



# Year 11 Subject Information Handbook

Preliminary Course  
2025

HSC Course  
2026

## College Vision

To educate young women in the Josephite tradition that empowers them to act justly and to lead lives as disciples of Jesus.

## Mission Statement

The St Joseph's Catholic College community empowers young women who are shaped by their relationship with Jesus Christ within the Catholic tradition and inspired by St Mary of the Cross MacKillop to make a difference in the world.

### Our Young Women:

- develop relationships founded on discipleship and the Gospel
- strive for personal excellence and purpose
- develop their unique gifts and talents
- value learning and reflection that provide a foundation for individual growth and wellbeing
- act with courage, strength and gentleness in the service of others and in the stewardship of our earth
- value education as the foundation for achieving change in the world
- lead with compassion, serve with respect, pray with hope and act justly

### Our Values

> Compassion > Hope > Justice > Respect



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# Staff Directory

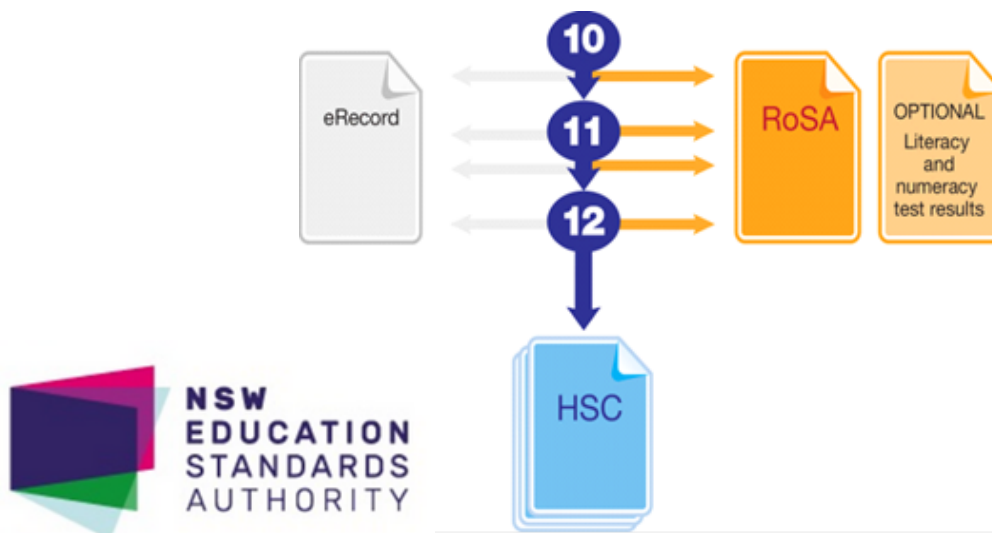


## 2024 COLLEGE LEADERSHIP TEAM

2024 COLLEGE LEADERSHIP TEAM	
Principal	Mrs Carolina Murdoch
Assistant Principal - Student Achievement	Mr David Gardiner
Assistant Principal - Evangelisation & Catechesis	Mr Scott Beattie
Director of Wellbeing for Learning	Ms Amanda Balfour
Director of Learning and Teaching	Mrs Alexandra McArdle
Director of School Operations	Mr Kirk Mercer
Director of Finance and Site Operations	Ms Nicole Murphy
MANAGEMENT SYSTEMS	
Leader of Management Systems	Mrs Julie Finneran
COLLEGE MINISTRY	
Youth Minister and Leader of Mission	Mrs Phillipa Mercer
YEAR LEADER	
Year 11 2025	Ms Louise Nash
LEADERS OF LEARNING	
Religious Education	Mrs Catherine Sammut
English	Ms Maria Woodhouse
HSIE (Human Society & Its Environment)	Mrs Kristie Kelaher
Mathematics	Mrs Laura Andrikidis
PDHPE	Mrs Janelle Bartholomew
Science	Mrs Amanda Eades
TAS (Technological & Applied Studies)	Mr Kane Charles
Creative and Performing Arts	Mrs Sue Lockwood
Language	Mrs Samantha Andersen
Diverse Learning	Ms Rebecca Elliott
Vocational Education & Training (VET) and TAFE	Mrs Rachael Grassi
SPECIAL RESOURCE TEACHERS	
School Counsellors	Ms Nicole Musiak
Librarians	Ms Louise Foyel
Careers Advisor	Mrs Rachael Grassi
Representative Sports Coordinator	Ms Darby Clark
Disability Provisions – teacher in charge	Ms Rebecca Elliott
Teacher in charge of Languages	Mrs Samantha Andersen

## RoSA – Record of Student Achievement

The RoSA is awarded to students who leave school after completing Year 10 and before completing their Higher School Certificate. A RoSA lists grades for all subjects satisfactorily completed in Year 10 and Year 11 and participation in any uncompleted courses studied in Stage 6 up until the point the student leaves.



## NESA – NSW Education Standards Authority

NESA sets the pattern of study and minimum requirements for achieving the HSC. NESA is responsible for all syllabus documents and external examinations. For more information visit the NESA website: <http://educationstandards.nsw.edu.au>

## HSC – The Higher School Certificate

The HSC is a certificate awarded by NESA and marks the completion of 13 years of schooling. This credential provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

## ATAR – Australian Tertiary Admission Rank

The ATAR is a number, calculated by the University Admissions Centre (UAC), which universities use to assist them with the selection of students to undertake university courses following the HSC. ATARs are a numerical measure of a student's overall academic achievement in the HSC in relation to that of other students. It is a rank and allows the comparison of students who have completed different combinations of HSC courses. Some university courses have additional selection methods such as an interview, specialised testing or portfolio.

To be eligible for an ATAR you must satisfactorily complete the HSC with at least 10 units of ATAR courses. Only the best 10 ATAR units are used in ATAR calculations. The ATAR is based on the total of scaled marks from:

- the best two units of English
- the best eight units from the remaining units

# Course types

## Board Developed Courses

These are developed and examined by NESA. There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- the performance scale (except for Vocational Education and Training courses)

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 ATAR.

## Board Endorsed Courses

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Developed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses e.g. Exploring Early Childhood and most Vocational Education and Training (VET) courses delivered by TAFE.
- School Developed Courses – Schools may develop special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer the courses as part of the Higher School Certificate e.g. Studies in Catholic Thought.

Some Board Endorsed Courses are one-year courses. Board Endorsed Courses count towards the HSC and will appear on the Student Record of Achievement however they do not count towards calculation of the ATAR.

## Pattern of Study – What are units?

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

- 2 unit courses : This is the basic structure for all courses. It has a value of 100 marks.
- Extension courses: These are 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. It requires students to work beyond the standard of the 2 unit course; extension courses are available at St Joseph's in English, Mathematics, History, Science, and some Languages.

English and Mathematics Extension courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course 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 courses equal approximately 2 hours of class time each week or 60 hours per year. There are a number of 1 unit Board Endorsed Courses, for example, Studies in Catholic Thought and these courses may not count in the calculation of the ATAR. Studies of Religion 1 unit counts towards an ATAR.

# Studying for the NSW Higher School Certificate



## Requirements for the Award of the HSC

### If you wish to be awarded the HSC you must:

- study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course.
- have satisfactorily completed courses that meet the pattern of study required by NESA to gain an HSC; this includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- have sat for and made a serious attempt at the HSC examinations.

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

- 2 units of English
- 6 units from Board Developed Courses
- three courses of 2 units value or greater
- four subjects

At most 7 units of courses in Science may be studied for the HSC.

### Where to find information to help you choose subjects:

- this booklet
- NESA website: <http://educationstandards.nsw.edu.au> publishes syllabuses for every Board Developed Course with information about course content and assessment requirements as well as prescribed texts, topics, major projects and works that must be studied for the HSC. It also contains information regarding the Higher School Certificate and the HSC rules and requirements.
- UAC website: [Year 10 students - UAC](#) published by UAC, contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry. If you wish to receive an ATAR, you must study a minimum of 10 Board Developed units in the HSC course.
- My future occupations:  
<http://www.myfuture.edu.au/>
- TAFE NSW:  
<https://www.tafensw.edu.au/>

# What subjects should I choose?



## **You should choose courses:**

- **that you are interested in**
- **that you are good at**
- **that may help you in the future**
- **that you think you might want to do when you leave school**
- **at the highest level that you can competently handle**

Talk with your teachers about your strengths and weaknesses as well as individual course requirements before making your subject selections. Also, make sure you ask for information about any prerequisites for your future study or work plans.

If you have not made up your mind about possible future careers don't worry; this is quite normal for students at this stage in Year 10. You should choose a combination of subjects that will give you the most options in the future.

If you are intending to study at university you need to gain the maximum possible ATAR required for the courses in which you are interested in. To maximise your ATAR you should select, for each of the courses that interest you, the highest level that you are competent at in that course; then work as hard as possible. Some university courses have special entry requirements for Education, Health and Welfare, for example, from 2020 an undergraduate teaching degree requires a minimum standard of three Band 5 HSC results, including one in English, go to: Admission criteria for Teaching also, some university courses require Mathematics (see the Mathematics section in this handbook).

Academic ability and course selection - students may be asked to reconsider initial choices if it is considered the academic demands of the course do not match a student's academic ability. Students who have some idea regarding their future career should ensure that they have checked the current requirements and prerequisites for that particular career and, if in doubt, should see Mrs Wilkinson, the Careers Advisor.

Students who are not intending to pursue further studies at university will not need an ATAR and are free from choosing subjects designed to achieve an ATAR. Instead, they should concentrate on those subjects that they are interested in and where they are likely to succeed. Even so, some subjects may be more relevant than others to the career they have in mind.



# HSC Major Works and Life Skills



There are many subjects offered for study in Stage 6 that require students to complete a major work or individual project as part of their HSC in Year 12. These projects rely on students working independently to create a substantive project which demonstrates their knowledge, understanding and skills in particular areas across part or all of Year 12. This project must be certified as the original work of the student completed across the required timeframe. Students must consider the implications and workload associated with the completion of a major project when choosing subjects for Stage 6. Any student choosing a subject with a Major Work, Individual Project or practical component should discuss this option with the Leader of Learning or teachers of the subject to ensure that they have a clear understanding of the requirements.

In the following courses students are required to complete a major work, major project or practical performance as part of their of the HSC examination in Term 3 Year 12: **Dance; Drama; English Extension 2; Industrial Technology; Music; Society and Culture; Textiles and Design; and Visual Arts.**

Some of the requirements for the completion of a HSC major work include teachers regularly monitoring and assessing the student's progress during the development phase of the project/performance. Students will need to ensure that process diaries, logbooks, body of work, reflection statements and journals are kept up to date. Students will be informed about the requirements regarding outside assistance including that they discuss any proposed outside assistance with the class teacher before it is undertaken and that outside assistance must be correctly and accurately acknowledged in the major work documentation.

## Life Skills courses as part of a Special Program of Study

Stage 6 (Years 11 and 12) Life Skills courses may be available for students following a Special Program of Study for the Higher School Certificate.

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years.

Life Skills courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the HSC. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

NESA expects that most students undertaking Life Skills courses would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

# VET – 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 to post-school destinations. These courses allow students to gain an HSC qualification and accreditation with industry and the workplace as part of the Australian Qualifications Framework.

VET courses each have a specific workplace component and a minimum of 70 hours must be spent 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 college at no extra cost, while others will be delivered by TAFE or other providers. Those delivered by TAFE or other providers attract added fees.

Please note:

- Students must complete the HSC examination to have the result for that VET course included in the calculation of their ATAR.
- The workplace component often requires the student to complete this during the term for one week. Students are required to collect and complete the normal classwork for this time.
- For courses provided by TAFE or private providers, parents must be prepared to commit to making a significant contribution to the course cost per annum. Course costs vary depending on the nature of the course studied (see Mrs Grassi for details).

NESA has developed curriculum frameworks for several industries:

Automotive  
Business Services  
Construction  
Electrotechnology  
Entertainment Industry  
Financial Services  
Hospitality  
Human Services  
Information and Digital Technology  
Primary Industries  
Retail Services  
Tourism, Travel and Events

Information relating to these courses offered through TAFE's can be found at [2025 EVET course guide](#).

# Assessment and Reporting



The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject. The HSC reports will provide a description of your achievements for each of the courses you complete indicating the band level for your performance.

The HSC course syllabuses, 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 for each subject. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. 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. 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 above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement, Band 6.

On satisfactory completion of your HSC you will receive a portfolio containing:

- **The HSC Testamur** – the official certificate confirming your achievement of all requirements for the award
- **The Record of Achievement** – this document lists the courses you have studied and reports the marks Preliminary course grades and bands you have achieved.
- **Course Reports** – 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.

***Description  
of subjects  
that may be offered  
in the  
Preliminary Course  
2025***

## Which Religious Education course to choose?

All Religious Education are literacy-based subjects. Sound reading, research and writing skills are necessary. Studies of Religion I and II should only be chosen by students who have good literacy skills.

It is compulsory to study one of the three courses listed below.

### Studies of Religion I (1 unit)

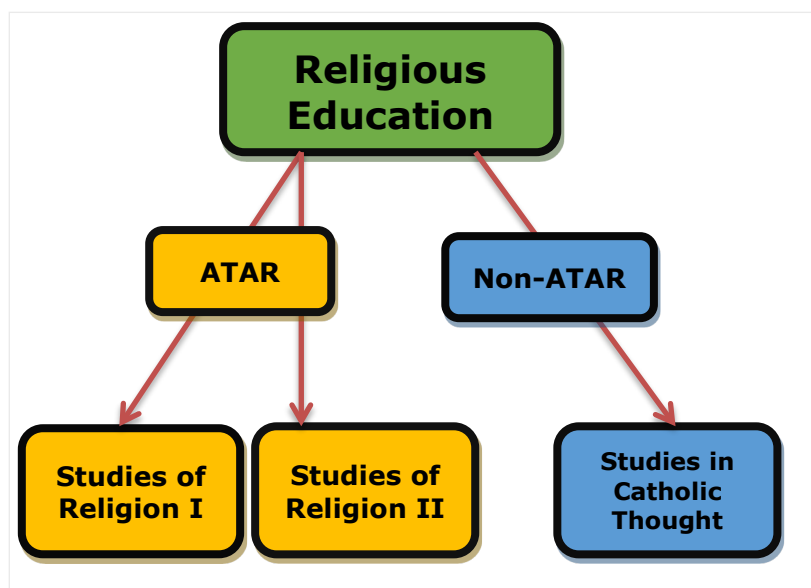
The 1 unit Studies of Religion course is for students with **average to above average literacy**.

