible Career Paths

- Teaching
- Childcare worker
- Nanny
- Nursing
- Psychology

Recommended Studies

There are no -pre-requisites for this course.

YEAR 11

There are four topics:

- Pregnancy and Childbirth
- Child Growth and Development
- Promoting Positive Behaviour
- Play and Developing Child

YEAR 12

There are four topics

- Health and Nutrition
- Starting School
- Children's Literature
- Child Health and Safety

Assessment

There is no external HSC examination for this course - it does not contribute to an ATAR. The HSC Assessment Mark will appear on student's HSC.

Student assessment through the Year 11 and 12 courses will reflect the extent to which each student has achieved the Course Objectives and Outcomes. Assessment tasks include school-based examinations, projects, and reports.

Technology & Applied Studies

Design & Technology
Engineering Studies
Food Technology
Industrial Technology - Electronics
Industrial Technology - Metal & Engineering
Industrial Technology - Timber Products & Furniture
Software Engineering
Textiles & Design



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Design & Technology

1 Unit ATAR Course

Design & Technology is a hands-on course that involves the realisation of a Major Project and Management Folio in the HSC year.

Introduction

Design & Technology is designed for students who are looking to gain an understanding of technology and design and apply this knowledge creatively to specific design problems. It develops understanding and skills in using innovation and structured design processes to solve problems through the completion of projects. Furthermore, it seeks to develop student's appreciation of historical and cultural influences on design and the relationship between design, technology, society and the environment.

For whom is the subject intended?

This is a course for designers of tomorrow! Design & Technology has a unique focus on creativity, innovation and the successful implementation of innovative ideas and processes. Design & Technology provides creative and innovative students with an appreciation of how design and technological activity contribute to the lives of individuals and to cultures and environments.

How will this course help me in the future?

Design & Technology will help those interested in a career in Graphic Design, Product Design, Fashion Design, Interior Design, Architecture, Engineering, and other related Technology careers.

Complementary Studies

There are NO pre-requisites! Subjects such as Software Engineering, Engineering Studies, Industrial Technology, Design & Technology, Visual Art and Visual Design will enhance learning.

Focus Area

There is NO focus area for Design & Technology. Students may consider Graphics, Multimedia, Timber, Textiles or Mixed Materials based projects for their Major Design Project.

Course Content

YEAR 11

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

YEAR 12

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project.

The project folio addresses 3 key areas: project proposal and management, project development and realisation, and project evaluation. In the HSC Year students will complete a Major Project which contributes 60% of their final HSC result.

Assessment

YEAR 11

- Design Project - Mini
- Design Project - Minor
- Year 11 Exam

YEAR 12

Internal Mark

- Major Design Project Proposal
- Innovation Case Study
- Major Design Project Progress
- Trial Exam

Design & Technology Cont.

External Mark

- Major Design Project and Folio - 60%
- External 1.5 hr Written Examination Exam - 40%

Costs

Students are expected to cover the costs of their Major Design Project.

Particular Course Requirements This course MAY require specific BYOD requirements. Refer to the BYOD page of this Handbook for Subject Specific recommendations

Engineering Studies

2 Unit ATAR Course

Introduction

The aim of Engineering Studies is to develop students' understanding and appreciation of the nature and significance of engineering and its impact on society with an emphasis on the application of engineering methodology. Engineering Studies is directed towards the application and advancement of skills associated with mathematics, science and technology. This subject is recommended to students that are capable at mathematics and science and are curious about how things are made and the way in which they are constructed.

How will this course help me in the future?

This course is designed for those who are interested in careers in the various fields of Engineering (civil, mechanical, electrical, aeronautical etc.), Surveying, Building, Applied Science, Metallurgy, Metal trades, and other related technical careers.

Complementary Studies

There are NO pre-requisites! Subjects such as Industrial Technology, Design & Technology, Software Engineering, Physics and Advanced Mathematics or a high level of Mathematics will enhance learning.

Content

YEAR 11

Students undertake study and develop an understanding of each of three Application Modules & one Focus Modules:

- Engineering Fundamentals.
- Engineered Products.
- Braking Systems
- Biomedical Engineering

YEAR 12

Students undertake study and develop an understanding of each of two Application Modules & two Focus Modules:

- Civil Structures
- Personal and Public Transport.
- Aeronautical Engineering
- Telecommunications Engineering.

Course Requirements

Engineering Report

Year 11 Course Students are required to produce an Engineering Report in one of the Engineering focus modules.

Year 12 Students are required to produce an Engineering Report in one of the Engineering focus modules.

Assessment

YEAR 11

- In Class Assessment
- Engineering Report
- Year 11 Exam

YEAR 12

Internal Mark

- In Class Assessment
- Engineering Report
- Engineering Research Task
- Trial Exam

External Mark

- External 3 hr. Written Examination

Costs

Approximately \$100 for Drawing Equipment and Special Templates.

Exclusions None

Food Technology

2 Unit ATAR Course

Introduction

This course is designed to develop knowledge and understanding about the production, processing and consumption of food, the nature of food, human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

For Whom is the Subject Intended?

This course is intended for those students who wish to learn about food availability and selection, food quality, nutrition, the Australian Food Industry, food manufacture, food product development and contemporary food issues. It is a mandatory requirement that students undertake some practical activities and experimentation. This course is not based on practical work as is part of Year 9 and 10 studies. Practical work is minimal and will also involve experimental work as required. This is a course based on the theoretical concepts in the study of the Australian Food Industry and the Nutritional Aspects of food issues, diseases and wise food choices in contemporary Australian society.

How will this course help me in the future?

This course will provide students with the knowledge, skills and attitudes to contribute positively to their own pathways to employment in the food and related industries and further education in the workplace, TAFE and universities. The course also provides practical and usable knowledge for everyday life. Students with an interest in nutrition and health, dietetics, food

technology, food research or food science, food product development and food and catering would benefit from this course.

Complementary Subjects

There are NO pre-requisites! Subjects such as VET Hospitality, PDHPE, Biology, Business Studies, Chemistry will enhance learning.

Particular Course Requirements

Completion of the Year 11 course is a prerequisite to the study of the 2 Unit Year 12 course.

Content

YEAR 11

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

YEAR 12

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

Assessment

A variety of informal assessment and formal assessment Tasks will be set in both Year 11 and Year 12. Assessments will include research tasks, interviews, oral presentations, reports, essays, group work, examinations and practical experiences.

The HSC examination is a three hour paper consisting of multiple choice questions, short answer questions and extended response/essay type questions.

Costs

Students are expected to supply their own Personal Protective Equipment (PPE) e.g. apron, etc.

