



TRINITY

CATHOLIC COLLEGE

ADAMSTOWN

FROM 2025

Stage 6
Course Handbook
2025

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Introduction

On behalf of the college, it is a privilege to provide you with our Course Handbook for Stage 6.

You are now at a point in your life where you will be given more choices and options. Not everyone will have the same post-school destination in mind, nor will they necessarily follow the same path: some will seek an apprenticeship or traineeship; others will prepare for entry into university or to TAFE; and there are those who have immediate employment as a priority.

The courses detailed in this handbook will provide you with meaningful and rewarding pathways to post-school education and employment.

Of course, added responsibility comes with the opportunity to shape your studies. To ensure that the HSC is working for you it is vital that you engage with the processes involved with enrolment and the nomination of course preferences. Read this handbook. Make sure you are aware of the requirements of the HSC and ATAR if it is relevant to you. Research the careers that suit your interests and aspirations. Seek out those who can offer advice and assistance: your teachers and the Careers Advisor are a good start. Ask questions and listen to the advice and wisdom you receive.

Finally, reflect on the information provided, your aspirations, your current work and study habits along with any other commitments you may have.

Be clear in your own mind of the goal you want to achieve and make decisions that will help you to realise it.

Your time in Stage 6 will be one of challenge and growth. It is an exciting time and I invite you to make the most of the opportunities as they arise.

Stephen Dunn

Assistant Principal

Stage 6 Terminology

ATAR	<ul style="list-style-type: none"> • Australian Tertiary Admissions Rank • Used as an entry for university courses • Represents ONE way to enter university
BDC	<ul style="list-style-type: none"> • Board Developed Course • Includes an HSC exam • Contributes to the calculation of an ATAR
CEC or BEC	<ul style="list-style-type: none"> • Content Endorsed Course • A course whose content has been endorsed by the Board (NESA) • No HSC examination • School based assessment only • Does NOT contribute to the calculation of an ATAR
EVET	<ul style="list-style-type: none"> • External VET course
HSC	<ul style="list-style-type: none"> • Higher School Certificate issued by NESA
NESA	<ul style="list-style-type: none"> • NSW Education Standards Authority • Previously known as the Board of Studies
Pathway	<ul style="list-style-type: none"> • Choice for students to undertake their HSC over several years • maximum 5 years rather than 2 years
SBAT	<ul style="list-style-type: none"> • School Based Apprenticeships and Traineeships
Stage 6	<ul style="list-style-type: none"> • The study of Years 11 and 12 combined • Year 11 – students must complete a minimum of 12 units of study • Year 12 – students must complete a minimum of 10 units of study
UAC	<ul style="list-style-type: none"> • University Admissions Centre is responsible for the calculation of the ATAR and management of university preference
Unit	<ul style="list-style-type: none"> • A measure of marks and time per subject • 1 unit is equal to 50 marks in the HSC and 60 hours of study • 2 unit subjects equal 100 marks and 120 hours of study
VET	<ul style="list-style-type: none"> • Vocational Education Training • Courses that are competency based • Requires mandatory work placement

Useful Resources

The following websites have information and advice on topics such as the requirements for the award of a Higher School Certificate, the calculation of the ATAR and selecting course preferences.

STUDENTS ONLINE

<https://studentsonline.nesa.nsw.edu.au/>



NSW Educational Standards Authority (NESA)

<https://www.nsw.gov.au/education-and-training/nesa/hsc>



University Admissions Centre (UAC)

<https://www.uac.edu.au/assets/documents/year-10/top-tips-for-choosing-hsc-courses.pdf>



TAFE NSW

<https://www.tafensw.edu.au/>



Patterns of Study

It is crucial for students to explore and gain an understanding of the many training, educational and employment options available to them at the end of their HSC.

This will help them to nominate courses that enable them to follow a pathway that best suits their needs and goals:

• HSC ONLY

Students not intending to study at university immediately after school, must select a pattern of study that fulfils the HSC eligibility requirements. Students selecting such a pathway may be seeking apprenticeships or employment post-school or might be intending to undertake further study at TAFE or a private institution. Students who are following this sort of pathway, might genuinely consider one of the VET courses that links with their future aspirations.

• HSC and ATAR (eligible)

Students contemplating further study at university immediately after school will need to select a pattern of study that not only fulfils HSC eligibility requirements, but also enables them to access an Australian Tertiary Admission Rank (ATAR). To do this they must study a minimum of 10 Board Developed units in Year 12.

• ACCUMULATED HSC

Students are advised that they may accumulate their HSC over a period of up to five years. This option requires an interview with the Assistant Principal of Learning as there are a number of specific rules that govern this pathway. This option is a possibility for students who may have significant sporting obligations, chronic illness, a wish to combine school and work or difficult circumstances at home.

STUDENTS WITH LEARNING SUPPORT NEEDS

All students with a diagnosed disability can satisfy the requirements of the HSC using a combination of the following courses:

- Board Developed Courses and / or;
- Board Endorsed Courses and / or;
- Board Developed Life Skills Courses and / or;
- Vocational Educational and Training Courses.

Families with students who have Learning Support needs are asked to discuss patterns of study with the Leader of Learning – Learning Support, Susan Price.