### Studies of Religion II (2 units)

The 2 unit Studies of Religion course is for students with **above average literacy**. A guide to the level of literacy required is to have achieved a grade A or B in Year 10 English.

### Studies in Catholic Thought is a 1 unit non-ATAR course.

The course is an academic course and is suitable for those students not applying for an ATAR or those students with a genuine desire to nurture their Catholic faith.



## Year 11 2025 Studies of Religion 1 Unit

<b>Course:</b> Studies of Religion I	
1 unit for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Studies of Religion II, Studies in Catholic Thought
<p><b>Course Description</b>            Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Nature of Religion and Beliefs - The nature of religion and beliefs including Australian Aboriginal and Torres Strait Islander beliefs and spiritualities, as a distinctive response to the human search for meaning in life.</li> <li>• Study of Christianity and Islam - origins, principal beliefs, sacred texts and writings, core ethical teachings, personal devotion/expression of faith/observance.</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Religion and Belief Systems in Australia post-1945 – Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</li> <li>• Depth study of Christianity and Islam - significant people and ideas, environmental ethical teachings, significant practices in the life of adherents.</li> </ul>	

## Year 11 2025 Studies of Religion 2 Unit

<b>Course:</b> Studies of Religion II	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Studies of Religion I, Studies in Catholic Thought
<p><b>Course Description</b>            Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Nature of Religion and Beliefs - The nature of religion and beliefs including Australian Aboriginal and Torres Strait Islander beliefs and spiritualities, as a distinctive response to the human search for meaning in life.</li> <li>• Three religious traditions studies - Buddhism, Christianity, Islam: origins, principal beliefs, sacred texts and writings, core ethical teachings, personal devotion/expression of faith/observance.</li> <li>• Religions of Ancient Origin - The response to the human search for ultimate meaning in two religions of ancient origin from: Nordic religion and Taoism</li> <li>• Religion in Australia pre-1945- The arrival, establishment and development of religious traditions in Australia prior to 1945.</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Religion and Belief Systems in Australia post-1945- Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</li> <li>• Three religious tradition depth studies - Buddhism, Christianity, Islam; significant people and ideas, environmental ethical teachings, significant practices in the life of adherents.</li> <li>• Religion and Peace – The distinctive response of religious traditions to the issue of peace.</li> <li>• Religion and Non-Religion – The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.</li> </ul>	

## Year 11 2025 Studies in Catholic Thought Board Endorsed Course

**Please note – Studies in Catholic Thought cannot be included in the units of study required for gaining an ATAR.**

<p><b>Course:</b> Studies in Catholic Thought – <b>Board Endorsed Course</b></p>	<p><b>Course No:</b> N/A</p>
<p>1 unit for each for Year 11 and Year 12. Written by the Reference Committee under the instigation of the NSW/ACT Bishops</p>	<p><b>Exclusions:</b> Studies of Religion I, Studies of Religion II</p>
<p><b>Course Description</b> 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.</p> <p><b>Studies in Catholic Thought Course Content Overview</b> The Year 11 course is structured to provide students with an understanding of <i>humanhood</i> and <i>personhood</i> 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.</p> <p>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.</p>	
<p><b>Main topics covered:</b></p> <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Who is a Human Person?</li> <li>• The Trinitarian God and Humanity</li> <li>• The Reimagining of Creation</li> </ul> <p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Virtue, Vice and Salvation</li> <li>• The Good Works</li> <li>• The Common Good</li> </ul>	



## Which English course to choose?

**English Standard (2 units)** is designed for the majority of students and is very similar in structure to the Advanced course, however, Shakespeare is not compulsory. Typically, students who take this course are not as confident with the subject of English as those who choose English Advanced.

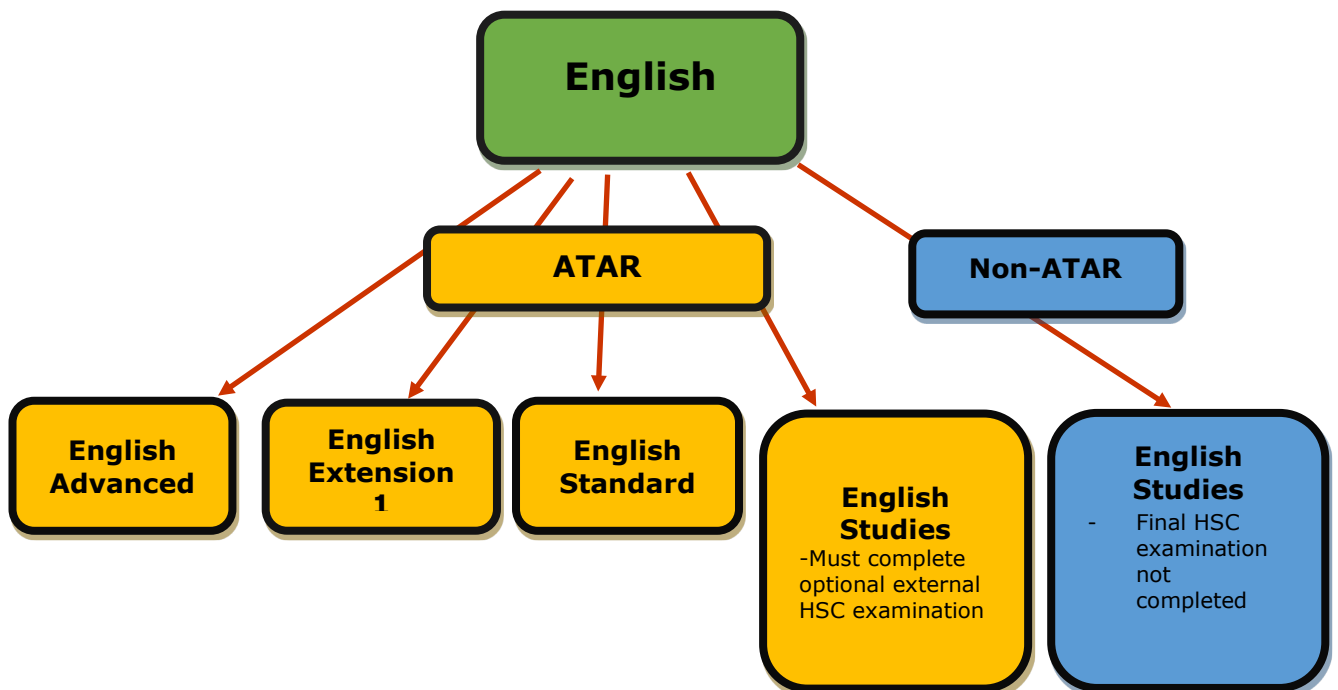
**English Advanced (2 units)** is a robust English course which requires students to engage with a range of written and visual texts. Students should be able to demonstrate their ability to read across a wide range of genres and respond with sophisticated ideas and language. They will be expected to demonstrate initiative regarding critical analysis and research. Higher order thinking skills are essential. Shakespeare is compulsory in this course at HSC level. The level of literacy required is to have achieved a grade A or high B in Year 10 English

**English Extension 1 (1 unit)** is designed for students who wish to extend themselves in their studies of English; it is taken in addition to 2-unit Advanced English. These students need to be passionate about the subject and enjoy reading and writing in a range of genres. They will need to engage critically with the material they encounter and have enquiring minds. The level of literacy required is to have achieved a grade A in Year 10 English.

### **English Extension 2 (1 unit)**

Studied in Year 12 only. Students choosing **English Extension 2** must have successfully completed the Preliminary English Extension 1 course in Year 11. Submission of a major project is a requirement of this course. Students will require both analytical and creative skills in this subject.

**\*English Studies (2 units): Non-ATAR or ATAR options** course addressing the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course.



## Year 11 2025 English Studies\* Board Developed Course

**\*May opt to be eligible for an ATAR**

<p><b>Course: English Studies–Board Developed Course</b></p>	<p>ATAR and Non-ATAR options</p>
<p>2 units for each of Preliminary and HSC Board Content Developed Course.</p> <p>Satisfactory completion of the course fulfils English requirements for the HSC. Those students who take English Studies who wish to receive an ATAR must complete the final HSC Examination.</p>	<p><b>Exclusions:</b> English Standard; English Advanced; English Extension</p>
<p><b>Course Description</b></p> <p>The course provides students with the opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English. Students explore the ideas, values, language forms, features, and structures of texts in a range of personal, social, cultural and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.</p> <p><b>The optional external HSC Examination must be undertaken by those students who wish to receive an ATAR.</b></p>	
<p><b>Main topics covered:</b></p> <p><b>Preliminary Course</b> Mandatory module – Achieving through English: English in education, work and community (30-40 hours) An additional 2–4 modules (20-30 hours each)</p> <p><b>HSC Course</b> Mandatory Common Module: Texts and Human Experiences (30 hours) An additional 2–4 modules (20-45 hours each)</p>	
<p><b>Particular course requirements:</b></p> <p><b>Across Stage 6</b> the selection of texts will give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> <li>• reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia</li> <li>• Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>• texts with a wide range of cultural, social and gender perspectives, popular and youth cultures</li> <li>• a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> </ul> <p>In <b>both</b> the Preliminary and HSC year students are required to:</p> <ul style="list-style-type: none"> <li>• Read, view, listen to and compose a wide range of texts including print and multimodal texts</li> <li>• Study at least one substantial print text (for example a novel, biography or drama)</li> <li>• Study at least one substantial multimodal text (for example film or television series)</li> </ul> <p>In the <b>HSC year</b> students will <b>also</b> be required to:</p> <ul style="list-style-type: none"> <li>• study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.</li> </ul>	

## Year 11 2025 English Standard

<b>Course:</b> English Standard	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> English Studies, English Advanced; English Extension
<p><b>Course Description</b>            The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.</p>	
<p><b>Main topics covered:</b>  <b>Preliminary Course</b>            The course has two sections:</p> <ul style="list-style-type: none"> <li>• Content common to the Standard and Advanced courses is undertaken through a module called <i>Reading to Write</i>. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers. This module has 40 indicative hours.</li> <li>• Two modules in which students explore and examine texts and analyse aspects of meaning.               <ul style="list-style-type: none"> <li>A: Contemporary Possibilities (40 indicative hours)</li> <li>B: Close Study of Literature (40 indicative hours)</li> </ul> </li> </ul> <p><b>HSC Course</b>            The course has two sections:</p> <ul style="list-style-type: none"> <li>• The HSC common module to Advanced and Standard <i>Texts and Human Experiences</i>. This comprises 30 indicative hours.</li> <li>• Modules that emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. The three modules are:               <ul style="list-style-type: none"> <li>A Language, Identity and Culture (30 indicative hours)</li> <li>B. Close Study of Literature (30 indicative hours)</li> <li>C. The Craft of Writing (30 indicative hours )</li> </ul> </li> </ul>	
<p><b>Particular course requirements:</b>  <b>Across Stage 6</b> the selection of texts will give students experience of the following:</p> <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>• texts with a wide range of cultural, social and gender perspectives</li> <li>• integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.</li> </ul> <p>The <b>HSC English Standard</b> Course requires the close study of:</p> <ul style="list-style-type: none"> <li>• three types of prescribed text, one drawn from <b>each</b> of the following categories: prose fiction; poetry or drama; nonfiction or film or media</li> </ul>	

## Year 11 2025 English Advanced

<b>Course:</b> English Advanced	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> English Studies, English Standard
<p><b>Course Description</b>            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 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.</p>	
<p><b>Main topics covered:</b></p> <p><b>Preliminary Course</b>            The course has two sections:</p> <ul style="list-style-type: none"> <li>• Content common to the Standard and Advanced courses is undertaken through a module called <i>Reading to Write</i>. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers. This module has 40 indicative hours.</li> <li>• Modules in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.                The Modules are:               <ul style="list-style-type: none"> <li>• A. Narratives that Shape our World (40 indicative hours)</li> <li>• B. Critical Study of Literature (40 indicative hours)</li> </ul> </li> </ul> <p><b>HSC Course</b>            The course has two sections:</p> <ul style="list-style-type: none"> <li>• The HSC common module to Advanced and Standard <i>Texts and Human Experiences</i>. This module has 30 indicative hours.</li> <li>• Modules that emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.                The three modules are:               <ul style="list-style-type: none"> <li>• A. Textual Conversations (30 indicative hours)</li> <li>• B. Critical Study of Literature (30 indicative hours)</li> <li>• C. The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)</li> </ul> </li> </ul>	
<p><b>Particular course requirements:</b></p> <p><b>Across Stage 6</b> the selection of texts will give students experience of the following:</p> <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>• texts with a wide range of cultural, social and gender perspectives</li> <li>• integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.</li> </ul> <p>The <b>HSC English Advanced</b> Course requires the close study of:</p> <ul style="list-style-type: none"> <li>• at least four types of prescribed text, one drawn from <b>each</b> of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film, media or non-fiction.</li> </ul>	

## Year 11 2025 English Extension 1

<p><b>Courses:</b>  Preliminary English Extension  HSC English Extension 1  HSC English Extension 2 in Year 12 2026</p>	
<p>1 unit of study for each of Preliminary and HSC</p> <p><b>Prerequisites:</b>  (a) English Advanced  (b) Preliminary English Extension is a prerequisite for English Extension HSC Course 1  <b>N.B.</b> English Extension Course 1 is a prerequisite for English Extension Course 2</p>	<p><b>Exclusions:</b> English Studies, English Standard</p>
<p><b>Course Description</b>  The English <b>Extension 1</b> 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.</p> <p>In the HSC English <b>Extension 2</b> Course, students develop a sustained composition, and document their reflection on this process.</p>	
<p><b>Main topics covered:</b>  <b>Preliminary Extension Course</b> (60 hours)  The course has TWO sections:  <ol style="list-style-type: none"> <li>1. Module Texts, Culture and Value (40 indicative hours)</li> <li>2. Related research project (20 indicative hours - this may be undertaken concurrently with the module)</li> </ol></p> <p><b>HSC English Extension 1 Course</b> (60 hours)  This course has TWO sections:  <ol style="list-style-type: none"> <li>1. Common module: Literary Worlds</li> <li>2. ONE elective option.</li> </ol></p> <p><b>HSC English Extension 2 Course</b> (60 indicative hours)  The course requires students to complete a major work.</p>	
<p><b>Particular course requirements:</b>  <b>Across Stage 6</b> the selection of texts will give students experience of the following:</p> <ul style="list-style-type: none"> <li>• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>• a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts</li> <li>• integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate</li> </ul> <p>In the <b>Preliminary English Extension Course</b> Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures. Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.</p> <p><b>HSC English Extension 1 Course</b> Students are required to study at least THREE texts from a prescribed list and at least TWO related texts.</p> <p><b>HSC English Extension 2 Course</b> Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.</p>	

## Advice when choosing Mathematics courses

### **Mathematics Standard (Year 11 2025) – 2 units**

Students choosing Mathematics Standard must have successfully completed the 5.1, 5.2 or 5.3 Mathematics course in Year 10. Students who undertake this level of Mathematics have sound mathematical skills.