Industrial Technology - Electronics

2 Unit ATAR Course

Industrial Technology is a hands-on course that involves the realisation of a Major Project and Management Folio in the HSC year.

Introduction

Students will work with Electronic kits, as well as hand-built circuits during Year 11 in order to develop their understanding and skills of key electrical concepts. This course consists mainly of practical project work, an introduction to industrial processes and practices and an Industry Study related to the Electronics Industry and sees the realisation of a Major Project to be completed in Year 12,

How will this course help me in the future?

Industrial Technology Electronics is suited to a diverse range of students wishing to develop their practical skills and gain an understanding of the Electronics industry. This course is designed for students with an interest in careers such as Electrical Engineering, Electronics, Electrical trades and Computer Programming.

Complementary Subjects

There are NO pre-requisites. Subjects such as VET Electrotechnology, VET Construction, Engineering Studies, Software Engineering and Design & Technology will enhance learning.

Content

YEAR 11

- Electronics Industry Related Manufacturing Technology - Development of knowledge of materials, processes, tools & machinery.
- Design, Management & Communication - Designing, drawing, computer applications, project management, literacy & calculations.
- Industry Study - Study of the organisation and management of an industry related to the focus area.
 - Production - Practical projects (Circuit design & manipulation).

YEAR 12

- Industry Study
- Electronics Industry Related Manufacturing Technology
- Design, Management & Communication
- Major Project (of students choosing).

Each of these areas is taught in an integrated fashion through the development of the Major Project.

Particular Course Requirements

In Year 11 students must design, develop and construct a number of practical projects and document this in a portfolio.

In Year 12 students must design, develop and produce a Major Project. Each project must include a management portfolio. Assessment tasks are designed to enhance the development of the Major Project.

Assessment

YEAR 11

- Practical Project & Folio
- Practical Project, Folio and Digital Presentation
- Year 11 Exam

Year 12

Internal Mark

- Major Project Proposal
- In Class Industry Study response
- Practical Project, Folio and Digital Presentation
- Trial Exam

External Mark

- Major Project and Folio - 60%
- External 1.5 hr. Written Examination Exam - 40%

Industrial Technology -Electronics Cont.

Costs

- Students are expected to supply their own Personal Protective Equipment (PPE) e.g., safety glasses, hearing protection etc.
- Students are expected to cover the costs of their Major Project in the HSC year (depending on choice of project).

Exclusions

This course **CANNOT** be studied with any other Industrial Technology Focus Area.

Industrial Technology - Metal & Engineering

2 Unit ATAR Course

Industrial Technology is a hands-on course that involves the realisation of a Major Project and Management Folio in the HSC year.

Introduction

The Metals focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the Metals and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to Metals which are enhanced and further developed through the study of specialist modules in:

- Metal Machining
- Fabrication.

Practical projects reflect the nature of the Metals focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies. These may include:

- Sheet metal products
- Metal machining projects
- Fabricated projects

How will this course help me in the future?

Industrial Technology Metal is suited to a diverse range of students wishing to develop their practical skills and gain an understanding of the Metal industry. This course is designed for students with an interest in careers such as Mechanical Engineering, Mining, Fitting and Machining, Boilermaker, Plumber, Plant Mechanic and other metal trades.

Complementary Subjects There are NO pre-requisites. Subjects such as VET Electrotechnology, VET Construction, Engineering Studies and Design & Technology will enhance learning.

Course Content

YEAR 11

- Metal Industry Related Manufacturing Technology - Development of knowledge of materials, processes, tools & machinery.
- Design, Management & Communication - Designing, drawing, computer applications, project management, literacy & calculations.
- Industry Study - Study of the organization and management of an industry related to the focus area.
- Production - Practical projects.
- Portfolio Management - ICT skills.

YEAR 12

- Industry Study
- Metal Industry Related Manufacturing Technology
- Design, Management & Communication
- Major Project (of students choosing).
- Portfolio Management - ICT skills.

Each of these areas is taught in an integrated fashion through the development of the Major Project.

Particular Course Requirements

In the Year 11 course students must design, develop and construct several practical projects. Each project must include a management portfolio. In Year 12 students must design, develop and produce a Major Project. Each project must include a management portfolio.

Industrial Technology - Metal & Engineering Cont.

Assessment

YEAR 11

- Practical Project & Folio
- Practical Project, Folio & Video
- Year 11 Exam

YEAR 12

Internal Mark

- Major Project Proposal
- In Class Industry Study response
- Production project, Folio & Video
- Trial Exam
- External Mark
- Major Design Project & folio - 60%
- External 1.5 hr. Exam - 40%

Costs

- Students are expected to supply their own Personal Protective Equipment (PPE) e.g. safety glasses, hearing protection etc.

Students are expected to cover the costs of their Major Project, in the HSC year (depending on choice of project)

Industrial Technology – Timber Products & Furniture

2 Unit ATAR Course

Industrial Technology is a hands-on course that involves the realisation of a Major Project and Management Folio in the HSC year.

Introduction

Students will complete graded projects using a range of hand tools and industrial machinery during Year 11 in order to develop their understanding and skills. This course consists mainly of practical project work with a Major Project to be completed in Year 12, an introduction to industrial processes and practices and an Industry Study related to the Timber Industry.

How will this course help me in the future?

Industrial Technology Timber Products & Furniture is suited to a diverse range of students wishing to develop their practical skills and gain an understanding of the Timber and Furniture industry. This course is designed for students with an interest in careers such as Furniture Design, Carpentry & Joinery, Cabinetmaking and Furniture Restoration and Industrial Design.

Complementary Subjects

There are NO pre-requisites! Subjects such as VET Construction, VET Electrotechnology, Engineering Studies, Design & Technology, Mathematics Standard will enhance learning.

Course Content

YEAR 11

- Furniture Industry Related Manufacturing Technology – Development of knowledge of materials, processes, tools & machinery.
- Design, Management & Communication – Designing, drawing, computer applications, project management, literacy & calculations.
- Industry Study – Study of the

organisation and management of an industry related to the focus area.

- Production - Practical projects.

YEAR 12

- Industry Study
- Furniture Industry Related Manufacturing Technology
- Design, Management & Communication
- Major Project (of students choosing).

Each of these areas is taught in an integrated fashion through the development of the Major Project.

Particular Course Requirements

In Year 11 students must design, develop and construct a number of practical projects and document this in a portfolio.

In Year 12 students must design, develop and produce a Major Project. Each project must include a management portfolio. Assessment tasks are designed to enhance the development of the Major Project.