Requirements of the HSC

Year 11 Pattern of Study

- Minimum of 12 units
- At least one unit must be in Religion
- An English course is mandatory in NSW
- Either FIVE x TWO unit courses and TWO x ONE unit courses or SIX x TWO unit courses
- Students wishing to study an Extension course (English or Mathematics) may be able to study THREE x ONE unit courses. It is recommended that this pattern of study be first discussed with the relevant Leader of Learning and the Assistant Principal.
- Because of the difficulty in meeting work placement requirements, it is recommended that no more than 2 VET courses are studied.

Please note:

Other than Studies in Catholic Thought, only one course from the Board Endorsed Courses may be selected (i.e. Exploring Early Childhood, Marine Studies, Photography, and Sport, Lifestyle and Recreation).

When indicating course preferences students will be required to nominate ONE reserve TWO unit course to assist with the construction of the course lines and to potentially resolve clashes within the original 12 units.

Extension Courses

English Extension 1 is open to students studying the English Advanced course. Mathematics Extension 1 is open to students studying the Mathematics Advanced course.

Year 12 Pattern of Study

- Minimum of 10 units
- Students must satisfactorily complete the Year 11 Course before commencing the corresponding Year 12 Course

Extension Courses available only in Year 12

English Extension 2 is open to students studying the English Advanced and the Extension 1 courses.

Mathematics Extension 2 is open to students studying the Mathematics Advanced and the Mathematics Extension 1 courses.

History Extension is open to students of either Ancient History or Modern History.

Science Extension is open to students of Biology, Chemistry, Earth and Environmental Science or Physics.

Both the Year 11 and Year 12 patterns of study must include:

- 2 units of compulsory English
- At least 6 units of Board Developed Courses (English will represent 2 of these)
- At least 3 courses of 2 units value or greater (either Board Developed Courses or Content Endorsed Courses)
- At least 4 subjects (including English)
- A maximum of 6 units of Science may be included in Year 11, and 7 units of Science in a Year 12 pattern of study
- At Trinity Catholic College, a minimum of 1 unit of study must be undertaken in Religion (either Studies of Religion or Studies in Catholic Thought) in both Year 11 and Year 12

Satisfactory Completion of a Course

Students must:

- Follow the course developed or endorsed by NESA
- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. This includes the completion of the practical, oral and/or project works required for specific courses, and the assessment requirements for each course
- Achieve some or all of the course outcomes
- Complete HSC assessment tasks that contribute in excess of 50 per cent of available marks in courses where internal assessment marks are submitted
- Sit for and make a serious attempt at any requisite Higher School Certificate examinations for a course
- Complete mandatory work placement if undertaking VET Board Developed Courses

Board Developed Courses

Board Developed Courses offered at Trinity Catholic College in 2025	
Aboriginal Studies Ancient History Biology Business Studies Chemistry Community & Family Studies Dance Design and Technology Drama Earth & Environmental Science Economics Engineering Studies English Studies English Standard English Advanced English Extension 1 Food Technology French Beginners Geography Health & Movement Science	Industrial Technology – Multimedia Industrial Technology – Timber Products Italian Beginners Languages by Distance Education Legal Studies Mathematics Standard Mathematics Advanced Mathematics Extension 1 Modern History Music 1 Physics Society & Culture Studies of Religion 1 Studies of Religion 2 Textiles and Design VET Construction VET Entertainment Industry VET Hospitality Food and Beverage Visual Arts

Board Endorsed Courses

Board Endorsed Courses offered at Trinity Catholic College in 2025	
Exploring Early Childhood Photography, Video and Digital Imaging Sport, Lifestyle & Recreation	Studies in Catholic Thought 1 unit Studies in Catholic Thought 2 unit Marine Studies

ADDITIONAL COURSES VIA EXTERNAL PROVIDERS

Students may select a single course offered through TAFE or Private RTOs (EVET Courses), online providers, or via distance education as part of their programme.

Examples of these courses include a Language via Distance Education, Dance via the Diocesan Dance Program, or an EVET course such as those listed in the EVET section of this handbook. These courses will need to be negotiated with the Careers Adviser or the Assistant Principal

Vocational Educational Training (VET)

WHY STUDY A VET COURSE?

Vocational Education and Training courses are accessible to all students and have a good mix of practical and theory content and support the development of employability skills, sought by employers and industry.

The courses have real world application and, for the majority of students, have direct application to post-school career pathways or provide skills and knowledge which transfers across into broader career applications.

Undertaking VET courses while at school provides a student with a dual qualification. VET courses allow a student to achieve both a HSC and a Vocational Certificate or a Statement of Attainment. For ICF courses, the dual accreditation means students may cover both TAFE and University entrance requirements. Students may also be able to apply for recognition of prior learning (RPL).

The 240 hour courses may also be credited against a related traineeship or apprenticeship.

Industry Curriculum Framework courses (ICF)

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

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

School Based Assessment

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

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

HSC Examination (optional – unless included in 10 units and seeking an ATAR)

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

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

Industry Curriculum Framework (ICF) courses available at our College include:

- Construction
- Entertainment Industry
- Hospitality - Food and Beverage

Work Placement

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

Recognition:

As Nationally Recognised Training qualifications, all VET courses offered are recognised by TAFE and other Registered Training Providers for further study.