### **Mathematics Standard 2– 2 units**

Students choosing **Mathematics Standard 2** in Year 12 must have successfully completed the 5.3 or 5.2 Mathematics course in Year 10. This course will contribute to an ATAR. Students should have sound mathematical skills and enjoy Mathematics.

### **Mathematics Standard 1 (Year 12 2026) – 2 units**

Students choosing **Mathematics Standard 1** must have successfully completed the 5.1, 5.2 or 5.3 Mathematics course in Year 10. Students who undertake this level of Mathematics are not as confident of their mathematical skills and may require greater support. Students will study the same content as Mathematics Standard 2 in Year 11 and then branch away with their own content in Year 12. This course is recommended for students who have a non-ATAR package. This course is an **ATAR** course only for those students who choose to sit for an HSC examination in this subject.

### **Mathematics Advanced**

Students choosing **Mathematics Advanced** must have successfully completed the 5.3 Mathematics course in Year 10. This course contributes to an ATAR. Students should be passionate about Mathematics, have excellent arithmetic and algebraic skills and enjoy problem solving. Students should also have sound time-management skills to deal with the high demands of this course. Mathematics Advanced is NOT recommended for students who completed 5.2 in Year 10.

### **Mathematics Extension 1 ( Year 11 2025 and Year 12 2026)- 1 unit**

Students choosing **Mathematics Extension 1** must have successfully completed the 5.3 Mathematics course in Year 10. This course contributes to an ATAR. Mathematics Extension 1 is studied *in addition* to the Mathematics Advanced course. Students must be passionate about Mathematics, have excellent arithmetic and algebraic skills and enjoy problem solving. Students should also have exceptional time-management skills to deal with the high demands of these two courses.

### **Mathematics Extension 2 (Year 12 2026) - 2 unit**

Studied in Year 12 only. Students choosing **Mathematics Extension 2** must have successfully completed the Preliminary Mathematics Extension 1 course in Year 11. This course is suitable as preparation for the study of mathematics at tertiary level and represents a distinctly high level of rigour in school mathematics. The topic areas of algebra and calculus are treated in significant depth and provide a sufficient basis for all applications of mathematics at tertiary level.

# Year 11 2025 Mathematics Standard

<b>Course:</b> Mathematics Standard		
<p><b>Year 11 Mathematics Standard Course</b> 2 unit Board Developed Course</p> <p><b>Year 12 Mathematics Standard 2 Course</b> 2 unit Board Developed Course (with HSC exam)</p> <p><b>Year 12 Mathematics Standard 1 Course</b> 2 unit Board Developed Course (optional HSC exam)</p>	<p><b>Exclusions:</b> Students may <b>not</b> study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.</p>	
<p><b>Prerequisites</b> For students who intend to study the Mathematics Standard course in Year 11 then the Mathematics Standard 2 course in Year 12, it is recommended they have completed the Stage 5.2 course. The following topics are recommended in addition for students who have completed the Stage 5.1 course: <i>Financial Mathematics, Non-Linear Relationships, Right-Angled Triangles (Trigonometry)</i> and Single Variable Data Analysis from the <i>Mathematics Years 7–10 Syllabus 5.2 Pathway</i>.</p>		
<p><b>Course Description</b> The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects. The Year 11 mathematics standard course splits into mathematics standard 2 and mathematics standard 1 courses in Year 12.</p> <p><b>Mathematics Standard 2</b> is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.</p> <p><b>Mathematics Standard 1</b> is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training. <b>The optional external HSC Examination must be undertaken by those students who want this subject to count towards an ATAR. Mathematics Standard 1 is recommended for students choosing a non- ATAR pattern of study.</b></p>		
<b>Sub-Topics covered:</b>		
<p><b>Year 11 Mathematics Standard Course</b></p> <ul style="list-style-type: none"> <li>• Formulae and Equations</li> <li>• Linear Relationships</li> <li>• Applications of Measurement</li> <li>• Working with Time</li> <li>• Money Matters</li> <li>• Data Analysis</li> <li>• Relative Frequency and Probability</li> </ul>	<p><b>Year 12 Mathematics Standard 2 Course</b></p> <ul style="list-style-type: none"> <li>• Types of Relationships</li> <li>• Non-right-angled Trigonometry</li> <li>• Rates and Ratios</li> <li>• Investments and Loans</li> <li>• Annuities</li> <li>• Bivariate Data Analysis</li> <li>• The Normal Distribution</li> <li>• Network Concepts</li> <li>• Critical Path Analysis</li> </ul>	<p><b>Year 12 Mathematics Standard 1 Course*</b></p> <ul style="list-style-type: none"> <li>• Types of Relationships</li> <li>• Right-angled Triangles</li> <li>• Rates</li> <li>• Scale Drawings</li> <li>• Investment</li> <li>• Depreciation and Loans</li> <li>• Further Statistical Analysis</li> <li>• Networks and Paths</li> </ul>

## Year 11 2025 Mathematics Advanced

<p><b>Course:</b> Mathematics Advanced</p>	
<p>2 units for each of Year 11 and Year 12 Board Developed Courses.</p> <p><b>Prerequisites</b>            For students who intend to study the Mathematics Advanced course, it is recommended that they have completed the Stage 5.3 course. The following topics are recommended in addition for students who have completed the Stage 5.2 course:  <i>Algebraic Techniques, Surds and Indices, Equations, and Linear Relationships</i> from the Stage 5.3 course and at least some of the content of the following Stage 5.3 sub strands, if not all of the content: Non-Linear Relationships, Trigonometry and Pythagoras' Theorem, Properties of Geometrical Figures (all are identified by § in the <i>Mathematics Years 7–10 Syllabus</i>).            Although it is not recommended to do Mathematics Advanced if you completed the 5.2 course.</p>	<p><b>Exclusions:</b>            Mathematics Standard</p>
<p><b>Course Description</b>            This course is intended to give students who have demonstrated general competence in the skills of Stage 5.3 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. 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.</p>	

**Topics covered:**

<p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric Functions</li> <li>• Calculus</li> <li>• Exponential and Logarithmic Functions</li> <li>• Statistical Analysis</li> </ul>	<p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Graphing Techniques</li> <li>• Trigonometric Functions and Graphs</li> <li>• Differential Calculus</li> <li>• The Second Derivative</li> <li>• Integral Calculus</li> <li>• Modelling Financial Situations</li> <li>• Descriptive Statistics and Bivariate Data Analysis</li> <li>• Random Variables</li> </ul>
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## Year 11 2025 Mathematics Extension 1

<b>Course:</b> Mathematics Extension 1	
1 unit additional to each of the Year 11 Mathematics Advanced and Year 12 Mathematics Advanced Board Developed Courses.	
<p><b>Prerequisites</b> The course is based on the assumption that students have achieved to a high standard in the Stage 5.3 course. It is recommended that they study the Stage 5.3 optional topics (identified by #) Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry of Mathematics Years 7–10 Syllabus.</p>	<p><b>Exclusions:</b> Mathematics Standard</p>
<p><b>Course Description</b> 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.</p>	
<p><b>Topics covered:</b> <b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Further Work with Functions</li> <li>• Polynomials</li> <li>• Inverse Trigonometric Functions</li> <li>• Further Trigonometric Identities</li> <li>• Rates of Change</li> <li>• Working with Combinatorics</li> </ul>	<p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Proof by Mathematical Induction</li> <li>• Introduction to Vectors</li> <li>• Trigonometric Equations</li> <li>• Further Calculus Skills</li> <li>• Applications of Calculus</li> <li>• The Binomial Distribution</li> </ul>

## Year 12 2026 Mathematics Extension 2

<b>Course:</b> Mathematics Extension 2	
2 unit additional to the Mathematics Extension 1 HSC Board developed Course.	
<b>Prerequisites</b> The course is designed for students with a demonstrated high level of interest and have shown that they possess special aptitude for Mathematics.	<b>Exclusions:</b> Mathematics Standard
<b>Course Description</b> The course offers a 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. Study of the Extension 2 course begins in Term 4, 2025.	
<b>Topics covered:</b> <ul style="list-style-type: none"><li>• The Nature of Proof</li><li>• Further Proof by Mathematical Induction</li><li>• Further Work with Vectors</li><li>• Introduction to Complex Numbers</li><li>• Using Complex Numbers</li><li>• Further Integration</li><li>• Applications of Calculus to Mechanics</li></ul>	

## Advice when choosing Science courses

Students can study up to 6 units of Science in their Preliminary year and 7 units of Science in the Higher School Certificate.

### **Biology – 2 units**

Designed for students interested in science and in studying a science related course after school. Syllabus is extensive, students must be organised and require good communication skills. The level of scientific understanding required is to have achieved a grade A or B in Year 10 Science and have good English skills.

### **Chemistry – 2 units**

Designed for students interested in science and in studying a science related course after school. Students require good communication skills, problem solving abilities and strong mathematical skills. The level of scientific understanding required is to have achieved a grade A or B in Year 10 Science and have good English skills.

### **Earth and Environmental Science – 2 units**

Designed for students interested in science and an interest in studying the Environment or conservation. Students require good communication skills, problem solving abilities and critical thinking skills. The level of scientific understanding required is to have achieved a grade A, B or C in Year 10 Science and have good English skills.

### **Investigating Science - 2 units**

This is a new course designed to investigate scientific method and is a practical based course. It supports the study of other Science subjects but can also be studied on its own. A good level of scientific understanding is required, achieving a grade A or B in year 10 Science.

### **Physics – 2 units**

Designed for students interested in science and in studying a science related course after school. Students require good communication skills, problem solving abilities and strong mathematical skills. The level of scientific understanding required is to have achieved a grade A or B in Year 10 Science and have good English skills.

### **Extension Science – 1 unit (Year 12 2026)**

Designed for students who have completed Biology, Chemistry, Investigating Science or Physics in Year 11 and continue to study at least one Science for the HSC. Students require high level communication skills, high level of maths, exceptional problem solving abilities and are able to undergo independent research in an area of interest.

## Year 11 2025 Biology

<b>Course:</b> Biology	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b>
<p><b>Course Description</b>            The <i>Biology Stage 6 Syllabus</i> explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p>	
<p><b>Topics covered:</b>  <b>Year 11 Course</b>            Working Scientifically</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Cells as the basic of life</li> <li>• Organisation of living things</li> <li>• Biological diversity</li> <li>• Ecosystem dynamics</li> </ul>	<p><b>Topics covered</b>  <b>Year 12 Course</b>            Working Scientifically</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Heredity</li> <li>• Genetic Change</li> <li>• Infectious disease</li> <li>• Non-Infectious disease and disorders</li> </ul>
<p><b>Particular course requirements:</b>            Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>• fieldwork</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>• locating and accessing a wide range of secondary data and/or information</li> <li>• using and reorganising secondary data and/or information</li> </ul> <p>One fieldwork exercise must be completed in Year 11.</p>	

## Year 11 2025 Chemistry

<b>Course:</b> Chemistry	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions: Nil</b>
<p><b>Course Description</b></p> <p>The <i>Chemistry Stage 6 Syllabus</i> explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.</p>	
<p><b>Topics covered:</b> <b>Year 11 Course</b> Working Scientifically</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Properties and structure of matter</li> <li>• Introduction to quantitative Chemistry</li> <li>• Reactive Chemistry</li> <li>• Drivers of Reactions</li> </ul>	<p><b>Topics covered:</b> <b>Year 12 Course</b> Working Scientifically</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Equilibrium and acid reactions</li> <li>• Acid/base reactions</li> <li>• Organic Chemistry</li> <li>• Applying Chemical ideas</li> </ul>
<p><b>Particular course requirements:</b></p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>• fieldwork</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>• locating and accessing a wide range of secondary data and/or information</li> <li>• using and reorganising secondary data and/or information.</li> </ul>	

## Year 11 2025 Earth and Environmental Science

<p><b>Course: Earth and Environmental Science</b></p>	
<p>2 units for each of Year 11 and Year 12 Board Developed Course</p>	<p><b>Exclusions: Nil</b></p>
<p><b>Course Description</b>          The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. Through applying Working Scientifically skills processes, the course aims to examine how earth and environmental science models and practices are used and developed.</p> <p>Earth and Environmental Science uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p>	
<p><b>Topics covered:</b>  <b>Year 11 Course</b>          Working Scientifically</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Earths Resources</li> <li>• Plate Tectonics</li> <li>• Energy Transformations</li> <li>• Human Impacts</li> </ul>	<p><b>Topics covered</b>  <b>Year 12 Course</b>          Working Scientifically</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Earth’s Processes</li> <li>• Hazards</li> <li>• Climate Science</li> <li>• Resource Management</li> </ul>
<p><b>Particular course requirements:</b>          Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>• fieldwork</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>• locating and accessing a wide range of secondary data and/or information</li> <li>• using and reorganising secondary data and/or information</li> </ul> <p>One fieldwork exercise must be completed in Year 12.</p>	