Assessment

YEAR 11

- Practical Project & Folio
- Practical Project, Folio and Digital Presentation
- Year 11 Exam

YEAR 12

Internal Mark

- Major Project Proposal
- In Class Industry Study response
- Practical Project, Folio and Digital Presentation
- Trial Exam

External Mark

- Major Project and Folio - 60%
- External 1.5 hr. Written Examination - 40%

Industrial Technology - Timber Products & Furniture

Cont.

Costs

- Students are expected to supply their own Personal Protective Equipment (PPE) e.g., safety glasses, hearing protection etc.
- Students are expected to cover the costs of their Major Project in the HSC year (depending on choice of project)

Exclusions

This course **CANNOT** be studied with any other Industrial Technology Focus Area.

Software Engineering

2 Unit ATAR Course

Introduction

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

Students develop a deeper understanding of fundamental concepts, programming languages and innovative technologies. Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

High level skills are developed in Industry Standard current and emerging software packages and programming languages such as Python.

For Whom is the Subject Intended? Software Engineering lays a foundation for access into a variety of computer science fields including: software engineer, electrical engineer, software developer, system architect, system analyst and graphic designer. It also encourages students to engage with technologies that improve access to, and participation in, a range of industries.

Software Engineering is useful in further tertiary studies at both TAFE and University levels.

Recommended Studies

There are NO pre-requisites, however, subjects such as Engineering Studies, Industrial Technology, Design & Technology and Mathematics Advanced will enhance learning.

Content

YEAR 11

- Programming Fundamentals

- The Object-Oriented Paradigm
- Programming Mechatronics

YEAR 12

- Secure Software Architecture
- Programming for the Web
- Software Automation
- Software Engineering Project

Particular Course Requirements This course **MAY** require specific BYOD requirements although it will be delivered in a computer lab. Refer to the BYOD page of this Handbook for Subject Specific recommendations.

Assessment

YEAR 11

Internal Assessment will include three Assessment Tasks ranging from: Practical Projects, Folio submissions, Theoretical tasks and an end of course Examination which will assess knowledge and understanding of course content and knowledge and skills in the practical application of the content.

YEAR 12

Internal Assessment will include four Assessment Tasks ranging from: Practical Projects, Folio submissions, Theoretical tasks and a Trial Examination which will assess knowledge and understanding of course content and knowledge and skills in the practical application of the content. One task must be an individual project with a weighting of 30%.

External Mark

- External 2.5 hrs. Digital Examination

Textiles & Design

2 Unit ATAR Course

Introduction

The Year 11 course involves the study of design, communication techniques, construction techniques, innovations, fibres, yarns, fabrics and the Australian Textile Industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.

The Year 12 course builds upon the Year 11 course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course integrates the development of a Major Textiles Project, which is specific to a selected focus area, and which includes supporting documentation and textile item/s.

For Whom is the Subject Intended?

The course is intended for those students who wish to learn about the design, properties and performance of textiles and the textile industry. You may choose to study this course due to an interest in the textile or fashion industry as a career opportunity or through personal interest and as an outlet for expression and creativity through textiles.

This course has a strong theory and practical emphasis. A major textiles project is completed in Year 12.

Career Paths

This course will provide students with the knowledge and skills to contribute positively to their own pathways regarding employment in the textile and related industries which could involve either on the

job training as well as formal training at TAFE or university. Many opportunities are available in the fashion industry, retail and manufacturing sectors.

This course offers further credit in some courses at TAFE and university. This includes Bachelor of Design in Fashion and Textiles - UTS

Complementary Subjects

There are NO pre-requisites! Subjects such as Ancient History, Design & Technology, Drama, Visual Art, Visual Design will enhance learning.

Recommended Studies

There are no pre-requisites for the 2 Unit Year 11 course. However, basic skills in the use of a sewing machine would be of assistance. Completion of the 2 Unit Year 11 course is a prerequisite to the study of the 2 Unit Year 12 course. It is important that every student has access to a sewing machine for completion of practical requirements.

This is not a course that is based on 'Learn to Sew'. Rather students would need to be familiar with practical requirements and competent in basic skills.

Content

YEAR 11

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

Textiles & Design Cont.

YEAR 12

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

Particular Course Requirements

In the Year 11 course, practical experiences are integrated into the Design, Properties & Performance of Textiles areas of study, including experimental work and project work. In the Year 12 course, the Major Textiles Project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and skills developed in the Year 11 course.

Assessment

A variety of Assessment Tasks will be set in both Years 11 and 12. Assessments will include research tasks, oral presentations, reports, essays, examinations, and practical experiences. Year 11 students will also be involved in presenting their practical achievements as part of school displays.

Assessment: HSC Course only

Internal Assessment

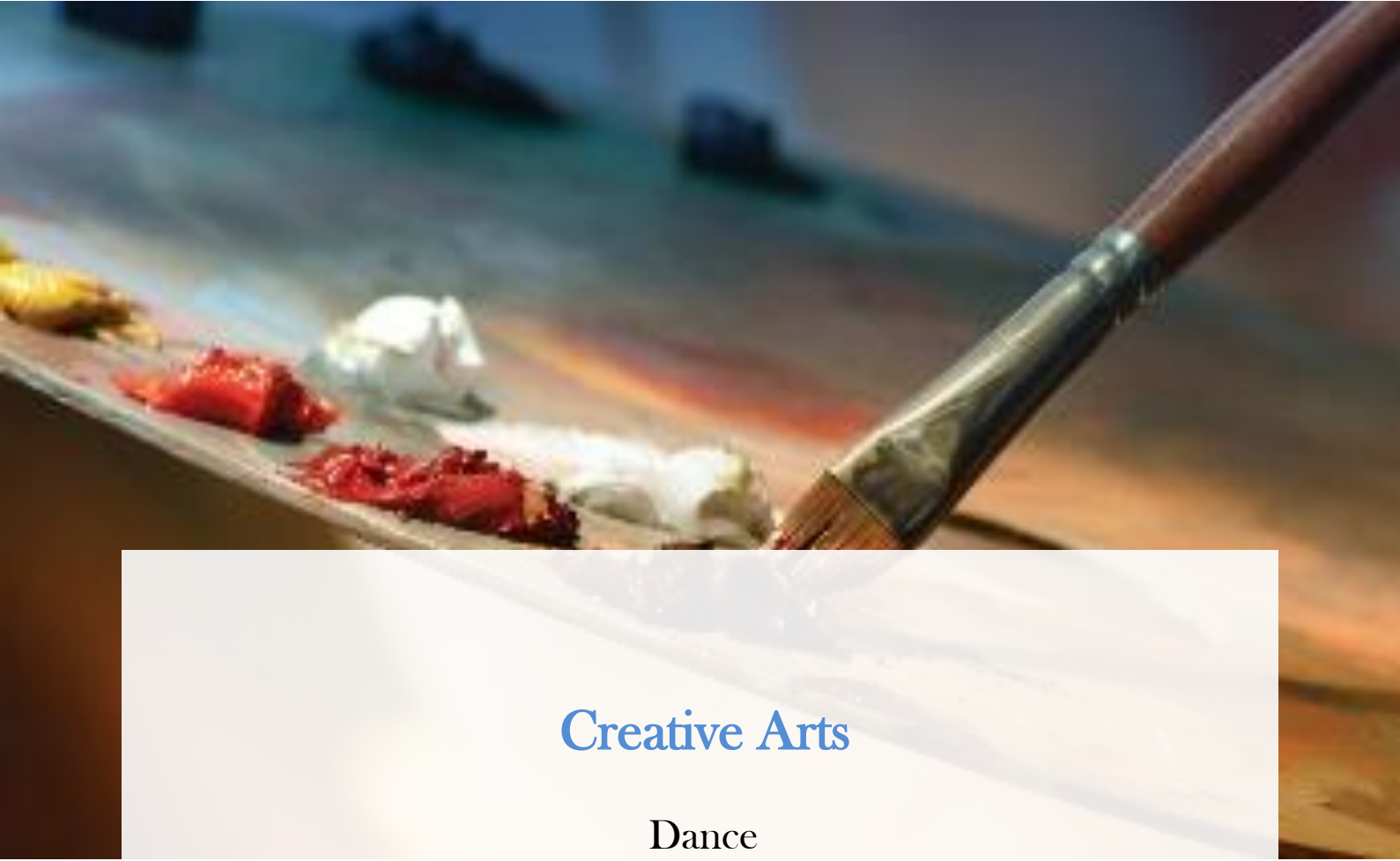
- Textile, Clothing, Footwear and Allied Industries - 20%
- Properties and Performance of Textiles - 40%
- Design - 40%