EVET COURSES

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

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

EVET courses can provide significant benefits by providing:

- broader choices of study
- skills and knowledge that are valuable to employment

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

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

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

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

There are a variety of EVET courses including:

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

EVET APPLICATION PROCESS

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

The list of all available courses which will be offered for delivery by external providers, including TAFE NSW and private RTOs, will be published for students as soon as they become available.

There is an expression of interest application for all Maitland-Newcastle Catholic Secondary School students who wish to undertake an EVET course. This will be made available to students during the course preference process.

Course information for any current NESA developed or endorsed course can be provided to students as required.

There is no guarantee that an external VET delivery course will proceed, as viability will be determined by student demand and within a defined budget.

Once the final list of providers and courses are made available, the school will provide the students and parents with information and further enrolment processes.

For enquiries contact Belinda Wallace

Note: *External RTOs charge a fee for VET delivered to secondary school students. Some funding is made available to schools for EVET and similar vocational pathways, but the funding is limited. The funding agreement is based on the ICSEA (Index of Community Socio-Educational Advantage) Tier rating of the school. Based on the Tier rating of the school, families are asked to make a contribution towards the cost of these courses which does not exceed **24%** of the qualification cost, **capped at \$1200 for the year of study**. This fee is payable on submission of the expression of interest. It will be refunded if the course does not run, or if the student withdraws from the EVET course before the published census date (usually the first week of Term 1). The remainder of the course costs are covered by funds contributed by the government and the Catholic Schools Office.*

School-Based Apprenticeships & Traineeship - SBAT

Some students may be interested in School-Based Apprenticeships and Traineeships. These are available to all Year 10, 11 and 12 high school students in NSW. They allow students to commence an apprenticeship or complete a traineeship while at school.

This is a great way for students to set themselves up for the career they want whilst completing the HSC. Students must study the relevant HSC VET course.

Students who would like to learn more about SBATs are encouraged to contact the Careers Adviser, Belinda Wallace, who will provide further details.

Advice on Nominating Courses

In 2016, Doctor John De Courcy and Professor George Cooney produced a paper entitled 'Choosing Wisely, Choosing Well' in which they explored the process of selecting preferences for study in Year 11 and 12. Their conclusion was to focus on three key words – interest, challenge and realism. They found that it was by 'balancing interest, challenge and realism' that students would attain 'the best chance of positive outcomes within school and beyond'.

• Interest

"...students should be strongly encouraged to undertake courses they have a genuine interest in. The motivation and drive that come from interest can be the crucial factor in the hard work of Years 11 and 12" ("Choosing Wisely, Choosing Well" p.4)

Year 11 and Year 12 is a time for each student to explore subjects that engage them in the learning process. Students will invariably perform better in subjects that interest them.

• Challenge

"...students do well when they stretch themselves beyond what they thought they were capable of. It is important in course preference advice to encourage realistic aspiration" ("Choosing Wisely, Choosing Well" p.4)

Students should be encouraged to engage in course work that will suitably stretch them and demand more of them. Those who choose subjects at an inappropriate level tend to become quickly disengaged and do not maximise their potential.

• Realism

Teachers and others are encouraged *"to develop a realistic sense with students of what they are currently capable of, how they can improve and develop their capacity, and what is needed for success in particular HSC courses"* ("Choosing Wisely, Choosing Well" p.5)

While students will accept the challenge it must be balanced with a realistic appraisal of their ability and aspirations. Course preferences need to reflect a realistic understanding of capabilities and potential.

While some students become overly concerned about ATARs and scaling, the reality of this is that students will perform best and be rewarded appropriately in the subjects that best suit their potential and interests. Selecting courses because of perceived ATAR advantages is ill-advised.

Make the HSC work for you

In summary, nominate courses that:

- include topics that you are passionate about;
- cater to your strengths as a learner;
- have a workload that you will be able to handle (remember you will have to balance more than one course of study);
- align with the advice you have received;
- may complement your desired career (if you know what that is);
- are recommended as prerequisites for tertiary study (make sure you check first);
- you are prepared to study for 2 years; and
- that provide you with options and the opportunity to do your best.

Contact Details

RELIOUS STUDIES	
COURSES	LEADER OF LEARNING
Studies in Catholic Thought (1 and 2)	Simone Kelly simone.kelly@mn.catholic.edu.au
Studies of Religion (1 and 2)	

ENGLISH	
COURSES	LEADER OF LEARNING
English Studies	Justine Webb justine.webb@mn.catholic.edu.au
English Standard	
English Advanced	
English Extension	

MATHEMATICS	
COURSES	LEADER OF LEARNING
Mathematics Standard	Diane Hickey diane.hickey@mn.catholic.edu.au
Mathematics Advanced	
Mathematics Extension 1	

SCIENCE	
COURSES	LEADER OF LEARNING
Biology	Sam Bielby sam.bielby@mn.catholic.edu.au
Chemistry	
Earth and Environmental Science	
Engineering Studies	
Marine Studies	
Physics	

HSIE	
COURSES	LEADER OF LEARNING
Aboriginal Studies	Amy Eccleston amy.eccleston@mn.catholic.edu.au
Ancient History	
Business Studies	
Geography	
Economics	
Legal Studies	
Modern History	
Society and Culture	

CREATIVES & PERFORMING ARTS AND LANGUAGES

COURSES	LEADER OF LEARNING
Dance	<p>Gabriella Smith gabriella.smith@mn.catholic.edu.au</p>
Drama	
French Beginners	
Italian Beginners	
Languages by Distance Education	
Music 1	
Photography, Video & Digital Imaging	
Visual Arts	