## Year 11 2025 Investigating Science

<b>Course:</b> Investigating Science	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions: Nil</b>
<p>The <i>Investigating Science Stage 6 Syllabus</i> is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.</p> <p>The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.</p> <p>The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students’ understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.</p>	
<p><b>Topics covered:</b> <b>Year 11 Course</b> Working Scientifically</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect - Observing</li> <li>• Cause and Effect - Inferences and Generalisations</li> <li>• Scientific Models</li> <li>• Theories and Laws</li> </ul>	<p><b>Topics covered</b> <b>Year 12 Course</b> Working Scientifically</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Scientific Investigations</li> <li>• Technologies</li> <li>• Fact or Fallacy?</li> <li>• Science and Society</li> </ul>
<p><b>Particular course requirements:</b> Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>• fieldwork</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>• locating and accessing a wide range of secondary data and/or information</li> <li>• using and reorganising secondary data and/or information</li> </ul>	

## Year 11 2025 Physics

<b>Course:</b> Physics	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions: Nil</b>
<p><b>Course Description</b>          The <i>Physics Stage 6 Syllabus</i> involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.</p> <p>The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.</p>	
<p><b>Topics covered Year 11 Course</b>          Working Scientifically</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Kinematics</li> <li>• Dynamics</li> <li>• Waves and thermodynamics</li> <li>• Electricity and magnetism</li> </ul>	<p><b>Topics covered Year 12 Course</b>          Working Scientifically</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Advanced mechanics</li> <li>• Electromagnetisms</li> <li>• The nature of light</li> <li>• From the universe to the atom</li> </ul>
<p><b>Particular course requirements:</b>          Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time including time allocated to practical investigations in depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>• fieldwork</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>• locating and accessing a wide range of secondary data and/or information</li> <li>• using and reorganising secondary data and/or information</li> </ul>	



## Year 12 2026 Extension Science

<b>Course:</b> Extension Science	
1 unit for HSC Board Developed Course	<b>Exclusions:</b> Students must have completed Biology, Chemistry, Investigating Science or Physics to a high standard in Year 11 studies and continue to study at least one 2 unit Science course.
<p><b>Course Description</b></p> <p>The Science Extension Stage 6 syllabus focuses on the nature, development and processes of Science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries, and contemporary scientific research. They are challenged to examine a scientific research question drawn from one or more of the scientific disciplines of Biology, Chemistry, Investigating Science and Physics. In doing this students extend their knowledge of the discipline/s, conduct further analysis and authentic investigations and, uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal. Through designing and conducting their own scientific research, initially using small data sets, students deepen and build upon their understanding of analysing and interpreting data. Students are provided with opportunities to refine and extend their skills of Working Scientifically by applying the processes to contemporary authentic scientific research, gathering and examining evidence in the form of large data set(s), modelling and critically assessing and evaluating the gathered information.</p>	
<p><b>Topics covered</b></p> <p><b>Year 12 Course</b> Working Scientifically</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Foundations of scientific thinking</li> <li>• The scientific research proposal</li> <li>• The data evidence and decisions</li> <li>• The scientific research report</li> </ul>	
<p><b>Particular course requirements:</b></p> <p>Science Extension is a 1 Unit course studied in Year 12. It is structured to provide opportunities for high achieving students to engage with complex concepts and theories and to critically evaluate new ideas and discoveries through contemporary data collection and scientific research.</p> <p>The course is designed for students who have attained a high level of achievement in one or more of the Science disciplines in Year 11 and are planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level.</p>	

## Advice when choosing HSIE courses

### **Ancient History – 2 units**

- Students should possess strong reading, comprehension, writing and analytical skills and have a keen interest in History

### **Business Studies – 2 units**

- Students should possess sound reading, comprehension and writing skills
- Student should have substantial mathematical competency
- Students should have a keen interest in current business issues at a national and global level
- Students must be willing to apply information to a variety of business and financial scenarios

### **Economics – 2 units**

- Students should be interested in and curious about current economic, political and global events
- Students require strong analytical and communication skills and the ability to interpret information presented in tables and graphs
- Students should be open-minded and willing to question
- Students must be willing to develop their ability to think critically and logically

### **Geography – 2 units**

- Students should possess sound reading, comprehension, writing and analytical skills
- Students should have an interest in the world around them and the interactions that bring about change

### **Legal Studies – 2 units**

- Students should have a keen interest in current affairs and current legal issues
- Students require strong research, communication and logical thinking skills
- Students should possess strong reading, comprehension, analytical and writing skills

### **Modern History – 2 units**

- Students should possess strong reading, comprehension, writing and analytical skills and have a keen interest in History and political conflict

### **Society and Culture – 2 units**

- Students should possess sound reading, comprehension and writing skills
- Students need to be motivated self-starters who have good organisational skills and are able to meet deadlines related to the completion of the HSC major Personal Interest Project (PIP)
- Students should have an interest in current affairs and be aware of contemporary social issues

## Year 11 2025 Ancient History

<p><b>Course:</b> HSC Ancient History 2 units for each of Year 11 and Year 12 Board Developed Course</p>	
<p>2 units for each of Year 11 and Year 12 Board Developed Course</p>	<p><b>Exclusions:</b> Nil</p>
<p><b>Course Description</b></p> <p>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 the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.</p> <p>The Year 12 course is structured to provide the opportunity for students to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.</p>	
<p><b>Main topics covered:</b></p> <p><b>Year 11 Course</b></p> <p><b>Part 1: Introduction</b></p> <p><b>Investigating Ancient History:</b> The Nature of Ancient History- at least ONE study to be chosen and Case Studies- at least TWO case studies.</p> <p><b>Part II: Features of Ancient Societies</b> – At least TWO studies to be chosen.</p> <p><b>Part III: Historical Investigation</b> – The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.</p> <p><b>Year 12 Course</b></p> <p><b>Part I: Core Study:</b> Cities of Vesuvius – Pompeii and Herculaneum (25%)</p> <p><b>Part II:</b> ONE ancient society (25%)</p> <p><b>Part III:</b> ONE personality in their times (25%)</p> <p><b>Part IV:</b> ONE historical period (25%)</p>	
<p><b>Particular course requirements:</b></p> <p>In the Year 11 Course, choices of studies in Parts I, II and III, must be selected from a range of societies. The historical investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the Year 12 Ancient History or History Extension courses.</p>	
<p>Students may choose to study both Ancient and Modern History. Year 12 Ancient History or Year 12 Modern History is a prerequisite for HSC History Extension. HSC History Extension is only available to students during the HSC year. It is a one unit Board Developed Course which involves the study and evaluation of the ideas and processes used by historians to construct history. Students may choose to study both Ancient and Modern History.</p>	

## Year 11 2025 Business Studies

<b>Course:</b> Business Studies	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>Business Studies investigates the role, importance and management of businesses within our society. Factors in the establishment, planning and growth of small business are integral to this course. Students investigate internal and external influences and their impact on Australian and global businesses. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies. The HSC topics of Marketing, Operations, Finance and Human Resources all emphasise globalisation and its influence on business decisions.</p> <p>This course provides a solid foundation for students wishing to study Business, Commerce, Finance, Marketing, Management and Economics at a tertiary level. It also provides a valuable understanding of the dynamics of the modern business world for students wishing to work in their own business or in the workforce.</p>	
<p><b>Main topics covered:</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Nature of business (20% of course time) – the nature and role of business in a changing business environment</li> <li>• Business management (40% of course time) - the nature and responsibilities of management in the business environment</li> <li>• Business planning (40% of course time) – processes of establishing and planning a small to medium enterprise</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Operations (25% of course time) – strategies for effective operations management in large businesses</li> <li>• Marketing (25% of course time) – elements involved in the development of marketing strategies</li> <li>• Finance (25% of course time) – interpreting financial information in planning and management of business</li> <li>• Human resources (25% of course time) – contribution of human resource management to business performance</li> </ul>	
<p><b>Particular course requirements</b></p> <p>In the Preliminary course there is a business planning project relating to the establishment of a small business.</p>	

## Year 11 2025 Economics

<b>Course:</b> Economics	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Economics course is a thought-provoking introduction to contemporary economic issues and problems. The course aims to develop informed citizens who have the ability to communicate complex economic issues effectively and participate in the economic and social environment actively. Economics provides the tools to understand many economic issues and concepts which are frequently reported in the media.</p> <p>Economics encourages students to think deeply about the global challenges facing individuals, businesses and governments, including how to allocate and distribute scarce resources to maximise well-being. Economics is present in much of what we hear about and do in our daily lives.</p> <p>Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life. The aim of Economics is to develop students' knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.</p> <p>The curriculum is designed to stimulate thinking about real world issues and actively engages students in the analysis of real world solutions. Students are empowered to read, understand and anticipate world news and global trends.</p>	
<p><b>Main topics covered:</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Introduction to Economics (10%) – the nature of economics and the operation of an economy</li> <li>• Consumers and Business (10%) – the role of consumers and business in the economy</li> <li>• Markets (20%) – the role of markets, demand, supply and competition</li> <li>• Labour Markets (20%) – the workforce and role of labour in the economy</li> <li>• Financial Markets (20%) – the financial market in Australia including the share market</li> <li>• Government in the Economy (20%) – the role of government in the Australian economy</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• The Global Economy (25%) – features of the global economy and globalisation</li> <li>• Australia's Place in the Global Economy (25%) – Australia's trade and finance</li> <li>• Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and environmental sustainability</li> <li>• Economic Policies and Management (25%) – the range of policies to manage the economy</li> </ul>	

## Year 11 2025 Geography

<b>Course:</b> Geography	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Stage 6 Geography course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. In the Preliminary course students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation. The HSC course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts and investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Earth’s Natural Systems (33% of course time)</li> <li>• People, patterns and processes (33% of course time)</li> <li>• Human–environment interactions (17% of course time)</li> <li>• Geographical Investigation (17% of course time)</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Global sustainability (25% of course time)</li> <li>• Rural and urban places (37.5% of course time)</li> <li>• Ecosystems and global biodiversity (37.5% of course time)</li> </ul> <p>The geographical inquiry skills and tools content is to be integrated throughout the course. The focus areas and studies provide the contexts for developing and applying inquiry skills and tools.</p>	
<p><b>Particular course requirements</b></p> <p>Students complete a Geographical Investigation in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>	

## Year 11 2025 Legal Studies

<b>Course:</b> Legal Studies	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform. Areas covered are crime, human rights, family law and global environmental protection.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Part I – The Legal System (40% of course time)</li> <li>• Part II – The Individual and the Law (30% of course time)</li> <li>• Part III – The Law in Practice (30% of course time).</li> </ul> <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course.</p> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Core – Part I- Crime (30% of course time)</li> <li>• Core – Part II – Human Rights (20% of course time)</li> <li>• Options – (50% of course time)</li> </ul> <p>Students will study two focus studies:</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Global environmental protection</li> </ul> <p><b>Key themes incorporated across all topics:</b> Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.</p>	
<p><b>Particular course requirements</b></p> <p>In the Preliminary Course students will be required to extensively research a contemporary law reform issue as well as an issue that impacts on individuals or groups in Australia.</p> <p>In the HSC Course significant criminal justice issues will be examined and extensive research will be undertaken to examine contemporary human rights, family law and global environmental protection issues.</p> <p>All research tasks will require extensive analysis and integration of legislation, case law, media reports, international law and relevant documents in order to effectively evaluate the attainment of just outcomes that respond to changing social values.</p>	

## Year 11 2025 Modern History

<b>Course:</b> Modern History	
HSC Modern History 2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description:</b></p> <p>The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigations of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.</p> <p>The Year 12 course is structured to provide students with opportunities to apply their understanding of sources, and relevant historiographical issues in the investigation of the modern world.</p>	
<p><b>Course Structure – Year 11</b></p> <ol style="list-style-type: none"> <li>1. Investigating the Modern World (approx. 50% of course time)             <ol style="list-style-type: none"> <li>a) The Nature of Modern History</li> <li>b) Case Studies</li> </ol> </li> <li>2. Historical Investigation: This investigation should extend a particular area of individual or group interest (approx. 16% of course time).</li> <li>3. The Shaping of the Modern World (approx. 34% of course time).</li> </ol> <p><b>Course Structure – Year 12</b></p> <ol style="list-style-type: none"> <li>1. Core Study: Power and Authority in The Modern World 1919-1946 (25% of course time).</li> <li>2. Peace and Conflict (25% of course time).</li> <li>3. National Studies (25% of course time)</li> <li>4. Change in the Modern World (25% of course time).</li> </ol>	
<p><b>Particular Course Requirements:</b></p> <p>When studying the Year 11 Course in Modern History students will investigate a range of options in The Nature of Modern History as indicated on P.25 of the syllabus. When undertaking the case studies students will study one case study from List A and one from list B on P.31 of the syllabus. When studying The Shaping of the Modern World one topic from the list on P.51 of the syllabus will be chosen.</p> <p>When studying the Year 12 course students will undertake the Mandatory Core Study, one National Study from P.63 of the syllabus, one study in Peace and Conflict from P.72 of the syllabus, and one study in Change in the Modern World from P.79 of the syllabus.</p> <p>Year 12 Modern or Ancient History is a prerequisite for HSC History Extension. HSC History Extension is only available to students during the HSC year. History Extension is a one unit Board Developed Course which involves the study and evaluation of the ideas and processes used by historians to construct history. Students may choose to study both Ancient and Modern History.</p>	



## Year 11 2025 Society and Culture

<b>Course:</b> Society and Culture	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b>            Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.</p> <p>The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• The Social and Cultural World (30%) – the interaction between aspects of society and cultures</li> <li>• Personal and Social Identity (40%) – socialisation and coming of age in a variety of social and cultural settings.</li> <li>• Intercultural Communication (30%) – how people in different cultures interact and communicate.</li> </ul> <p><b>HSC Course Core</b></p> <ul style="list-style-type: none"> <li>• Social and Cultural Continuity and Change (30% of course time) – the nature, continuity and change, research and study of a selected country</li> <li>• The Personal Interest Project (30% of course time) – an individual research project.</li> </ul> <p><b>Depth Studies</b> (40% of course time)            Two to be chosen from:</p> <ul style="list-style-type: none"> <li>• Popular Culture</li> <li>• Belief Systems and Ideologies</li> <li>• Social Inclusion and Exclusion</li> <li>• Social Conformity and Nonconformity</li> </ul>	
<p><b>Particular course requirements:</b>            Completion of Personal Interest Project (PIP) in Year 12 worth 40% of the HSC mark. This task is a written major work that requires significant social and cultural research and a written document (of up to 5500 words) to be produced throughout Year 12. This task is externally marked.</p>	

## **Advice when choosing Technology and Applied Studies courses**

### **Community and Family Studies – 2 units**

- The study of families and communities in Australian society today.
- Independent Research Project in Year 12

### **Exploring Early Childhood – 2 units NON-ATAR**

- This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community. It covers pregnancy until sending a child to school.