External Assessment

- Major Textiles Project and Folio - 50%
- External 1.5 hr. Written Examination - 50%

Costs

Students are expected to cover the costs of their Major Project in year 12 and two smaller practical projects in Year 11.



Creative Arts

Dance

Drama

Music1

Photography, Video & Digital Imaging

Visual Arts

Visual Design



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Dance

2 Unit ATAR Course

Introduction

This course is designed for students with an interest in Dance, regardless of their past artistic experience. Students may have a performance background or be beginners with little knowledge of Dance.

Students are given the opportunity to perform individually and in groups, and they are encouraged to appreciate the rich artistic tradition of our culture by watching, writing and performing.

For Whom is the Subject Intended?

Students of varying academic abilities can find success in this course. Dance involves detailed study of theoretical and practical components and allows considerable flexibility. Thus, students can maximise marks in areas where they display skill and interest.

Through Dance studies, students will develop knowledge and understanding, skills, values and attitudes about:

- Dance as an artform
- Dance performance
- Dance composition
- Dance appreciation

Career Paths

Dance is a dynamic subject that fosters skills in a range of areas including communication, group work, self-confidence, and creative expression. It requires students to think critically about contemporary issues and draw on their own social awareness.

Most students are usually able to work effectively and engage on an intellectual and artistic level with their peers to problem solve. The course is particularly useful for students

who are contemplating tertiary education in the arts or other humanity related areas.

In the HSC course, students continue their study of dance as an art form. They continue core study in the three core components. Students also undertake an in-depth study of dance in one of the major study components, either Performance, Composition, Appreciation or Dance and Technology. The three core study components are each allocated 20 percent of time, and the major study allocated 40 percent.

Complementary Subjects

Visual Arts, Advanced English, Society and Culture, Design & Technology

Content

YEAR 11

- Performance 40%
- Composition 20%
- Appreciation 20%

Additional 20% allocated by the teacher to suit the specific circumstances or context of the class.

YEAR 12

- Performance 20%
- Composition 20%
- Appreciation 20%
- Major Study 40%

HSC External Assessment

The examination will consist of a one-hour written paper worth 20 marks, practical examinations worth 40 marks and either an additional written paper or an additional practical examination or an individual project worth 40 marks.

Candidates will present a solo dance of between three- and five-minutes duration based on Dance Technique.

Dance Cont.

Candidates will choreograph a solo “Dance” of between three- and five-minutes duration to be performed by another candidate from the school who is not the choreographer and submit a 300 word rational for their composition.

Drama

1 Unit ATAR Course

Introduction

Drama is a rigorous academic and practical course that explores human experience through character, action and tension, realised in time and space in both live and media forms. The course develops transferable skills in creativity, collaboration, communication and critical thinking through the interrelated practices of making, performing and critically reflecting.

Students do not require a performance background; learning occurs through practical workshops, reflective written tasks and viewing live and recorded theatre.

The focus for HSC drama is on the making, performing, and critical analysis of Dramatic expression in a variety of social and historical contexts. Students are given the opportunity to perform individually and in ensembles, participate in design and production activities, and appreciate diverse theatrical traditions and contemporary performance by watching, analysing, writing and performing.

For Whom is the Subject Intended?

Students of varying academic abilities can find success in Drama. The course combines detailed theoretical study with experiential, hands-on learning so students can demonstrate strengths across written, oral, digital and performance-based tasks.

All students will be required to engage in extended analytical and reflective writing and to perform as part of an ensemble. Students also complete an Individual Project in one of the following areas, consistent with NESA requirements:

- Scriptwriting
- Design
- Performance
- Video Drama
- Critical Analysis

HSC Drama is unique to all other HSC subjects in that much of the course relies on experiential learning and workshops. Student knowledge is developed through texts, videos, workshops, and attendance at live theatre performances.

Students wishing to elect to study HSC Drama are reminded that Drama relies on a collaborative learning environment underpinned by respect, inclusivity and responsibility.

Students who undertake the course are usually creatively motivated and wish to develop skills and confidence in a collaborative environment.

Most students are usually able to work effectively independently and engage at an intellectual and artistic level with their peers to problem solve.

Career Paths

Drama is a dynamic subject that cultivates future-focused capabilities highly valued in universities and contemporary workplaces, including communication, collaboration and teamwork, self-confidence, creative expression, problem solving, autonomy, adaptability and resilience.

It requires students to think critically about contemporary issues and to draw on their social and cultural awareness. Drama develops skills pertinent to any career that involves interaction with people, communicating ideas or managing projects in an ever-changing world

Complementary Subjects

- Advanced English
- Visual Arts
- History

Drama Cont.

- Society and Culture
- Design & Technology
- Legal Studies
- Business Studies
- Languages

Recommended Studies

There are no specific prerequisites, but students need to demonstrate commitment, reliability and enthusiasm in all aspects of the course, including rehearsal, writing, research, design and performance.