PDHPE

COURSES	LEADER OF LEARNING
Community and Family Studies	<p>John McLoughlin john.mcloughlin@mn.catholic.edu.au</p>
Exploring Early Childhood	
Health and Movement Science	
Sport and Lifestyle Recreation	

TECHNOLOGY

COURSES	LEADER OF LEARNING
Design and Technology	<p>Laura Townson laura.townson@mn.catholic.edu.au</p>
Food Technology	
Industrial Technology Multimedia	
Industrial Technology Timber	
Textiles and Design	

VET

COURSES	LEADER OF LEARNING
Construction	<p>Laura Townson laura.townson@mn.catholic.edu.au</p>
Hospitality Food & Beverage	
Entertainment Industry	<p>Gabriella Smith gabriella.smith@mn.catholic.edu.au</p>

CAREERS ADVISER

Belinda Wallace	belinda.wallace@mn.catholic.edu.au
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LEADER OF LEARNING LEARNING SUPPORT

Susan Price	susan.price@mn.catholic.edu.au
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Aboriginal Studies: 2 Unit ATAR Course

A brief description of the course

The Aboriginal Studies course involves the study of the historical and contemporary experiences of Aboriginal peoples. The course aims to develop students' knowledge, understanding and skills of the inter-relationship between the concepts of an Aboriginal world view, a shared history of Australia and social justice, with a view to enabling students to be active and informed citizens.

Who should consider this course?

This course is for **any student** who is interested in learning about the historical and contemporary experiences of Indigenous Peoples.

Students studying this subject will develop skills in research, written and oral communication. Students will also develop cross-cultural research and communication skills beneficial in a variety of industries including Health, Law and Education.

Students who can express themselves well in writing and have a willingness to work consistently in their study should do well in this course.

What will be studied?

Year 11

- Aboriginality and the Land
- Heritage and Identity
- International Indigenous Community
- Research and Inquiry: Local community study

Year 12

- Social Justice & Human Rights Issues (Global Perspective)
- Comparative study: Health and Criminal Justice
- Aboriginality and the Land
- Major Project: Research and Inquiry

How is the course assessed?

During Years 11 and 12 there are a variety of assessment tasks which include short answer responses, structured responses, essays, research tasks and oral presentations.

HSC- Major Project: In Year 12 there is an **internally** marked MAJOR PROJECT, which constitutes 40% of the HSC school assessment.

What additional information should be considered?

There is no initial cost for this course.

Student will attend a variety of local landscapes and community events as part of their studies.

The QR code will provide further information.



Ancient History:

2 Unit ATAR Course

A brief description of the course

In this course, students will dive deeply into the captivating tales of societies, historical periods, and personalities. Students will analyse written and archaeological evidence to understand the triumphs, challenges and legacies of the past. Students will explore elements of mighty empires like Rome and Greece, conduct site studies of archaeological marvels and learn to unlock the past through careful analysis of sources.

Students will immerse themselves in the richness of the past and uncover the connections to our present. It will be a journey of discovery and enlightenment!

Who should consider this course?

Ancient History is for students who are interested in gaining a deeper understanding of the ancient past through the investigation and analysis of sources. Students who possess an appreciation and interest in the past, and in ancient societies such as Greece and Rome, would benefit from the selection of this course.

The Ancient History course provides students with a wide range of skills, developing a deeper ability to read and analyse literature, plan and write historical arguments, critically examine sources and conduct sophisticated discussions. Students interested in pursuing careers in arts, education or media would benefit from completing this course.

What will be studied?

Year 11

- Investigating Ancient History
- Features of Ancient Societies
- Historical Investigation

Year 12

- Core Study: Cities of Vesuvius: Pompeii and Herculaneum
- Ancient Societies
- Historical Periods
- Personalities in their time

How is the course assessed?

School-based assessment throughout the Preliminary and HSC Courses will involve examinations, source-based short and extended responses, and investigative tasks.

The HSC Examination is a 3 hour written paper which consists of four sections containing short and extended response areas, making reference to sources throughout.

The QR code will provide further information.



Biology:

2 Unit ATAR Course

A brief description of the course

The Biology Stage 6 Syllabus 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.

Who should consider this course?

Studying biology equips students with valuable analytical and critical thinking skills that are highly sought after in various career paths. Whether aspiring to become a healthcare professional, environmental scientist, researcher, or pursuing a career in biotechnology, a strong foundation in biology is essential. Many university courses and TAFE programs, including those in medicine, veterinary science, environmental science and biotechnology require a solid background in biology. Moreover, with advancements in fields like genetics and bioinformatics, the demand for skilled biologists is growing.

It is important to note that high levels of literacy, comprehension and reading skills are necessary to be able to complete the course successfully.

What will be studied?

Year 11

- Module 1: Cells as the Basis of Life
- Module 2: Organisation of Living Things
- Module 3: Biological Diversity
- Module 4: Ecosystem Dynamics

Year 12

- Module 5: Heredity
- Module 6: Genetic Change
- Module 7: Infectious Disease
- Module 8: Non-Infectious Disease & Disorders

How is the course assessed?

Year 11

- Depth Study
- Working Scientifically Skills Tasks
- Examination

Year 12

- Depth Study
- Working Scientifically Skills Tasks
- Trial HSC Examination
- HSC Examination

What additional information should be considered?