### **Food Technology – 2 units**

- Studying Food Technology in Years 9 and/or 10 will assist students taking this course, but it is NOT a prerequisite.
- The course involves practical work as well as theory of food, nutrition and food production.
- Students need to be able to manage their time so that all tasks (especially practical) are completed in the required time frame. There is a course fee to cover food costs.

### **Industrial Technology: Timber – 2 units**

- Studying Timber Technology in Years 9 and/or 10 will assist students taking this course, but it is NOT a prerequisite.
- The course involves practical work and costs will be met by students for their major project. It also focuses on the principles of the design process.
- Students need to be able to manage their time so that all tasks (especially practical) are completed in the required time frame.
- Involves the submission of a major work in Year 12.

### **Textiles and Design – 2 units**

- Studying Textiles and Design in Years 9 and/or 10 will assist students taking this course, but it is NOT a prerequisite.
- The course involves practical work and also focuses on the principles of the design and manufacturing process.
- Students need to be able to manage their time so that all tasks (especially practical) are completed in the required time frame.
- Involves the submission of a major work in Year 12. Students need to purchase the fabric and notions required.

## Year 11 2025 Community and Family Studies

<b>Course:</b> Community and Family Studies	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b> Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>	
<p><b>Main topics covered:</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• <b>Resource Management</b> – Basic concepts of the resource management process (approximately 20% of course time).</li> <li>• <b>Individuals and Groups</b> – The individual’s roles, relationships and tasks within groups (approximately 40% of course time).</li> <li>• <b>Families and Communities</b> – Family structures and the interaction between family and community (approximately 40% of course time).</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• <b>Research Methodology</b> – Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> <li>• <b>Groups in Context</b> – The characteristics and needs of specific community groups (approximately 25% of course time).</li> <li>• <b>Parenting and Caring</b> – Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul> <p><b>HSC Option Modules</b> Select <b>one</b> of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> <li>• <b>Family and Societal Interactions</b> – Government and community structures that support and protect family members throughout their lifespan.</li> <li>• <b>Social Impact of Technology</b> – The impact of evolving technologies on individuals and lifestyle. <i><u>This is the option chosen at St Joseph’s Catholic College.</u></i></li> <li>• <b>Individuals and Work</b> – Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul>	
<p><b>Particular course requirements:</b> Students are required to complete an Independent Research Project (IRP) as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management. The IRP is completed in Term 4, 2025 which is at the beginning of the HSC course and needs much of the research to be completed independently. This is a theoretical course that requires good literacy skills.</p>	

## Year 11 2025 Exploring Early Childhood\* Board Endorsed Course

**\*Please note – Exploring Early Childhood cannot be included in the units of study required for gaining an ATAR as it is a Board Endorsed Course.**

<b>Course:</b> Exploring Early Childhood Board Endorsed Course	<b>Exclusions:</b> Nil
<p>Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning.</p> <p>This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p> <p>The study of this course will enable students to:</p> <ul style="list-style-type: none"> <li>• develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years</li> <li>• recognise the uniqueness of all children, including those who have special needs</li> <li>• become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play</li> <li>• identify the range of services developed and provided for young children and their families</li> <li>• consider the role of family and community in the growth, development and learning of young children</li> <li>• reflect upon potential implications for themselves as adults, in relation to young children</li> <li>• understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families</li> <li>• become aware of the work opportunities available in the area of children’s services.</li> </ul>	
<p><b><u>Course content</u></b></p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Pregnancy and Childbirth</li> <li>• Child Growth and Development</li> <li>• Promoting Positive Behaviour</li> </ul> <p><b>Selection from the following optional modules:</b></p> <ul style="list-style-type: none"> <li>• Learning Experiences for Young Children</li> <li>• <i>Play and the Developing Child</i></li> <li>• <i>Starting School</i></li> <li>• Gender and Young Children</li> <li>• Children and Change</li> <li>• Children of Aboriginal and Torres Strait Islander Communities</li> <li>• <i>Historical and Cultural Contexts of Childhood</i></li> <li>• <i>The Children's Services Industry</i></li> <li>• <i>Young Children and Media</i></li> <li>• Young Children and the Law</li> <li>• <i>Children's Literature</i></li> <li>• <i>Food and Nutrition</i></li> <li>• <i>Child Health and Safety</i></li> <li>• <i>Young Children with Special Needs</i></li> </ul> <p>In Year 11 the students have a weekend practical experience with computerised “babies”. This gives the girls some real life experience at parenting. It is not a marked component of the course but is commented on in the reporting process.</p>	

## Year 11 2025 Food Technology

<b>Course:</b> Food Technology	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food and the impact of technology; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Involves the study of The Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition.</li> </ul>	
<p><b>Particular course requirements</b></p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. Researching, analysing, communicating, experimenting and preparing, designing, implementing and evaluating skills will be developed throughout the course.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand. Students need to be prepared for the practical experiences and to realise that most of this course is theoretical and involves essay writing and research.</p>	

## Year 11 2025 Industrial Technology – Timber

<b>Course:</b> Industrial Technology	
2 units for each of Preliminary and HSC Board Developed Course. This subject may be included in an ATAR.	<b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Board Endorsed Courses
<p><b>Course Description</b></p> <p>Industrial Technology at Stage 6 will develop a student’s knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Area studied is: Timber Products and Furniture Technologies.</p>	
<p><b>Preliminary Course</b></p> <p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <li>• Industry Study – structural, technical, environmental and sociological factors, personnel issues, Work Health and Safety</li> <li>• Design, Management and communication – designing, drawing, computer applications, project management, literacy, calculations, graphics</li> <li>• Production – display a range of skills through the construction of a major project</li> <li>• Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies</li> </ul> <p><b>HSC Course</b></p> <p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> <li>• Industry Study</li> <li>• Design, Management and communication</li> <li>• Production</li> <li>• Industry related manufacturing technology</li> </ul>	
<p><b>Particular course requirements:</b></p> <p>In the Preliminary course, students must design, develop and construct a minimum of 2 projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within the focus area industry. In the HSC course, students design, develop and construct a major project with a management folio. It will be necessary for students to supply the timber and hardware for their major project. They will also undertake a study of the overall industry, related to the specific focus area: Timber products and furniture industry. They need good management skills to complete the practical components in the allocated class time.</p>	

## Year 11 2025 Textiles and Design

<b>Course:</b> Textiles and Design	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The <b>Preliminary course</b> involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student’s creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for end use.</p> <p>The <b>HSC course</b> builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Design (40%)</li> <li>• Properties and Performance of Textiles (50%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Design (20%)</li> <li>• Properties and Performance of Textiles (20%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>• Major Textiles Project (50%)</li> </ul>	
<p><b>Particular course requirements:</b></p> <p>In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focus on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focus on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information. All practical projects will need fabrics and notions supplied by the students.</p> <p>In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries. They need good management skills to complete the practical components in the allocated class time. Students are required to provide all materials and notions to complete the practical components of the course.</p>	

## **Advice when choosing Creative and Performing Arts courses**

### **Drama – 2 units**

- Studying Drama in Years 9 and 10 will assist students taking this course, but it is NOT a prerequisite.
- Drama requires commitment and passion. Students need to be reliable, well organised and enjoy working collaboratively.
- Involves the submission of a major work in Year 12, either in performance, scriptwriting, video drama, criticism or design.
- There is a written external examination in Year 12.
- A group performance is a compulsory component.

### **Music 1 – 2 units**

- Studying Music in Years 9 and 10 will assist students taking this course, but it is NOT a prerequisite.
- Students should have a strong interest and background in Music; and be able to play an instrument or be prepared to sing to a competent standard.
- Involves the submission of a major work in Year 12.
- Only ONE of four electives must be performance. Alternatively, composition (using software) or a viva voce are elective options. However, many students select four performance electives.

### **Visual Arts – 2 units**

- Studying Visual Arts and/or PDM in Years 9 and 10 will assist students taking this course, but it is NOT a prerequisite.
- The Visual Art course involves investigations in artmaking, art criticism and art history. Students need to be competent in artmaking and possess sound reading, comprehension and writing skills.
- Involves the submission of a student devised Body of Work, Visual Arts Process Diary and a written external examination in Year 12.



## Year 11 2025 Drama

<b>Course:</b> Drama	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
<p><b>Course Description</b> Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p><b>Preliminary Course</b> Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from both theoretical and practical experiences in each of these areas.</p> <p><b>HSC Course</b> Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.</p> <p>The <b>Group Performance</b> (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate their performance skills.</p> <p>For the <b>Individual Project</b>, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Script-writing <b>or</b> Video Drama.</p>	
<p><b>Main topics covered:</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Improvisation, Playbuilding, Acting</li> <li>• Elements of Production in Performance</li> <li>• Theatrical Traditions and Performance Styles</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Australian Drama and Theatre (Core content)</li> <li>• Studies in Drama and Theatre</li> <li>• Group Performance (Core content)</li> <li>• Individual Project</li> </ul>	
<p><b>Particular course requirements</b> The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point.</p> <p>The Major Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing their Individual Projects.</p>	

## Year 11 2025 Music 1

<b>Course:</b> Music 1	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Music 2 Music Extension
<p><b>Course Description</b> In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p>	
<p><b>Main topics covered</b> Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.</p>	
<p><b>Particular course Requirements:</b> <b>HSC course</b> In addition to core studies in performance, composition, musicology and aural, students select <b>three</b> electives from any combination of performance, composition and musicology. These electives must represent <b>each</b> of the three topics studied in the course.</p> <p>Students selecting composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.</p>	

## Year 11 2025 Visual Arts

<b>Course:</b> Visual Arts	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
<p><b>Course Description</b></p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
<p><b>Preliminary Course</b> learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• the nature of practice in artmaking, art criticism and art history through different investigations</li> <li>• the role and function of artists, artworks, the world and audiences in the artworld</li> <li>• the different ways the Visual Arts may be interpreted and how students might develop their own informed points of view</li> <li>• how students may develop meaning, focus and interest in their work</li> <li>• building understandings over time through various investigations and working in different forms</li> </ul> <p><b>HSC Course</b> learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• how students may develop their practice in artmaking, art criticism, and art history</li> <li>• how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>• how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations</li> <li>• how students may further develop conceptual strength and meaning and technical resolution in their work</li> </ul>	
<p><b>Particular course requirements:</b></p> <p><b>Preliminary Course:</b></p> <ul style="list-style-type: none"> <li>• artworks in at least two expressive forms and use of a Visual Arts Process diary</li> <li>• a broad investigation of ideas in artmaking, art criticism and art history</li> </ul> <p><b>HSC Course:</b></p> <ul style="list-style-type: none"> <li>• development of a body of work and use of a Visual Arts Process diary</li> <li>• a minimum of five case studies (4–10 hours each)</li> <li>• deeper and more complex investigations in art making, art criticism and art history</li> </ul>	

## **Advice when choosing Dance**

- Studying Dance in Years 9 and 10 will assist students taking this course, but it is NOT a prerequisite.
- Dance requires commitment and passion. Students need to be reliable, well organised and enjoy working collaboratively.
- Involves the submission of a major work in Year 12.

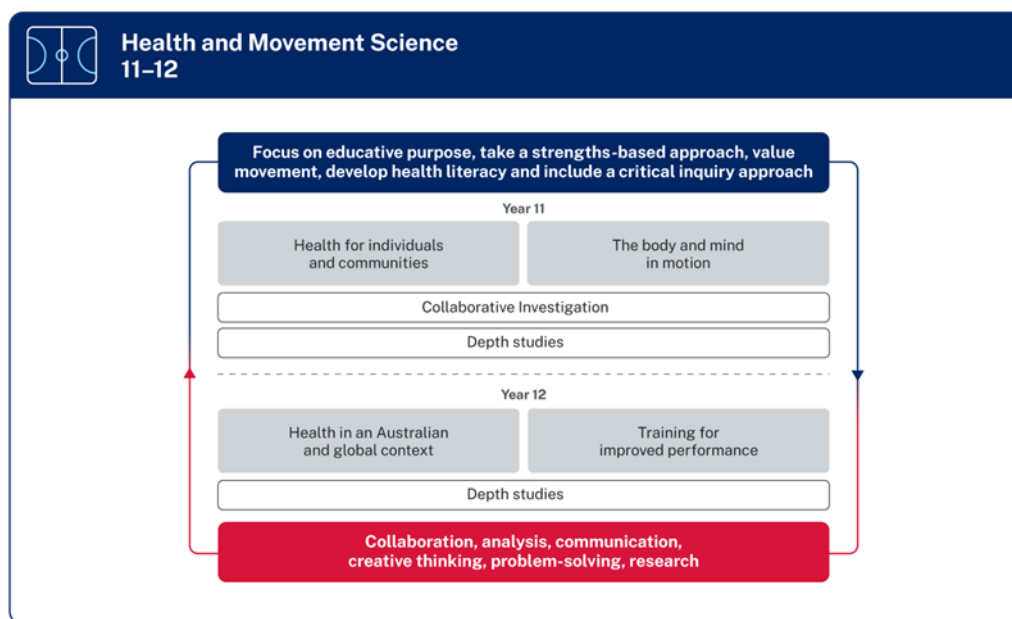
## **Advice when choosing PDHPE**

- This course suits students who are interested in health and physical activity.
- The course is more theoretical than practical with all assessment tasks and examinations written.