Content

YEAR 11

- **Forms and styles** students explore a range of dramatic forms and performance styles, building knowledge of dramatic contexts, elements and conventions through making, performing and critically reflecting.
- **Improvising and devising** – students use improvisation and collaborative playbuilding processes to devise original work, experiment with structure and dramatic meaning, and reflect on creative decisions.
- **Scripts in practice** – students interpret and perform extracts from published scripts, investigate approaches to acting and design, and analyse how playwrights and practitioners shape meaning for audiences.

YEAR 12

- **Australian drama and theatre** – students study selected Australian texts and performances to understand how drama reflects and shapes Australian cultures, perspectives and histories.
- **Approaches to drama and theatre** – students investigate the work of a prescribed practitioner, exploring their approaches in both written analysis and ensemble performance tasks.
- **Individual project** – students plan, develop and realise an individual project in an approved area (such as Performance, Scriptwriting, Design, Video Drama or Critical Analysis), demonstrating autonomy, creativity and sustained commitment.

Assessment

HSC Internal Assessment

For the new Drama 11–12 Syllabus (2027) NESA specifies **component weightings**, not task-by-topic percentages. For both Year 11 and Year 12, the required internal assessment weightings are:

- Making- 40%
- Performing 30%
- Critically Reflecting- 30%

HSC External Assessment

Students will complete external assessments that typically include:

- an ensemble performance
- an Individual Project in an approved area (such as Performance, Scriptwriting, Design, Video Drama or Critical Analysis)
- a written examination focused on Australian drama and theatre and approaches to drama and theatre.

Music 1

2 Unit ATAR Course

Introduction

Music is a course for everyone, regardless of their artistic background. In this course, students can make music individually and in small and large group ensembles. They are encouraged to appreciate and understand many styles and genres of music through listening, composing, performing and analysis.

This course can be used in the calculation of the ATAR and may assist entry to a Music or Creative Industries degree at University. It can also be used to gain entry into TAFE music courses as well as private institutions.

For Whom is the Subject Intended?

This course is for students who have an interest in Music regardless of their past musical experience.

All students will be required to sing/play an instrument of their choice for the HSC examination, and complete all of the Assessment Components in Performance, Musicology, Composition and Aural.

Career Paths

- Students completing this course would be able to follow career paths in the music and entertainment industry. Possible areas include:
- Practicing musician or performer
- Composition
- Music Education
- Event Management
- Music Therapy
- Arranging
- Recording engineering
- Sound Design
- Sound engineering
- Radio, Film and Television Industry

Complementary Subject

English

Recommended Studies

Most students enrolled in this course will be undertaking formal instrumental tuition and are already competent performers. It is highly recommended that students attend regular instrumental lessons.

Costs

Students must attend and participate in various live musical performances and workshops throughout the years. These activities are compulsory and are included as part of their studies.

Content

Knowledge and Understanding of course content 50%

Skills in Performance, Composition and Musicology 50%

Topics Studied in Year 11 and 12

Music Context and Music Language

Music of The Last 25 Years (Australian Focus)

Music across Cultures, Traditions and Time

Music for Stage, Screen and Story

YEAR 12 Assessment Internal

Components include:

- Musical Analysis – Viva Voce
- Composition
- Performance
- Aural Examination

Music 1 Cont.

External Examinations Components include:

- Written Paper (40 marks)
- Core Performance (20 marks)
- Submitted Composition (20 marks)
- 1 Elective - Composition, Performance or Musicology (20 marks)

Definitions

Aural: the ability to discriminate between sounds and to make judgements about their use in excerpts of music from a variety of styles, periods and genres.

Composition: the organisation of sounds and the ability to write music for various instruments in various styles.

Performance: participation in any form of practical music making. This will include classroom and group performance, assessments and extra-curricula performances.

Photography, Video & Digital Imaging

1 Unit Content Endorsed Non ATAR Course

Introduction

The Stage 6 Photography, Video and Digital Imaging course offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

Outline

Throughout the course, students will gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographic and time-based works that demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Relevance Beyond School

This course equips students with highly transferable, industry-relevant skills in a world increasingly driven by visual communication. Students develop capabilities that are directly applicable to:

- Creative industries (photography,

filmmaking, graphic design, advertising, social media content creation)

- Digital communication and marketing (branding, visual storytelling, online platforms)
- Media and journalism
- Architecture, design and visual documentation
- Freelance and entrepreneurial pathways, including building portfolios and personal brands

In addition to technical skills, students build:

- Creative problem-solving abilities
- Visual literacy and critical thinking
- Collaboration and project management skills
- Confidence in presenting and communicating ideas visually

These skills are highly valued across both creative and non-creative industries, making this course relevant for a wide range of future pathways.

Complementary Subjects

Visual Arts, Visual Design, Design & Technology, Design & Technology.

Assessment

- Designing and Making - 70%
- Critical and Historical Studies - 30%

Costs

Some materials will be supplied where possible, but students will need to provide their own materials for some Individual Projects.

Students must purchase an A4 size Visual Journal

Visual Arts

2 Unit ATAR Course

Introduction

Visual Arts is a **2-unit course studied across Year 11 and Year 12**. It offers students the opportunity to develop both **practical and theoretical skills**, combining the creation of artworks with the study of artists and their practices. Students build their ability to **think creatively, work independently and communicate ideas visually**, culminating in a resolved **Body of Work** in Year 12.

Course Description

In today's visually driven world, Visual Arts develops students' ability to interpret, analyse and create meaning through images, building essential visual literacy skills for understanding both contemporary and historical contexts.

The course encourages independent thinking and personal interpretation, as students explore their own work alongside that of others. It encompasses areas such as art, design, craft and architecture, and is supported by:

Practice (artmaking, critical and historical studies)
The Concepts (artist, artwork, world, audience)
The Viewpoints (subjective, cultural, structural, contemporary)

Students investigate how artworks are made and understood across different contexts. Through artmaking, they develop ideas and create a resolved **Body of Work**, demonstrating technical skill and conceptual strength. They also engage in critical and historical studies, examining artists and artworks from Australia and diverse cultures and time periods.

The course values individual expression and creative/critical thinking, with assessment based on both practical work and the ability to analyse and discuss art.

While building on learning from Stages 4 and 5, the course is accessible to students with varying levels of experience, with additional support and independent research encouraged where needed.

For whom is this subject intended?

Success in this course is supported by consistent effort, creativity and engagement with both practical and theoretical components.

Relevance Beyond School

Visual Arts supports the development of **creative thinking, problem-solving and visual communication skills**. These skills are valuable across a range of pathways, including **creative industries, design, media and education**, while also helping students become more **visually aware and culturally informed**.