Students will be expected to meet costs associated with excursions (one a year) and practical experiences. Costs are kept to a minimum.

The QR code will provide further information.



Business Studies:

2 Unit ATAR Course

A brief description of the course

Business Studies introduces students to the key aspects of running a business. It encourages students to think critically about the role of businesses and their ethical responsibilities in our society. Students' learning of contemporary business issues is continually reinforced by a variety of business case studies throughout.

Who should consider this course?

Business Studies is for students who are interested in gaining an understanding of how businesses operate. This course does not require any previous knowledge of business or commerce. There is some basic application of mathematics involved in the Finance topic of the HSC course.

The Business Studies course provides an excellent foundation for students entering future employment and those who are considering tertiary studies in Business or Commerce related subjects e.g. Accounting, Business, Commerce, Marketing, Innovation or Human Resources.

What will be studied?

Year 11

- Nature of business
- Business management
- Business planning

Year 12

- Operations
- Marketing
- Finance
- Human Resources

How is the course assessed?

School-based assessment throughout the Preliminary and HSC Courses will involve examinations, research, stimulus-based responses and business report-writing tasks.

The HSC Examination is a 3 hour written paper which consists of four sections; multiple choice, short answer, two business reports.

What additional information should be considered?

There is no additional cost for this course.

Students will visit a local business such as McDonalds as part of our focus on contemporary business case studies.

The QR code will provide further information.



Chemistry:

2 Unit ATAR Course

A brief description of the course

Chemistry 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.

Who should consider this course?

Students who have a passion and interest in Science should consider selecting Chemistry for Stage 6. It is advantageous for students to have sound mathematics and literacy skills to support their participation in the course. The course provides the foundation knowledge and skills required to study chemistry after completing school. Studying Chemistry is a valuable foundation for many career paths such as:

- Pharmacist
- Chemical Engineer
- Toxicologist
- Doctor
- Specialist Nurse
- Teacher
- Oceanographer
- Forensic scientist
- Veterinarian

What will be studied?

Year 11:

- Module 1: Properties and Structure of Matter
- Module 2: Introduction to Quantitative Chemistry
- Module 3: Reactive Chemistry
- Module 4: Drivers of Reactions
- Plus a minimum of one Depth Study

Year 12:

- Module 5: Equilibrium and Acid Reactions
- Module 6: Acid/base Reactions
- Module 7: Organic Chemistry
- Module 8: Applying Chemical Ideas
- Plus a minimum of one Depth Study

How is the course assessed?

Assessment in the Chemistry course may include:

Year 11:

- Depth Study
- Open-ended investigations
- Analysis of secondary information
- Examination

Year 12:

- Depth Study
- Open ended investigations
- Analysis of secondary information
- Trial HSC Examination
- HSC Examination

What additional information should be considered?

Students will be expected to meet costs associated with excursions and practical experiences. Costs are kept to a minimum (approximately \$150 across 2 years).

The QR code will provide further information.



Community & Family Studies:

2 Unit ATAR Course

A brief description of the course

Community and Family Studies is an interdisciplinary course designed to navigate the complexities of contemporary society, addressing rapid social and technological changes, cultural diversity and conflicting values. Drawing from family studies, sociology, and developmental psychology, the course emphasises resource management skills essential for effective functioning within families and communities. It aims to equip students with the knowledge, skills and attitudes necessary for informed decision-making, fostering confidence and competence in addressing practical challenges in everyday life. Through an ecological framework, it examines the interactions among individuals, families, communities, and broader societal influences, highlighting the importance of relationships, communication, and societal structures in shaping well-being.

Who should consider this course?

Community and Family Studies prepares students for responsible decision-making and proactive engagement in society, addressing emerging identities, roles, and responsibilities. Research skills are integral, culminating in an Independent Research Project (IRP), encouraging students to explore and analyse life issues relevant to all genders. By emphasising research, inquiry, and the exploration of diverse topics, Community and Family Studies offers a dynamic learning experience that caters to varied student interests and abilities, ultimately aiming to positively impact students' lives both now, and in the future.

What will be studied?

Year 11

- Resource Management
- Individuals and Groups
- Families and Communities

Year 12

- Core 1 – Research Methodologies
- Core 2 – Groups in Context
- Core 3 – Parenting and Caring
- Option - Social Impact of Technology

How is the course assessed?

Assessment is based on oral presentations, research tasks, extended response questions and examinations. An Independent Research Project is completed in Year 12. The HSC examination is three (3) hours in length and is made up of multiple choice, short answer and one extended response question.

The QR code will provide further information.



Dance:

2 Unit ATAR Course

A brief description of the course

This course is for students who enjoy the art of dance through performing, composing, and analysing. Dance in Stage 6 is run as an external course throughout the Diocese. The Diocesan Dance Course allows for small elective classes at schools to still run the course. Currently, there are five schools who have students completing the Diocesan Dance Course, and some of those schools only have one student enrolled. Students engage in a mixture of face-to-face teaching time, video conferencing lessons on laptops and an interactive website to access their work.

Who should consider this course?