## Year 11 2025 Dance

<b>Course:</b> Dance	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
<p><b>Preliminary Course</b>            Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.            Components to be completed are:</p> <ul style="list-style-type: none"> <li>• Performance (40%)</li> <li>• Composition (20%)</li> <li>• Appreciation (20%)</li> <li>• Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class)</li> </ul> <p><b>HSC Course</b>            Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either in Performance, Composition, Appreciation or Dance and Technology.</p> <ul style="list-style-type: none"> <li>• Core (60%) - Performance 20%, Composition 20% and Appreciation 20%</li> <li>• Major Study (40%) Performance or Composition or Appreciation or Dance and Technology</li> </ul>	
<p><b>Particular course requirements:</b></p> <p>The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses. The published <i>Course Prescriptions</i>, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.</p>	

# Year 11 2025 Health and Movement Science



2 units for each of Preliminary and HSC Board Developed Course:

## Course Description:

The *Health and Movement Science 11–12 Syllabus* is shaped by the 5 propositions. Year 11 is organised into 2 focus areas: Health for individuals and communities; and The body and mind in motion. Year 12 is organised into 2 focus areas: Health in an Australian and global context; and 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. These skills encircle the syllabus structure along with the propositions ‘Focus on educative purpose, take a strengths-based approach, value movement, develop health literacy and include a critical inquiry approach.’

## Course structure and requirements

### Course numbers:

- Health and Movement Science (Year 11, 2 units):
- Health and Movement Science (Year 12, 2 units):

### *Year 11 course structure and requirements (120 hours)*

The Year 11 course comprises 4 components. Students are required to study all 4 components of the course.

Health and Movement Science	Indicative hours
Health for individuals and communities	40
The body and mind in motion	40
Collaborative Investigation	20
Depth studies (a minimum of 2)	20

**Particular course requirements:**

## IMPORTANT THINGS TO CONSIDER:

- It is a very different subject to what you experienced in years 7 -10 PDHPE
- The material is heavily content orientated requiring intensive amounts of reading and recalling, which can be both stimulating and challenging
- You do not have to have studied PASS in Years 9-10
- It is not a 'bludge' subject to be taken just to be with 'friends'
- To do well you will have to be consistent and work hard
- It is a theory based subject and therefore minimal practical opportunities exist
- There are no "sport" lessons on or off campus
- The HSC examination is a three hour written paper

### **Advice when choosing Japanese Beginners**

- This course is for students who have NOT previously studied Japanese in Years 9 and 10.
- The HSC examination in Year 12 has an oral component in Term 3 and a written component in Term 4.

### **Advice when choosing Japanese Continuers**

- This course is for students who have previously studied Japanese in Years 9 and 10.
- The HSC examination in Year 12 has an oral component in Term 3 and a written component in Term 4.



## Year 11 2025 Japanese Beginners

<b>Course:</b> Japanese Beginners	
2 units for each of Preliminary and HSC Board Developed Courses	
<b>Prerequisites:</b> No prior knowledge or experience and knowledge of the Japanese language derived solely from, or is equivalent to, the 100 hours Stage 4 course	
<b>Exclusions:</b> Japanese Continuers; Heritage Japanese; Japanese Background Speakers <b>Strict eligibility rules apply to the study of this subject</b> Check with your teacher or refer to Sections 8002 and 8008 of the Assessment Certification Examination (ACE) website at <a href="http://ace.bos.nsw.edu.au/">http://ace.bos.nsw.edu.au/</a>	
<b>Course Description</b> The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.	
<b>Aim</b> The aim of course is to enable students to develop: <ul style="list-style-type: none"><li>• skills in effective communication</li><li>• knowledge of the nature of language</li><li>• understanding of the interdependence of language and culture.</li></ul>	
Students' language skills are developed through tasks such as: <ul style="list-style-type: none"><li>• Conversation</li><li>• Responding to an aural stimulus</li><li>• Responding to a variety of written material</li><li>• Writing for a variety of purposes</li><li>• Studying the culture of Japanese-speaking communities through texts</li></ul>	
<ul style="list-style-type: none"><li>• <b>Particular course requirements:</b></li></ul> The HSC examination in Year 12 has an oral component in Term 3 (20%) and a written component in Term 4 (80%).	

## Year 11 2025 Japanese Continuers

<b>Course:</b> Japanese Continuers	
2 units for each of Preliminary and HSC Board Developed Courses	
<b>Prerequisites:</b> Year 10 Japanese or equivalent knowledge is assumed	
<b>Exclusions:</b> Japanese Beginners; Heritage Japanese; Japanese Background Speakers <b>Strict eligibility rules apply to the study of this subject</b> Check with your teacher or refer to Sections 8002 and 8008 of the Assessment Certification Examination (ACE) website at <a href="http://ace.bos.nsw.edu.au/">http://ace.bos.nsw.edu.au/</a>	
<b>Course Description</b> The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.	
<b>Aims</b> The aims of the syllabus are to develop students': <ul style="list-style-type: none"><li>• Ability to use Japanese to communicate with others</li><li>• Understanding and appreciation of the cultural contexts in which Japanese is used</li><li>• Ability to reflect on their own culture(s) through the study of other cultures</li><li>• Understanding of language as a system</li><li>• Ability to make connections between Japanese and English, and/or other languages</li><li>• Cognitive, learning and social skills</li><li>• Potential to apply Japanese to work, further study, training or leisure</li></ul>	
Students' language skills are developed through tasks such as: <ul style="list-style-type: none"><li>• Conversation</li><li>• Responding to an aural stimulus</li><li>• Responding to a variety of written material</li><li>• Writing for a variety of purposes</li><li>• Studying the culture of Japanese-speaking communities through texts</li></ul>	
<b>Particular course requirements:</b> The HSC examination in Year 12 has an oral component in Term 3 (20%) and a written component in Term 4 (80%).	

## Information to consider when choosing Vocational Education and Training (VET) courses

**VET courses achieve an HSC qualification and an Australian Qualifications Framework (AQF) certificate qualification as shown below.**

**Mandatory work placement hours for all VET courses – 2 x 35 hours ( 1 week in Year 11 and 1 week in Year 12) completed throughout school term.**

**It is likely that students will need to be fully vaccinated to complete mandatory work placement. If you do not intend on being vaccinated, it is recommended that you consider an alternative subject.**

**Hospitality-Cookery students will need to purchase a chef's uniform and toolkit.**

**Certificate III courses in Business and Retail attract an ATAR equivalency of 67 from the University of Newcastle for ATAR and non-ATAR students.**

### **Business Services / Certificate III in Business (BSB30120)**

- The Certificate III in Business is designed to provide students with the business, technology, interpersonal and organisational skills required to work within a business. The course includes 70 hours of mandatory work placement and an *optional* HSC exam to calculate an ATAR.

### **Hospitality – Cookery / Certificate II in Cookery (SIT20421)**

- Hospitality – Cookery / Certificate II in Cookery, within the Hospitality Curriculum Framework, is designed to provide students with a range of practical, personal and organisational skills to work in kitchen operations. The course includes 70 hours of mandatory work placement and an *optional* HSC exam. Studying Food Technology in Years 9 and/or 10 will assist students taking this course, but it is NOT a prerequisite.

### **Retail Services / Certificate III in Retail (SIR30216)**

- Retail Services / Certificate III in Retail is designed to provide students with the required skills and knowledge to engage customers, maintain daily store operations and deliver on organisational expectations. The course includes 70 hours of mandatory work placement and an *optional* HSC exam.

## Year 11 2025 Business Services (240 indicative hours)

<b>Course:</b> Business Services	<b>Certificate III in Business</b> National AQF and HSC Qualification (BSB30120)
2 units for each of Preliminary and HSC Board Developed Course  Mandatory work placement – 70 hours (2 x 35 hours)	<b>Exclusions:</b> Nil
<p><b>Course Description</b> This course provides students with the opportunity to obtain national vocational qualifications for employment in the business services industry. Students will be able to gain skills in the areas of communication, teamwork, problem solving, innovation, enterprise, planning and organisation, sustainable and safe work practices as well as the use of technology in an office environment. Occupations in the business services industry include administrative assistant, clerical worker, data entry operator, office junior, receptionist, office manager/owner of a small business.</p>	
<p><b>Recognition of Prior Learning (RPL)</b> Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p>	
<p><b>Students with Special Education needs</b> Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.</p>	
<p><b>Assessment and Course Completion</b> <b>Competency-based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Completion of the Certificate III in Business attracts an ATAR equivalency of 67 with the University of Newcastle.</p>	
<p><b>*Optional HSC examination</b> Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.</p>	
<p><b>N-Determinations</b> Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p>	
<p><b>School-based Traineeship</b> A school-based traineeship is available. For more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a></p>	
<p><b>More Information</b> For more information on this course: <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html</a></p>	

## Year 11 2025 Hospitality-Cookery (240 indicative hours)

<p><b>Course:</b> Hospitality – Cookery</p>	<p><b>Certificate II in Cookery</b> National AQF and HSC Qualification (SIT20421)</p>
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Mandatory work placement – 70 hours (2 x 35 hours)</p>	<p><b>Exclusions:</b> Nil</p>
<p><b>Course Description</b></p> <p>This course provides students with the opportunity to obtain national vocational qualifications for employment in kitchen operations. Students will be able to develop a range of skills in the areas of food preparation and cookery to prepare food, menu and beverage items. They learn to provide effective hospitality service to customers including communication, environmentally sustainable work practices, hygiene and safety. Occupations in the Cookery - Kitchen Operations pathway include working in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes and institutions such as aged care facilities, hospitals, prisons and schools.</p>	
<p><b>Recognition of Prior Learning (RPL)</b></p> <p>Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p>	
<p><b>Students with Special Education needs</b></p> <p>Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.</p>	
<p><b><u>Assessment and Course Completion</u></b></p> <p><b>Competency-based Assessment</b></p> <p>Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.</p>	
<p><b>*Optional HSC examination</b></p> <p>Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.</p>	
<p><b>N-Determinations</b></p> <p>Where a student has not met the NESA, Teaching and Educational Standards course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p>	
<p><b>School-based Apprenticeship/Traineeship</b></p> <p>A school-based apprenticeship/traineeship is available. For more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a></p>	
<p><b>More Information</b></p> <p>For more information on this course: <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html</a></p>	

## Year 11 2025 Retail Services (240 indicative hours)

<b>Course:</b> Retail Services	<b>Certificate III Retail Services</b> National AQF and HSC Qualification (SIR30216)
2 units for each of Preliminary and HSC Board Developed Course  Mandatory work placement – 70 hours (2 x 35 hours)	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>This course provides students with the opportunity to obtain national vocational qualifications for employment in the retail services industry. Students will be able to gain skills in communication, safe work practices, customer service, retail technology, stock control and routine work activities within the retail, wholesale or community pharmacy sectors. Occupations in the retail services industry include frontline sales assistant, customer service representative, shop assistant, wholesale clerk, pharmacy assistant, retail supervisor, team leader, retail executive.</p>	
<p><b>Recognition of Prior Learning (RPL)</b></p> <p>Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p>	
<p><b>Students with Special Education needs</b></p> <p>Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.</p>	
<p><b><u>Assessment and Course Completion</u></b></p> <p><b>Competency-based Assessment</b></p> <p>Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.</p> <p>Completion of the Certificate III in Retail attracts an ATAR equivalency of 67 with the University of Newcastle.</p>	
<p><b>*Optional HSC examination</b></p> <p>Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.</p>	
<p><b>N-Determinations</b></p> <p>Where a student has not met the NESAs, Teaching and Educational Standards course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p>	
<p><b>School-based Traineeships</b></p> <p>A school-based traineeship is available. For more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a></p>	
<p><b>More Information</b></p> <p>For more information on this course: <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/retail-services.html">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/retail-services.html</a></p>	

## Flexible Delivery Courses

Changes over the past ten years have broadened the options for students enrolling for the HSC. Students are no longer confined to a mostly academic pathway or limited to courses that can be taught at their schools. It is now possible to study using several different modes of delivery, attending different campuses and institutions, pursuing various pathways over a number of years. The information in this section deals with one such mode of delivery. There are Online High schools such as Diocese of Lismore Online Education Centre, Sydney Distance High School, Southern Cross School of Distance Education. There are other options as well.

Online, flexible delivery courses have been made available within our Diocesan secondary schools to cater for specific student needs and to address equity issues associated with existing distance education.

It is not our intention to replace existing face-to-face classes with flexible delivery modes. What we are endeavouring to do is maintain a Catholic education for our students and to provide them with access to subjects that traditionally have created timetable difficulties due to their very small candidature.

The delivery of these subjects can and will be achieved through the use of emerging internet technologies. A teacher will use this infrastructure to teach students in various other schools, across several Diocese. Some lessons will involve being on-line together at the same time, i.e. synchronously. Students follow up these lessons by accessing course materials and resources and completing set work in their own time, i.e. asynchronously. This asynchronous delivery can take place at school during the normal school day or at home in the student's own time. However, in order to meet the course requirements and to cater for all schools and students it will be necessary to timetable the synchronous classes after school each week. This is similar to existing arrangements for Extension English, Mathematics and History that already exist in some schools although students would not need to remain at school in order to participate. This and the necessity of travelling to a regional location at least twice per year to work with the teacher face to face are commitments students must consider carefully when choosing these subjects. It is recommended that students have access to a computer with reliable internet access at home.