Complementary Subjects

History, Advanced English, Graphics, Visual Design, Society and Culture
Course Structure & Requirements

Year 11 (Preliminary Course)

In Year 11, students build a broad foundation across both practical and theoretical components. Students will:

- Develop skills in **artmaking across at least two expressive forms**
- Use a **process diary** to document ideas, experiments and progress
- Explore a wide range of concepts through **art criticism and art history**
- Complete **case studies** to investigate artists and artworks
- Build understanding of the **Concepts and Viewpoints**

Course Requirements:

- **50% Artmaking / 50% Art Criticism and Art History**
- Artworks developed in at least **two expressive forms**
- Ongoing use of a **process diary**
- Completion of **case studies** and broad investigations

Visual Arts cont.

In Year 12, students develop a more independent and sustained practice, with a focus on refinement and depth.

Students will:

- Develop a resolved **Body of Work** for the HSC
- Refine their **artmaking practice and conceptual direction**
- Apply the **Concepts and Viewpoints** in more sophisticated ways
- Develop informed and independent interpretations of artworks
- Investigate relationships between **artists, artworks, the world and audiences**
- Explore ideas in greater depth through critical and historical studies

Course Requirements:

- **50% Artmaking / 50% Art Criticism and Art History**
- **History**
- Completion of a **Body of Work** supported by a process diary
- A minimum of **five case studies** (4-10 hours each)
- **Deeper and more complex investigations** in art criticism and art history

Assessment

YEAR 11

- Artmaking/Practice/Process 50%
- Art Criticism/History/Conceptual Framework, Practice 50%

YEAR 12

Internal

- Body of Work submission Practices Process 50%
- Art Criticism/Art History Frames/Conceptual Framework, Practice Case Studies/Trial Exam 50%

Further information

Students will complete a 1.5-hour written examination comprising two sections. Section I includes three questions on the Frames, Conceptual Framework, and Practice. Section II requires one extended essay response (50%). The Body of Work will be externally assessed by NESA, contributing the remaining 50%.

Costs

Students are required to purchase a Visual Arts Diary. While some basic materials will be provided, students will need to supply additional resources to support the development and completion of their individual Body of Work.

Students may also be required to participate in excursions or workshops throughout the course, which may involve additional costs.

Visual Design

1 Unit Content Endorsed Non ATAR Course

Course Overview

Visual Design is offered as a **1 unit or 2 unit course in both Year 11 and Year 12**. It provides students with opportunities to develop **practical design skills and conceptual understanding**, working across a range of design disciplines to create purposeful and visually engaging outcomes.

Students explore and give form to their ideas in the fields of Graphic Design, Product Design and Interior/Exterior Design. Examples of work include infographics, posters, furniture and interior space designs. Students work on 2D and 3D designs in this course.

This is a non ATAR course and therefore will not contribute to the ATAR calculations.

Course Description

Visual Design explores the relationship between art and design, where students create works that balance aesthetic appeal with functional purpose. They learn how visual elements communicate meaning while meeting practical needs.

Students engage with a range of design practices, including graphic, wearable, product, and interior/exterior design, while exploring how designers respond to contemporary needs. There is a focus on creativity, problem-solving, and designing within the Australian context.

Through practical projects, students develop skills in research, ideation, prototyping, and refinement to produce resolved outcomes. They also undertake critical and historical studies to better understand how design influences everyday life and to inform their own practice.

Pathways & Accreditation

Visual Design is a **Content Endorsed Course (CEC)** and does not contribute to the ATAR. The course is recognised within the **HSC/TAFE Credit Transfer Framework** and may contribute towards further study or training. It is also recognised by **Registered Training Organisations (RTOs)** and aligned with the **Australian Qualifications Framework (AQF)**.

Relevance Beyond School

Visual Design develops skills in **creative thinking, problem-solving and visual communication**. These skills are valuable in areas such as **graphic design, architecture, product design, marketing and digital media**, and support a wide range of future study and career pathways

Complementary Subjects

Visual Arts, Drama, Design & Technology, Design & Technology, Photography.

Assessment

Designing and Making - 70%
Critical and Historical Studies - 30%

Costs

Some materials will be supplied where possible but students will need to provide their own materials for some Individual Projects. Students should purchase an A3 size Visual Process Diary.



Languages

French Beginners

Italian Beginners



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Mrs Eva Frize
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Leader of Learning 2 Point
Ms Eva Gibson
eva.gibson@mn.catholic.edu.au

French Beginners

1 Unit ATAR Course

For whom is the Subject Intended?

The French Beginners Stage 6 course is a two year course, which has been designed for students who wish to begin their study of French at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the French language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

Content

The course is constructed around three main objectives:

Objective 1: Interacting - Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate in actively French in interpersonal situations.

Objective 2: Understanding Texts - Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

Objective 3: Producing Texts - Students will create and present texts in French for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

These objectives will be addressed through the language skills of Listening, Speaking, Reading and Writing.

Prescribed Topics Prescribed Topics are studied from two interdependent perspectives:

- The personal world
- The French-speaking communities.

The two perspectives will enable students to develop knowledge and understanding of and skills in the French language, linked to cultural values, attitudes, and practices.

Prescribed Topics

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

Assessment

Students will be assessed in their understanding of spoken and written text, and their ability to write in French.

Monolingual and/or bilingual print dictionaries may be used during the written examination.

Students will also complete a speaking examination which will consist of a conversation between the student and an examiner which will relate to the prescribed syllabus topics from the perspective of the student's personal world.

YEAR 11

Listening: Interacting, understanding spoken texts 30%

Reading: Interacting, understanding written texts 30%

Speaking: Interacting, speaking in French 20%

Writing: Interacting, producing written texts in French 20%

French Beginners Cont.

YEAR 12

Assessment Components and Weightings

Component	HSC Weighting	Internal Weighting
<i>Speaking:</i> Interacting, conversing in French	20	20
<i>Listening:</i> Aural comprehension, understanding spoken language	30	30
<i>Reading:</i> Interacting, understanding written texts	30	30
<i>Writing:</i> Interacting, producing written texts in French	20	20

The HSC Examination will consist of two parts;

- Oral Examination - conversation in French with an examiner (approx. 5 minutes)
- Written Examination - Listening, Reading and Writing in French (2.5hrs + 10 minutes reading time.)

Italian Beginners

2 Unit ATAR Course

For whom is the Subject Intended?

The Italian Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Italian at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Italian language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

Content

The course is constructed around three main objectives:

Objective 1: Interacting - Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in Italian in interpersonal situations.

Objective 2: Understanding Texts - Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

Objective 3: Producing Texts - Students will create and present texts in Italian for specific audiences, purposes, and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

These objectives will be addressed through the language skills of Listening, Speaking, Reading, and Writing.