Students with a strong desire and enjoyment for performing and choreographing dance works should consider this course. It will suit those who are prepared work independently and have a high level of self-motivation. Students will create a Major Work in their strongest area of either Performance, Composition, Appreciation or Film and Video. Therefore, students must have the ability to apply commitment and dedication to a 40% task. The course can be used in the calculation of the ATAR and students can enter a Dance Degree at University or complete several diploma and certificate courses for Dance Teaching, Performing or Choreography.

What will be studied?

Pre-requisite: Past and concurrent dance studies would be beneficial, and an outside tutor is highly recommended to assist with dance technique.

Year 11

- Performance 40%
- Composition 30%
- Appreciation 30%

Year 12

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

Major Study Options 40%:

- Performance
- Composition
- Appreciation
- Dance Technology

How is the course assessed?

Year 11: Various types of assessment will be used to measure achievement in performance, composition and appreciation of dance.

Year 12: Various school-based assessment tasks together with an external HSC Practical Examination and a written HSC Examination during the normal HSC exam period.

The QR code will provide further information.



Design and Technology: 2 Unit ATAR Course

A brief description of the course

The Stage 6 Design and Technology course is designed to provide students with a comprehensive understanding of the principles and practices involved in the design and creation of products and systems. This course encourages students to develop critical thinking, creativity, and problem-solving skills while exploring various design processes, materials and technologies.

Who should consider this course?

This subject is ideal for students with a passion for creative problem-solving. Students who appreciate hands-on learning, coupled with critical thinking will find this subject fulfilling. Whether aspiring to pursue careers in Industrial Design, Engineering, Architecture, or Entrepreneurship, Design and Technology equips students with the knowledge and skills necessary to thrive in a rapidly evolving technological landscape.

What will be studied?

Year 11

- The study of Designing and Producing.
- Two design projects. Each project will focus on the development of different skills.

Year 12

- The study of Innovation and Emerging Technologies
- Major Design Project (MDP) and Folio

How is the course assessed?

Year 11

- Two Design Projects.
- End of course examination.

Year 12

- | | |
|---|---|
| <ul style="list-style-type: none">• Major Design Project Proposal• Innovative Technology Case Study• Trial HSC Examination• Major Design Project Realisation | External Assessment: <ul style="list-style-type: none">• Major Design Project and Folio• HSC Examination |
|---|---|

What additional information should be considered?

The cost of the HSC Major Design Project is the student's responsibility. Students need to determine the cost of the MDP and have parental support for payment prior to starting work.

The QR code will provide further information.



Drama:

2 Unit ATAR Course

A brief description of the course

This course is designed to develop skills in communication, interpretation, critical analysis, design and performance. Students will have the opportunity to engage in collaborative and individual experiences as they engage with the cultural traditions and social contexts of Drama and theatre through critical study, practical workshop activities and performances.

Who should consider this course?

This course is suited to students who enjoy being creative and collaborative. It is designed to offer continued opportunity to participants who have interest and skills in the practices of Making, Performing and Critically Studying. While the course builds on the Stage 4 and 5 Drama course, it caters for students with a performance background outside of school and also those with less experience or knowledge of Drama.

What will be studied?

Year 11 Course

Preliminary course content is the interaction between components of Improvisation, Playbuilding and Acting, Elements of Production in Performance, Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

Year 12 Course

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. Learning comes from practical experiences in each of these areas.

Group Performance

Three to six students create a piece of original theatre (8-12 minutes duration). This provides the opportunity for each student to demonstrate their performance skills.

Individual Project

Students demonstrate their expertise in a particular area. They choose one project from Critical Analysis, Design, Performance, Scriptwriting or Video Drama.

How is the course assessed?

Year 11

- Making 40% - logbook
- Performing 30% - Individual and Group
- Critically Studying 30%

Year 12

- Making 40% - Individual Project Logbook
- Performing 30% - Group performance and Group Performance Logbook
- Critically studying 30%

What additional information should be considered?

Students will have the opportunity to attend live performances as well as incursions and workshops run by trained professionals. There may also be opportunities for students to take part in school performances.

The QR code will provide further information.



Earth and Environmental Science:

2 Unit ATAR Course

A brief description of the course

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

Who should consider this course?

Earth and Environmental Science is for those students who are passionate about understanding and addressing the environmental challenges we face in our world today. Through this subject, students develop a deep understanding of areas such as sustainability, climate change, biodiversity and resource management, and they will have the opportunity to cultivate critical thinking and problem-solving skills. The Earth and Environmental Science course is interdisciplinary in nature, integrating biology, chemistry, physics, geography and geology. For students, this opens exciting career pathways in diverse fields like environmental science, engineering, ecology and conservation.

What will be studied?

Year 11

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

Year 12

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

How is the course assessed?

Year 11

- Depth Study
- Practical Investigation
- Examination

Year 12

- Depth Study
- Practical Investigation
- Trial HSC Examination
- HSC Examination

What additional information should be considered?

Students will be expected to meet costs associated with fieldwork excursions (one a year). Costs are kept to a minimum.

The QR code will provide further information.



Economics:

2 Unit ATAR Course

A brief description of the course

Economics is for students who have an interest in current Australian economic issues, who wish to develop a greater understanding of how Australia's economy functions, how it is affected by global events and the role of government and politics in managing financial issues.

Who should consider this course?

Studying Economics for the HSC can be of benefit to students undertaking university courses including Economics, Accounting, Business Management, Finance, Law, Marketing, Employment Relations and/or Political Science. The key areas for careers are Government Public Service Sector, Banking, Accounting, Media and Journalism, Commerce and Business, International Trade and Stock Exchange Trade. It requires sound levels of literacy and numeracy.