As part of the support network for these students a mentor will be based in each school. The mentor is the first point of contact for online students needing guidance and support. Another role of the mentor is to keep in contact with the appointed online teacher and monitor student progress. Mentors also have responsibility for the coordination of exams and other assessment events that the student attempts at school. All formal assessment tasks will be conducted at school. The internet will not be used as a means of conducting formal assessment tasks. School reports for online subjects will be issued by the Distance High school.

Obviously this structure and the type of learning involved may not be suited to all students. However, for motivated and conscientious students, this form of delivery may provide the flexibility required to pursue a chosen pattern of study.

The courses involved in this mode of delivery will be provided to the student at a cost, over and above existing school fees. For more information go to:

<http://oec.lism.catholic.edu.au>

<https://sydneyh-d.schools.nsw.gov.au/>

<https://sthcrossc-d.schools.nsw.gov.au/>

## NSW School of Languages

St Joseph's offers Year 11 and Year 12 students the opportunity to study the Japanese Continuers course on campus. However, the study of other languages is not always possible for several reasons, in which case the option available for students is to study through the NSW School of Languages.

The NSW School of Languages operates in a distance education mode with students completing the bulk of their learning in their home schools via a variety of strategies including:

- Printed materials
- DVDs
- Telephone lessons
- Computer-assisted communication
- Internet-based exercises delivered via the school's online Learning Management System, Moodle

This mode of delivery requires students to be self-directed and motivated learners. In 2019 Mrs Andersen from the Languages faculty supervised the NSW School of Languages' students assisting them with the organisation of equipment, facilitating assessment tasks and telephone lessons as well as monitoring the return of work. Students must attend all telephone lessons and complete all designated work if they are to achieve in their language course. The NSW School of Languages also encourages students to attend face-to-face days which are usually held at the NSW School of Languages currently in Petersham once per term as these are valuable learning experiences where students meet their teachers and the other members of their class.

Languages offered include:

- Chinese
- ESL
- French
- German
- Indonesian
- Italian
- Japanese
- Korean
- Latin
- Modern Greek
- Portuguese and Portuguese (Brazil)
- Russian
- Spanish

### **Please note:**

**The cost to parents in 2024 was \$800 per year in Year 11 and in Year 12 for each NSW School of Languages language studied. The NSW School of Languages has a quota system which limits the number of students that may be accepted for study from non-Government schools so students are not guaranteed a place.**

Further information about this method of study and the NSW School of Languages can be found at <https://nwschoollang.schools.nsw.gov.au/>.



***Description  
of subjects  
that  
St Edwards  
may offer  
in the  
Preliminary Course  
2025***

## Year 11 2025 French Continuers St Edwards College

<b>Course:</b> French Continuers	
2 units for each of Preliminary and HSC Board Developed Courses	
<p><b>Prerequisites:</b> This course is designed for those students who have completed three years of French: Year 8 with the 100 hours mandatory course, plus two years of Elective French in Years 9 and 10.</p> <p><b>Recommendation:</b> It is recommended that a student who chooses this course would have achieved an A or B at the end of the Year 10 French Course.</p> <p><b>Note:</b> French Continuers is academically demanding and is suited to those students who are motivated and who really enjoy the challenge of learning another language.</p> <p><b>Faculty: Languages-</b> For more information see Mrs Sabine Kieken.</p>	
<p><b>Strict eligibility rules apply to the study of this subject</b></p> <p>Check with your teacher or refer to Section 8008 of the Assessment Certification Examination (ACE) website at <a href="https://ace.nesa.nsw.edu.au/ace-8008">https://ace.nesa.nsw.edu.au/ace-8008</a></p>	
<p><b>Course Description</b></p> <p>The aims of this course are:</p> <ul style="list-style-type: none"> <li>• To use French to communicate with others.</li> <li>• To understand and appreciate one's own culture through the study of French culture.</li> <li>• To understand language as a system.</li> <li>• To have the potential to apply French to further work, study, training or leisure.</li> </ul> <p>It is recommended that a student who chooses this course would have achieved an A or B at the end of the Year 10 French Course. French Continuers is academically demanding and is suited to those students who are motivated and who really enjoy the challenge of learning another language.</p>	
<p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> <li>• Conversation</li> <li>• Responding to an aural stimulus</li> <li>• Responding to a variety of written material</li> <li>• Writing for a variety of purposes</li> <li>• Studying the culture of French-speaking communities through texts</li> </ul> <p>Assessments will include Speaking, Listening and Responding, Reading and Responding, Writing in French.</p>	
<b>Particular course requirements:</b> Nil	

## Year 11 2025 French Beginners St Edwards College

<b>Course:</b> French Beginners	
2 units for each of Preliminary and HSC Board Developed Courses	
<p><b>Prerequisites:</b> This course is designed for those students who have little or no background of study in French.</p> <p>Students who have completed the 100-hour course of French (Year 8) are eligible for French Beginners.</p>	
<p><b>Strict eligibility rules apply to the study of this subject</b></p> <p>Check with your teacher or refer to Section 8008 of the Assessment Certification Examination (ACE) website at <a href="https://ace.nesa.nsw.edu.au/ace-8008">https://ace.nesa.nsw.edu.au/ace-8008</a></p>	
<p><b>Course Description</b></p> <p>The aims of this course are:</p> <ul style="list-style-type: none"> <li>• To use French to communicate with others.</li> <li>• To understand and appreciate one's own culture through the study of French culture.</li> <li>• To understand language as a system.</li> <li>• To have the potential to apply French to further work, study, training or leisure.</li> </ul> <p>It is recommended that a student who chooses this course would have a strong interest in learning another language and a desire to explore another culture.</p> <p>This course would suit students who like the challenge of rote learning, who like to analyse their own language and who have a commitment to excellence.</p>	
<p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> <li>• Conversation</li> <li>• Responding to an aural stimulus</li> <li>• Responding to a variety of written material</li> <li>• Writing for a variety of purposes</li> <li>• Studying the culture of French-speaking communities through texts</li> </ul> <p>Assessments will include Speaking, Listening and Responding, Reading and Responding, Writing in French.</p>	
<b>Particular course requirements:</b> Nil	

# Year 11 2025 Enterprise Computing

## St Edwards College

<b>Course:</b> Information Processes and Technology	
2 units for each of Preliminary and HSC Board Developed Courses	
<p><b>Note:</b> Enterprise Computing stage 6 empowers students with a comprehensive understanding of technology and its influence on the world around us across all facets of life work, personal and leisure; hence the course is recommended study for most students.</p>	
<p><b>Faculty: Information Technology</b> - For more information see Mr Matt Young at St Edwards</p>	
<p>The study of HSC Enterprise Computing enables Students develop an understanding of how computing technologies can be harnessed to provide compelling user interaction and efficient access to information that supports commercial, industrial, social, and environmental initiatives. Students perform project work and apply their knowledge and skills in interactive media and the user experience, networking systems and social connections, cybersecurity principles, data science, data visualisations, and intelligent systems.</p>	
<p><b>Course Content</b></p> <p><u>Year 11 Course</u></p> <ul style="list-style-type: none"> <li>• Interactive media and the user experience including the ubiquity of interactive media; capturing, storing and integrating data; and creating interactive media systems.</li> <li>• Networking systems and social computing including introduction to human-centric computing; storage and workflow in enterprise networks; network architecture and infrastructure; and creating a network.</li> <li>• Principles of cybersecurity including understanding privacy and security; security awareness; and cyber law and ethics.</li> </ul> <p><u>Year 12 Course</u></p> <ul style="list-style-type: none"> <li>• Data science including collecting, storing and analysing data; data quality; and processing and presenting data.</li> <li>• Data visualisation including using data to tell a story; interpreting data visualisations, designing for user experience; and creating data visualisations.</li> <li>• Intelligent systems including systems and their applications; data and intelligent systems; and creating intelligent systems.</li> <li>• Enterprise project.</li> </ul>	
<p><b>Post School Opportunities</b></p> <p>Through hands-on experience, students will learn to solve real-world problems using digital tools and processes, while also being mindful of the social, ethical, and legal implications. Whether you are interested in starting your own business or just working in one it is a fundamental advantage to understand how the technology works best for the business requirements.</p>	
<p><b>Visit</b> <a href="https://issuu.com/refractionmedia/docs/cws_technology_2023">https://issuu.com/refractionmedia/docs/cws_technology_2023</a> <b>for more information.</b></p>	
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• In Year 11 there will be 3 assessment tasks: an assignment, a major project and a yearly examination.</li> <li>• In Year 12 there will be 4 assessment tasks: a research assignment, a major enterprise project, a written examination and the Trial HSC examination.</li> <li>• The HSC examination will be 2 hours and 30 minutes undertaken using a computer.</li> </ul>	

## Year 11 2025 Engineering Studies St Edwards College

<b>Course: Engineering Studies</b>											
2 units for each of Preliminary and HSC Board Developed Courses											
<p><b>Recommendation:</b> Minimum B grade in Year 10 5.3 Mathematics. Recommend studying the Mathematics Advanced course in Year 11.</p> <p><b>Note:</b> Students will be required, as part of their course to attend excursions.</p> <p><b>Faculty: Technological &amp; Applied Studies</b> - For more information see Mr Mark Austin or Mr Paul Buxton at St Edwards.</p>											
<p><b>Course Description</b></p> <p>Engineering Studies is an academic course <i>that</i> is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team.</p>											
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><u>Year 11 Course modules include:</u></td> <td style="width: 50%; border: none;"><u>Year 12 Course modules include:</u></td> </tr> <tr> <td style="border: none;">Engineering Fundamentals (A)</td> <td style="border: none;">Civil Structures (A)</td> </tr> <tr> <td style="border: none;">Engineered Products (A)</td> <td style="border: none;">Personal and Public Transport (A)</td> </tr> <tr> <td style="border: none;">Braking Systems (A)</td> <td style="border: none;">Aeronautical Engineering (F)</td> </tr> <tr> <td style="border: none;">Biomedical Engineering (F)</td> <td style="border: none;">Telecommunications (F)</td> </tr> </table> <p>These are Application modules (A) and Focus modules (F). Application modules are base on engineering products or systems. While focus modules are based on the scope of the engineering profession. An engineering report is to be prepared for each of the course modules</p>		<u>Year 11 Course modules include:</u>	<u>Year 12 Course modules include:</u>	Engineering Fundamentals (A)	Civil Structures (A)	Engineered Products (A)	Personal and Public Transport (A)	Braking Systems (A)	Aeronautical Engineering (F)	Biomedical Engineering (F)	Telecommunications (F)
<u>Year 11 Course modules include:</u>	<u>Year 12 Course modules include:</u>										
Engineering Fundamentals (A)	Civil Structures (A)										
Engineered Products (A)	Personal and Public Transport (A)										
Braking Systems (A)	Aeronautical Engineering (F)										
Biomedical Engineering (F)	Telecommunications (F)										
<p>Both Preliminary and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.</p> <p>Engineering Studies is unique in that it develops knowledge and understanding of the profession of engineering. It is an academic subject and not practical based course. It is broken up into four disciplines: Mechanics, Material Science, Engineering Drawing and Engineering Report Writing.</p>											
Examinations, engineering reports, experiment and oral presentations.											

# Year 11 2025 Software Engineering

## St Edwards College

<b>Course:</b> Software design and development	<b>Prerequisites:</b> Nil
2 units for each of Preliminary and HSC Board Developed Courses	
<p><b>Course Description</b></p> <p>The study of HSC Software Engineering enables students to develop an understanding of the fundamentals of computer science using a range of technologies including the Python programming language. Students will develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. Software Engineering will equip you with a solid foundation in computer science and maths, and develop deep expertise in software architecture, processes, methodologies and quality frameworks.</p> <p>Working within complex software development environments, operating systems, communications, web software, databases and applications, you'll undertake studies in all facets of the software engineering process.</p> <p>It covers studies on software analysis and design, coding, testing and deployment. Developing software solutions often involves assembling extensive amounts of code into working applications and updating and fixing problems in existing software.</p>	
<p><u>Year 11 Course</u></p> <p>Programming fundamentals including software development; designing algorithms; data for software engineering; and developing solutions with code.</p> <p>The object-oriented paradigm (OOP) including Understanding OOP; and programming in OOP.</p> <p>Programming mechatronics including understanding mechatronic hardware and software; designing control algorithms; and programming and building mechatronic systems.</p>	
<p><u>Year 12 Course</u></p> <p>In Year 11 there will be 3 assessment tasks: a research assignment, a major project and a formal written examination.</p> <p>In Year 12 there will be 4 assessment tasks: a research assignment, a major enterprise project, a written examination or programming task and the trial HSC examination.</p> <p>The HSC examination will be 2 hours and 30 minutes undertaken using a computer.</p>	
<p><b>Additional information</b></p> <p>This is a challenging course, and in many ways, it is like learning a new language. There is a lot of work that is to be done at home, so a home computer is essential. This is a very practical course and students have several projects to work on individually. It is therefore important that students can work independently. A good mathematics grade in Year 10 is important, but not essential. <b>Post School Opportunities</b></p> <p>Visit <a href="#">School Subjects for Software Engineering - Careers with STEM</a> or <a href="#">8 Career Paths for Software Engineers [2024 Career Guide] (springboard.com)</a> for more information.</p>	
<p><b>Assessment</b> Practical examinations, written assignments, formal examinations, computer-based assessment, project work, Python projects and the use of Linux based components</p>	