Prescribed Topics are studied from two interdependent perspectives:

- The personal world
- The Italian-speaking communities.

The two perspectives will enable students to develop knowledge and understanding of and skills in the Italian language, linked to cultural values, attitudes, and practices.

Prescribed Topics

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

Assessment

Students will be assessed in their understanding of spoken and written text, and their ability to write in Italian.

Monolingual and/or bilingual print dictionaries may be used during the written examination.

Students will also complete a speaking examination which will consist of a conversation between the student and an examiner which will relate to the prescribed syllabus topics from the perspective of the student's personal world.

YEAR 11

Listening: Interacting, understanding spoken texts 30%

Reading: Interacting, understanding written texts 30%

Speaking: Interacting, speaking in Italian 20%

Writing: Interacting, producing written texts in Italian 20%

Italian Beginners cont.

YEAR 12

Assessment Components and Weightings

Component	HSC Weighting	Internal Weighting
<i>Speaking:</i> Interacting, conversing in Italian	20	20
<i>Listening:</i> Aural comprehension, understanding spoken language	30	30
<i>Reading:</i> Interacting, understanding written texts	30	30
<i>Writing:</i> Interacting, producing written texts in Italian	20	20

The HSC Examination will consist of two parts.

- Oral Examination - conversation in Italian with an HSC examiner (approx. 5 minutes).
- Written Examination - Listening, Reading, and Writing (2.5hrs + 10 minutes reading time.)



NATIONALLY RECOGNISED
TRAINING

Vocational Education & Training (VET) Education

Construction
Business Services
Electrotechnology
Hospitality
Retail Services
Sport Coaching



Leader of Learning
Mrs Michelle Kinkade
michelle.kinkade@mn.catholic.edu.au



STAGE 6

Vocational Education and Training (VET) Courses

VET courses provide students with workplace skills and technical knowledge to help them advance their career, now and in the future.

Vocational Education and Training (VET) in Catholic Schools Maitland-Newcastle provides students with the opportunity to obtain a nationally recognised Australian Qualification Framework (AQF) qualification while completing their Higher School Certificate (HSC), providing dual accreditation.

Depending on the course, students may be awarded a Certificate I, II, or III, or a Statement of Attainment (SOA) towards these qualifications.

The Diocese of Maitland Newcastle is a Registered Training Organisation (RTO 90477) that meets national standards and supports the delivery of VET courses in secondary schools in the Diocese.



VET HSC COURSES ARE EITHER:

BOARD DEVELOPED CURRICULUM FRAMEWORK COURSES

- ▶ **Business Services**
- ▶ **Construction**
- ▶ **Electrotechnology**
- ▶ **Entertainment Industry**
- ▶ **Hospitality**
- ▶ **Primary Industries**
- ▶ **Retail Services**

Contribute towards the ATAR if the student sits the optional HSC examination.

Work placement is a mandatory HSC requirement. Students are required to complete a minimum 70 hours work placement.

BOARD ENDORSED VET COURSES

- ▶ **Manufacturing & Engineering – Introduction**
- ▶ **Skills for Work Vocational Pathways**
- ▶ **Sport Coaching**

Do NOT contribute towards the ATAR (no HSC examination).

Some courses include a mandatory HSC work placement component.

Most VET courses contribute a minimum 2 units towards the Preliminary and/or HSC year, depending on the specific course.

Learning and assessment are practical-focused, simulating workplace environments to help students achieve course competencies. Competency is assessed through observations, questions, and structured activities.

School Based Traineeships & Apprenticeships

- Provide students with a VET qualification and HSC while gaining work skills and experience through part-time paid employment.
- Require a minimum of 100 days of paid employment with their contracted employer over two years.
- Delivered and assessed by an external Registered Training Organisation (RTO).

External VET Courses (EVET)

- Additional Stage 6 HSC VET courses offered by external RTO providers (e.g. TAFE, other RTOs) approved by the NSW Government and NESAs.
- Requires students to study externally and provide their own transport to and from the RTO location.
- Courses may run outside school hours
- Additional course fees will be required to be paid before commencing the course.
- Suited to self-disciplined students passionate about a specific post-school pathway.



◀ **SCAN FOR FURTHER INFORMATION ON ANY OF THE ABOVE VET COURSE OPTIONS**

Contact your VET Leader of Learning to find out the VET courses offered in your school.

External VET (EVET) & School-Based Apprenticeships & Traineeships (SBA/T)



Careers Advisor
Mrs Kim Wickham
kim.wickham@mn.catholic.edu.au

EVET

External VET Courses

What is EVET?

Students in NSW have the option of studying VET courses at school or externally, through TAFE NSW 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 blended format with block release. Some courses may require a student to attend for part or a full day per week. Students should take into account the impact the delivery mode may have on their study pattern at school.

There are a variety of EVET courses including:

- Beauty Services
- Automotive
- Community Services
- Electrotechnology
- Tourism & Events
- Financial services

For enquiries regarding EVET offerings for 2025, please contact your Careers Adviser

EVET

External VET Courses

For enquiries regarding EVET offerings for 2025, please contact your Careers Adviser

EVET application process

Students interested in EVET must complete an expression of interest application through their Year 10 Careers Advisor

Process

- The list of all available courses which will be offered for delivery by external providers, including TAFE NSW and Private RTOs 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 subject 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.

There is a Family CO-CONTRIBUTION for ALL EVET COURSES.

*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. The funding agreement is based on the ICSEA (Index of Community Socio-Educational Advantage) Tier rating of the school. Based on the Tier rating of the school, families are asked to make a contribution towards the cost of these courses which **16%** the qualification cost, **capped at \$1200**. The remainder of the course costs are covered by funds contributed by the government and the Catholic Schools Office.*

*This co-contribution is payable **on submission of the expression of interest**. (It will be refunded if the course does not run, or if the student withdraws from the EVET course before the published census date (usually the first week of Term 1).*

Sample EVET Course Offerings: EVET Course offerings change year to year and you will be advised when next year's offerings become available. This is a sample of the type of offerings.