What will be studied?

Year 11

- Introduction to Economics
- Economic Behaviour: Consumers and Firms
- The Market
- Labour Markets
- Financial Markets
- Government in the Economy

Year 12

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

How is the course assessed?

School-based assessment throughout the Preliminary and HSC Courses will involve examinations, research, stimulus-based responses and extended response writing.

The HSC Examination is a 3 hour written paper which consists of multiple choice, short answer and extended responses questions.

What additional information should be considered?

The key competencies include using mathematical ideas and techniques to solve problems. There are no prerequisites to study Economics, however a sound understanding of mathematics is advised. There is no additional cost for this course.

The QR code will provide further information.



Engineering Studies: 2 Unit ATAR Course

A brief description of the course

This course offers an in-depth understanding of engineering principles, including mechanics, materials, electricity and the societal impact of engineering. It prepares students for higher education in engineering fields by integrating theoretical knowledge with practical applications.

Who should consider this course?

This course is ideally suited for students interested in careers in architecture, design, engineering, or technology. Recommended for those pursuing further education in engineering at university or TAFE levels, especially students with a very strong foundation in mathematics.

What will be studied?

Year 11

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

Year 12

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

How is the course assessed?

In the Preliminary course, students will learn to understand the significance of an engineering report and then develop their own report. Students are first required to produce a component of an Engineering Report in Engineering Application Module 2: Engineered Products, before producing a complete Engineering Report in Engineering Focus Module: Biomedical Engineering.

In the HSC course, students must produce one engineering report from either of the two Engineering Application Modules of Civil Structures or Personal and Public Transport, and one from either of the two Engineering Focus Modules of Aeronautical Engineering or Telecommunications Engineering.

Assessment in the Preliminary course will consist of a mix of formal examination, knowledge tests and written engineering reports.

The HSC course has a final external examination with module and engineering reports and knowledge tests accounting for the internal assessment component.

What additional information should be considered?

Students must be capable of successfully undertaking Mathematics Advanced 2 Unit. The course emphasises teamwork in project work, reflecting the collaborative nature of the engineering profession.

The QR code will provide further information.



English Studies:

2 Unit Optional ATAR Course

A brief description of the course

The English Studies course aims to help students understand and use language effectively so that they become confident communicators in their personal, vocational, social and educational lives. With a focus on consolidating literacy skills, this course explores a diverse, contemporary range of student-centred areas of study. Students strengthen their ability to comprehend information, assess its reliability, and synthesise knowledge gained from a variety of sources.

Who should consider this course?

English Studies is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course. It is designed for students who wish to develop their knowledge in English and consolidate their English literacy skills. Students in English Studies may be eligible for an ATAR if they elect to undertake an optional HSC Examination.

What will be studied?

Year 11

Mandatory module – *Achieving Through English – English in Education, Work and Community* and an additional 2–4 modules.

Students are required to study one substantial print text and one substantial multimodal text within the wide range of texts studied.

Year 12

Mandatory common module – *Texts and Human Experiences* and an additional 2–4 modules.

Students are required to study one text from the prescribed list and one related text for the Common Module within the wide range of texts studied.

How is the course assessed?

The HSC mark is made up of school-based assessment which provides a measure of student achievement across syllabus outcomes. Tasks are varied, number no more than four, may include a formal written examination and must include a collection of classwork from across all modules. For those requiring an ATAR, the written HSC Examination is a requirement.

What additional information should be considered?

Students are involved in the planning, research and presentation of one individual and/or collaborative project. They will develop a portfolio of texts they have planned, drafted, edited and presented in a variety of forms across the modules studied across the year. Students will engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

The QR code will provide further information.



English Standard: 2 Unit ATAR Course

A brief description of the course

The English Standard course aims to increase student expertise in English through the analysis of widely acknowledged quality literature from both past and contemporary composers. Designed for a diverse range of literacy skills, this course offers language experiences across academic, personal, social, historical, cultural and workplace contexts. Students continue to develop their creative and critical faculties, broaden their capacity for cultural understanding and reflect on their own processes as writers, responders, composers and learners.

Who should consider this course?

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

What will be studied?

Year 11

Common module – *Reading to Write: Transition to Senior English*

Module A: *Contemporary Possibilities*

Module B: *Close Study of Literature*

There are no prescribed texts in Year 11. Students must explore a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. Students are required to support the study of texts with their own wide reading.

Year 12

Common module – *Texts and Human Experiences*

Module A: *Language, Identity and Culture*

Module B: *The Craft of Writing*

Students are required to closely study three types of prescribed texts, drawn from prose fiction, poetry or drama, and film or media or nonfiction. Students must study one related text in the Common Module.

How is the course assessed?

HSC assessment includes the external formal written examination and no more than four formal school-based assessment tasks. Of these school-based assessments, one may be a formal written examination and one must be a multimodal presentation. Assessment of the Common Module must integrate student selected related material.

What additional information should be considered?

In Year 11, students must study one complex multimodal/digital text in Module A and one substantial literary print text in Module B. In Year 12, the selection of texts for *Module C: The Craft of Writing* does not contribute to the required pattern of prescribed texts for the course.

The QR code will provide further information.