## Year 11 2025 – Multimedia Technologies

### St Edwards College

<b>Course:</b> Multimedia Technologies					
2 units for each of Preliminary and HSC Board Developed Courses					
<b>Prerequisites:</b> Nil					
<p><b>Course Description</b> Industrial Technology has been developed to incorporate content related to current and developing technologies. It offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.</p> <p>Increasing retention rates within NSW schools have resulted in a need to link the senior school curriculum more closely with post-school vocational education and work options. This syllabus acknowledges the need to strengthen such links. Through a process of observing and analysing industry practice and through personal practical experiences, students will gain knowledge and skills together with appropriate attitudes about technology and industry.</p>					
<p><b>Course Content</b></p> <p>Both the Preliminary and HSC courses are organised around four sections:</p> <ul style="list-style-type: none"> <li>• Industry Study - Study of the organisation and management of the industry related to the focus area.</li> <li>• Design, Management and Communication - application of design principles in the production of the Major Project and application of management and communication skills to produce a related folio.</li> <li>• Production - applying knowledge and skills through the construction of a Major Project.</li> <li>• Industry Related Manufacturing Technology - demonstrates knowledge and understanding of a range of materials, processes, tools, equipment, machinery and technologies related to the focus area industry through practical experiences, including the development of the Major Project.</li> </ul>					
<p><b>Assessment</b></p> <p><b>Assessment Requirements</b></p> <p>Internal Assessment and Weightings (assessed at school) The Board requires schools to submit an assessment mark for each HSC candidate in Industrial Technology.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Design and Planning Folio 30%</td> <td style="width: 50%;">2. Industry Study 20%</td> </tr> <tr> <td>3. Management and Communication 40%</td> <td>4. Trial HSC 10</td> </tr> </table> <p><b>External Assessment and Weightings</b> (assessed externally by the Board of Studies).</p> <p>The Major Project and Major Folio will be submitted on the due date determined by the Board of Studies to external markers that visit the school and conduct marking on site. The HSC examination for Industrial Technology is undertaken for the focus area during the HSC examination period.</p> <ul style="list-style-type: none"> <li>• Major Project and Major Folio is worth 60% and the HSC Examination is worth 40%.</li> </ul> <p><b>Extra Information</b></p> <ul style="list-style-type: none"> <li>• In the Preliminary study, the content is introductory and is related to several practical projects and the study of an individual business in the focus area. The aim of the Preliminary course is to prepare and equip the students with the necessary knowledge and skills to successfully complete the HSC Major Project and related folio.</li> </ul>		1. Design and Planning Folio 30%	2. Industry Study 20%	3. Management and Communication 40%	4. Trial HSC 10
1. Design and Planning Folio 30%	2. Industry Study 20%				
3. Management and Communication 40%	4. Trial HSC 10				

- The HSC course requires the planning and production of a Major Project and Folio. The student will cover the associated cost of materials, components and finishes.
- The quality of the Major Project is largely associated with time spent in the workshop. Successfully managing production and taking advantage of the additional after school workshops greatly increases the overall quality of the finished project.

### ***Post School Opportunities***

The study of Industrial Technology Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Industrial Technology Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

### ***Recognition of Student Achievement in Vocational Education and Training (VET)***

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework.

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the Australian Qualifications Framework (AQF). Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website ([www.ntis.gov.au](http://www.ntis.gov.au)).

### ***Recognition by TAFE NSW***

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the TAFE NSW Handbook. Under current arrangements, the recognition available to students of Industrial Technology in relevant courses conducted by TAFE is described in the HSC/TAFE Credit Transfer Guide. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Industrial Technology Stage 6. This information can be found on the TAFE NSW website ([www.tafensw.edu.au/mchoice](http://www.tafensw.edu.au/mchoice)).

### ***Recognition by other Registered Training Organisations***

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in Industrial Technology Stage 6 so that the degree of recognition available can be determined.



## Year 11 2025 Entertainment (VET) St Edwards College

Board Developed Course Minimum mandatory work placement – 70 hours	A total of 4 units of credit – Preliminary and/or HSC
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Note: Students must complete the HSC exam for Entertainment to be included in the ATAR calculation.

On successful completion of this course, students will be awarded an NSW TAFE recognised Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

Students can complete an additional 60 hours course in Entertainment Industry Specialisation Study to gain the full AQF VET qualification CUA30420 Certificate III in Live Production and Technical Services.

The VET Entertainment course is designed for students who wish to work, or are interested in, the Entertainment Industry. It is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the Entertainment workplace. The purpose of the course is to provide students with the opportunity to develop basic knowledge and skills for live production, theatre and event industries.

Live Entertainment events are presented in many types of venues, from clubs and pubs, to outdoor locations, to performing arts centres. The organisations may be commercial, they may receive government subsidies, or they may be metropolitan, regional or community-based. Just as there is a diversity of venues, so too there are numerous types of events.

The Entertainment Course at St Edward's College includes the units below:

- Work effectively in the creative arts.
- Work safely in the construction Industry.
- Apply Work Health and Safety Practices.
- Organise personal work priorities and development.
- Participate in collaborative creative projects.
- Provide service to customers.
- Operate basic lighting.
- Assist with production operations for live performance.
- Undertake live audio operations.
- Operate vision systems.
- Work effectively backstage during performances.
- Assist with bump in and bump out of shows.
- 

Each of these activities involve the use of different forms of technology (both analogue and digital).

Each of these activities involve the use of different forms of technology (both analogue and digital).

### *Assessment Requirements*

Entertainment is a competency-based course and assessment includes group work, research tasks and demonstrating competencies in tasks such as setting up a PA system, mixing live audio, creating a cue sheet, or programming and operating a digital lighting desk or using vision systems including a vision mixer.

Cont. next page

### ***Post School Opportunities***

This certificate can be used as an alternative entry pathway to University of Newcastle on an HSC + University or HSC + Vocational pathways.

Many successful and reputable institutions exist to further study the career paths listed above:

- *The Australian Institute of Music in Sydney* (offering 2-year courses in Music Production)
- *JMC Academy* (offering excellent courses in Audio Engineering and Sound Production)
- *NIDA Bachelor of Fine Arts* (Technical Theatre, Stage Management and Design)
- *Western Academy of Performing Arts* (Stage Management and Design)

### **Is there anything else you should know?**

- Entertainment assumes Students work entirely backstage or in the front-of-house area on technical operations.
- Students can complete an additional 60 hour specialisation (CUA30415) to gain the full certificate III qualification. This certificate III qualification can be used as an alternative entry pathway into Newcastle University.
- Students are required to purchase VET shirts for their hands-on component of their course. These can be purchase through Cowen and Lewis and are an additional cost to the course.
- WHS Induction Training will be delivered by an external provider for students to attain the WHS White Card required for them to complete Work placement. This will incur an additional cost, approximately \$100.

## Year 11 2025 Outdoor Recreation (VET) St Edwards College

**Note:** This is a Board Endorsed Course, there is no HSC exam for this course, and this is a ONE YEAR PRELIMINARY course.

**This is a NON-ATAR Board Endorsed HSC VET Course that does not have a HSC exam and does not contribute towards an ATAR. There is an additional cost of between \$500 and \$875 for this course. Camp cost will be determined based on the number of students.**

**On successful completion of this course, students will be awarded the NSW TAFE recognised AQF VET qualification: SIS20419 Certificate II in Outdoor Recreation.**

**What will be taught?** The Outdoor Recreation Curriculum Framework is designed for students who are active, enjoy the outdoors, have effective communication, and enjoy working with people. It is an opportunity for students to improve their fitness and environmental knowledge, learn about the sports & health industry and be able to implement this knowledge in a recreational setting. All course content will be delivered on camp, work placement and over several full individual days.

Core units covered in the course are:

- Minimise environmental impact
- Provide first aid
- Follow occupational health and safety policies
- Assist in conducting outdoor recreation sessions
- Maintain sport, fitness and recreation industry knowledge

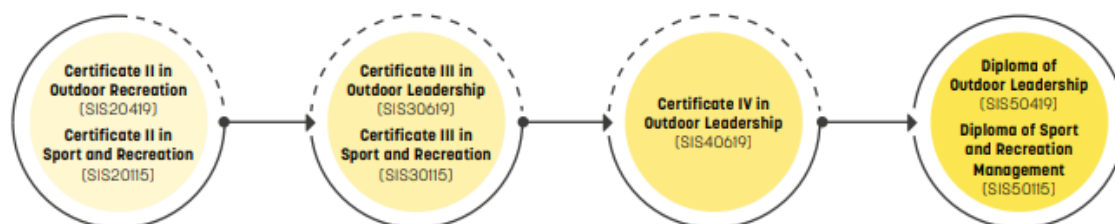
Other potential activities undertaken include: Bushwalking, navigation skills, canoeing/kayaking, fishing, surfing, or mountain biking.

**Assessment:** This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include: observation, student demonstration, questioning, written tasks and quizzes. All assessment will be completed on mandatory 4 day camps, work placement and one day activities unless specified by the trainer/teacher.

**Potential career pathways:** Leisure Facility Assistant, Community Recreation Activity Assistant, Customer Service Assistant, Aquatic Leisure Centre Assistant and Retail Assistant.

### Further study pathway at TAFE

#### Example pathway to a quality career



- Students must complete a minimum of 35 hours of mandatory work placement. This placement will be undertaken in an appropriate recreation work environment. It is a NESA requirement that this placement is completed for the HSC credential to be awarded. Some

industry areas require vaccination to participate in work placement – see the VET Course Student Advice on the last page of this handbook for more information.

### **Outdoor Recreation - Costs**

Students who choose to study Outdoor Recreation are required to participate in a range of External Certifications and a mandatory four-day outdoor recreation experience and work placement.

The additional cost to families to study Outdoor Recreation are estimated at:

<b>ACTIVITY</b>	<b>COST (INC GST)</b>
Work Placement – Camp (Cost will be covered by St Edward’s College)	\$275.00
4 Day Camp (dependant on student numbers)	Between \$500 - \$800
First Aid certificate (If not already completed at St Joseph’s College)	\$75.00

## Year 11 2025 Screen and Media Industry (VET)\* St Edward's College

**\*Please note – This is a NON-ATAR Board Endorsed HSC VET Course that does not have a HSC exam and does not contribute towards an ATAR.**

<b>Board Developed Course</b> Minimum mandatory work placement – 70 hours	<b>Exclusions:</b> Nil
<b>On successful completion of this course, students will be awarded the NSW TAFE AQF VET recognised qualification: CUA31020 Certificate III in Screen and Media.</b>	
<p>The VET Screen and Media course is designed for students who wish to work, or are interested in, the film, television or digital media industries. If you see yourself working in TV, radio or film this course could be for you.</p> <p>This course aims to provide students with the foundation knowledge and the elementary skills required to operate in the film, television or digital media industries, in a safe and efficient manner. The qualification is recognised as an entry-level qualification for employment in the media industry and provides opportunities to:</p> <ul style="list-style-type: none"> <li>- Apply knowledge and understanding of WHS requirements and the operations of the media industry</li> <li>- Use a range of standard media industry tools and equipment</li> <li>- Set up for basic camera and film shoots</li> <li>- Learn about presentation techniques in front of the camera</li> <li>- Engage in vision and sound editing</li> <li>- Work independently and in teams</li> <li>- Develop critical thinking and creativity skills</li> </ul>	
<p><b>Course Content</b></p> <p>The Screen and Media Course includes the units below:</p> <ul style="list-style-type: none"> <li>• Contribute to health and safety of self and others work safely in the construction Industry.</li> <li>• Work effectively in the screen and media industries.</li> <li>• Develop and extend critical and creative thinking skills.</li> <li>• Present programs on air.</li> <li>• Develop techniques for presenting to camera.</li> <li>• Shoot material for screen productions.</li> <li>• Operate basic lighting.</li> <li>• Perform basic vision and sound editing.</li> <li>• Write content for a range of media.</li> <li>• Write simple stories.</li> </ul> <p>Each of these activities involve the use of different forms of technology (both analogue and digital).</p>	
<p><b>Personal Requirements include:</b></p> <ul style="list-style-type: none"> <li>• Active listening – Able to listen to others, not interrupting, and asking good questions.</li> <li>• Speaking- Able to talk to others.</li> <li>• Comprehension – Able to read course related information.</li> <li>• Coordination – Able to Change what is done based on other people's actions.</li> <li>• Time Management – Able to manage your own and other peoples' time to get work done.</li> <li>• Judgement and decision making – Figuring out the pros and cons of different options and choosing the best one.</li> </ul> <p>Active Learning - Able to use what you have learnt to solve problems now and again in the future</p>	
<p><b>Assessment</b></p> <p>Screen and Media is a competency-based course and assessment may include:</p> <ul style="list-style-type: none"> <li>• Observation, Student Demonstration, Questioning, Written tasks and Tests</li> </ul>	
<p><b>Note:</b> Students are required to purchase VET shirts for their hands-on component of their course. These can be purchase through Cowen and Lewis and are an additional cost to the course.</p>	

## Year 11 2025 Sport, Lifestyle and Recreation\* Board Endorsed Course – St Edwards College

**\*Please note – This is a NON-ATAR Content Endorsed HSC Course that does not have a HSC exam and does not contribute towards an ATAR.**

<p><b>Course:</b> Sport, Lifestyle and Recreation (Board Endorsed Course)</p>	<p><b>Exclusions:</b> Nil</p>
<p><b><i>Course Description</i></b></p> <p>Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p>	
<p><b><i>Course Content</i></b></p> <p>This course develops in each student the knowledge, understanding and skills needed for further education, work and to adopt active and health-promoting lifestyles. The following key competencies are embedded in SLR: collecting, analysing and organising information; communication; planning and organising activities; working in teams; using mathematical ideas; using technology and solving problems.</p> <p>Students will cover topics that include aquatics, athletics, sports coaching and training, individual/team games and sports applications.</p> <p>This course is recommended for students who do not wish to pursue an ATAR and who prefer more practical activities and less rigorous extended response style assessments.</p>	
<p><b><i>Assessment Requirements</i></b></p> <p>Students will complete a range of class-based practical and theoretical assessments as well as the submission of online courses.</p>	
<p><b><i>Post School Opportunities</i></b></p> <p>The study of SLR will support students in developing a commitment to, and capacity for, lifelong learning in this area. This may lead to further postschool study at University or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences if this as an area of personal interest.</p>	
<p><b>Note:</b> Students are required to wear a school sports shirt for the practical component of their course. This can be purchased through Cowan and Lewis and is an additional cost to the course.</p>	