Industry Curriculum Frameworks (Some can contribute towards an ATAR)

NESA Course	Qualification Title	Delivery Pattern	Can Contribute to your ATAR	Locations Delivered
Automotive - Mechanical Technology	Cert II in Automotive Vocational Preparation	4 units x 1 yr	YES	Glendale, Muswellbrook, Singleton
Automotive - Vehicle Body	Cert II in Automotive Vocational preparation	4 units x 1 yr	YES	Glendale
Entertainment Industry	Cert III in Live Production and Services	2 units x 2 yrs	YES	Newcastle
Human Services: Allied Health Assistant	Certificate III in Allied Health Assistance	2u x 2yr	YES	Newcastle/Launchpad
Tourism, Travel & Events	Cert III in Events	4 units x 1 yr	YES	Maitland, Hamilton
Information and Digital Technology	Cert III in Information Technology	2 units x 1 yr	NO	Glendale, Maitland
Information and Digital Technology	Cert III in Information Technology	2 units x 2 yrs	YES	Glendale, Maitland

Board Endorsed Courses (Do NOT Count towards an ATAR)

NESA Course	Qualification Title	Delivery Pattern	Locations Delivered
Aeroskills	Cert II in Aeroskills	2 units x 2 yrs	Newcastle
Animal Care	Cert II in Animal Care	2 units x 1 yr	Belmont, Glendale, Newcastle
Animal Care	Cert II in Animal Care	4 units x 1 yr	Glendale, Kurri Kurri, Maitland, Muswellbrook, Newcastle
Aviation (Remote Pilot)	Cert II in Aviation (Remote Pilot)	4 units x 1 yr	Newcastle
Baking	Cert II in Baking	2 units x 1 yr	Hamilton
Beauty Services (Make- Up)	Cert III in Make Up	4 units x 1 yr	Newcastle
Community Dance, Theatre and Events	Cert III in Community Dance, Theatre and Events	2 units x 2 yrs	Newcastle
Community Services	Cert III in Community Services	2 units x 2 yrs	Glendale, Cessnock, Singleton
Salon Assistant	Cert II in Salon Assistant	3 unit x 1 yr	Muswellbrook, Newcastle
Design Fundamentals	Cert III in Design Fundamentals	2 units x 1 yr	Newcastle
Early Childhood Education and Care	Cert III in Early Childhood Education and Care	4 units x 2 yrs	Glendale
Early Childhood Education and Care	Cert III in Early Childhood Education and Care	2 units x 2 yrs	Cessnock, Glendale, Maitland
Fitness	Cert III in Fitness	4 units x 1 yr	Newcastle
Music Industry	Cert III in Music Industry	2 units x 2 yrs	Newcastle
Plumbing - Introduction	Cert II in Drainage	2 units x 2 yrs	Maitland
Screen and Media	Cert III in Screen and Media	2 units x 2 yrs	Hunter St, Newcastle

SBATs

School-Based Apprenticeships and Traineeships

What are SBATs?

School Based Apprenticeships and Traineeships (SBA/Ts) are available to all Year 10, 11 and 12 high school students in NSW. They allow students to commence an apprenticeship or complete a traineeship while at school.

SBA/Ts are available with large and small local employers including:

McDonald's
KFC
Cessnock Council
Hunter New England Health
St Nicholas Early Education Service

Students undertaking an HSC VET course as part of a school-based apprenticeship or traineeship (SBA/T) have the opportunity to 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 including:

Business Services
Retail
Human Services
Hospitality
Early Childhood Education and Care

SBA/Ts may also elect to undertake the Industry-based Learning course for additional HSC credit for the learning undertaken during their paid employment (on-the-job training).

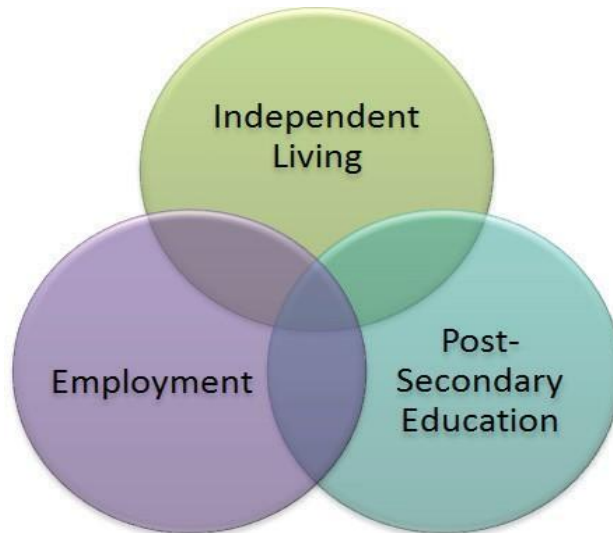
Industry-based Learning (IBL)

This Board Endorsed course is only available to students with an approved SBA/T training contract, and who are also entered for the appropriate HSC VET course for the formal learning/off-the-job training component of their SBA/T. The course enables students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from the on-the-job training component of their SBA/T.

For more information:

<https://sbatinnsw.info/>

For enquiries regarding an SBA/T for 2025-26, please contact your Year 10 Careers Adviser



Diverse Learning

Individual Program of Study - Stage 6



Leader of Diverse Learning 3 Point
Mr Benjamin Whiting
benjamin.whiting@mn.catholic.edu.au

Learning Support and Individualised Programs of Study

All Saints' College - Senior Campus prides itself on providing individualised plans and programs supports to all students who require additional adjustments. Our main aims are a focus upon inclusion and preparing for life after Year 12.

Learning Support Assistants (LSAs) - ASC has committed LSAs that work with students to assist with their assist with their learning in and outside the classroom.

Access to Life Skills courses - Life Skills outcomes are an alternate set of outcomes available in most courses for students with an Intellectual Disability. These outcomes can be undertaken within a mainstream classroom.

Access to Study Support - Students can access support to help them understand how to approach an assessment task or plan their own individualised study.

Access to Assessment Task support - Students can access support to help them understand how to approach an assessment task or plan their own individualised studying.

Access and development of Individualised Plans - At ASC we have students undertaking Stage 6 courses that have a variety of support needs. Some students benefit from a personalised plan to help teachers better understand them and their need for specific adjustments. These are

developed in collaboration with students, parents, staff and external agencies.

Disability Provisions - Students with a disability may be eligible to access Disability Provisions. Provisions for Year 11 tasks are school approved by the Leader of Diverse Learning based on current formal documentation and functional evidence. Year 12 students must seek external approval from NESAs.

Post Year 12 options - Diverse Learning works closely with our Career Advisor and external Disability Services, to provide our students and their families with possible employment and further educational opportunities after completing Year 12.

Subject selection information - If students require support with appropriate subject selections we will help students determine the right subjects based upon a student's academic ability, areas of interest, their wellbeing as well as their post Year 12 goals.

Parents are welcome to approach our Stage 6 LST Brooke Fyfe

brooke.fyfe@mn.catholic.edu.au

or Ben Whiting

benjamin.whiting@mn.catholic.edu.au our

Leaders of Diverse Learning to organise a meeting with any family who feels adjustments and supports may be needed during their transition to Stage 6.

16 Grant Street, Maitland, 2320

☎ (02) 4933 6933

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