English Advanced: 2 Unit ATAR Course

A brief description of the course

The English Advanced course offers students opportunities to investigate complex and evocative ideas as they evaluate, emulate, and employ sophisticated and creative ways to use language. Throughout this course, students study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world. They extend and deepen their ability to use language in nuanced, inventive and complex ways.

Who should consider this course?

English Advanced is designed for students who have an interest and ability in the subject and who desire to engage with challenging and enriching texts and concepts. These students apply critical and creative skills, understand the nature and function of complex texts, and seek to refine their understanding of the dynamic relationship between language, texts and meaning.

What will be studied?

Year 11

Common module – *Reading to Write*

Module A: *Narratives that Shape our World*

Module B: *Critical Study of Literature*

There are no prescribed texts in Year 11. Students must study a range of text types drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. Students are required to support the study of texts with their own wide reading.

Year 12

Common module – *Texts and Human Experiences*

Module A: *Textual Conversations*

Module B: *Critical Study of Literature*

Module C: *The Craft of Writing*

Students are required to closely study four prescribed texts, drawn from Shakespearean drama, prose fiction, poetry or drama, and nonfiction, film or media or another text from the previous categories. Students must study one related text in the Common Module.

How is the course assessed?

HSC assessment includes the external formal written examination and no more than four formal school-based assessment tasks. Of these school-based assessments, one may be a formal written examination and one must be a multimodal presentation. Assessment of the Common Module must integrate student selected related material.

What additional information should be considered?

In Year 12, the selection of texts for *Module C: The Craft of Writing* does not contribute to the required pattern of prescribed texts for the course.

The QR code will provide further information.



English Extension 1: 1 Unit ATAR Course

A brief description of the course

The English Extension 1 course offers students of Advanced English, opportunities to pursue areas of interest with independence and to theorise about the processes of responding and composing. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course, students explore conceptual frameworks for reading and composing, and develop awareness of assumptions that guide interpretation and evaluation.

Who should consider this course?

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

What will be studied?

Year 11

Module: *Texts, Culture and Value*

Related research project

Teachers prescribe one text from the past and its manifestations in one or more recent cultures.

Students select one text and its manifestation in one or more recent cultures. Students research a range of texts as part of their independent project.

Year 12

Common Module: *Literary Worlds* with one elective option determined by the teacher.

Students study three prescribed texts including two extended print texts. Students must study at least two related texts.

How is the course assessed?

HSC assessment includes the external formal written examination and no more than three formal school-based assessment tasks. Of these school-based assessments, one may be a formal written examination and one must be a creative response. At least one task must integrate student selected related material.

What additional information should be considered?

English Advanced is a co-requisite for this course. In Year 11, the related research project is a 20-hour, independent project. Students are required to present the outcomes of their research through a multimodal presentation. Upon completion of the Year 11 course, an additional unit - **English Extension 2** - can be selected for study in Year 12. Students in Extension 2 compose a major work and process journal. Internal assessment includes a viva voce, literature review and a critique of the creative writing process.

The QR code will provide further information.



Exploring Early Childhood: 1 or 2 Unit Non-ATAR Course

A brief description of the course

The Exploring Early Childhood course offers a comprehensive overview of childhood development, aiming to equip individuals with the knowledge necessary to support and nurture children's growth and learning. Students examine childhood issues within familial, communal and personal context, reflecting on their implications for future interactions with children, whether as parents, caregivers, health professionals or educators. The curriculum emphasizes experiential learning, recognising children as active learners who make sense of their world through experiences and interactions.

By exploring development and related issues in early childhood, students gain insight into the stages of infancy, toddlerhood, preschool years and early school age. The course highlights the significance of understanding these developmental stages in fostering supportive environments for children's holistic growth and learning.

Who should consider this course?

Exploring Early Childhood is a non-ATAR course. It is designed to prepare students for further study in a range of childcare courses. Related career options could include childcare, primary teaching, paediatric health care, nannying, nursing, child psychology, social work and child welfare. Students could also apply to complete a St Nicholas Pathways' School-Based Traineeship (SBAT) program which allows Year 11 and 12 students to gain entry-level qualifications in early education and care (Certificate III in Early Childhood Education and Care). While completing their HSC students will gain a qualification that can lead directly to employment, as well as an opportunity to continue their learning pathway with advanced entry into university.

What will be studied?

There are three compulsory **core modules**. These are:

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

3-5 option modules will also be studied. Possible option topics include:

- Learning experiences for young children
- Starting school
- The Children's Services Industry
- Young children and the law
- Play and the developing child
- Gender and young children
- Children's literature
- Food and nutrition

How is this course assessed?

Assessment may include oral reports, research assignments, journals, tests, practical interactions with children and creative projects. There is no external HSC examination.

The QR code will provide further information.



Food Technology:

2 Unit ATAR Course

A brief description of the course

This course provides students with the opportunity to develop a broad understanding of nutrition, diet and health in Australia, and various food-related activities. Practical skills in developing, experimenting, planning, preparing and presenting food are integrated throughout the course.

Who should consider this course?

The course offers an exciting and enriching learning experience for students interested in exploring the science, technology and culture of food. It provides a solid foundation for future studies and careers in various food-related fields such as nutrition and food development, while also promoting critical thinking, creativity, and innovation.

What will be studied?

Year 11

- Food availability and selection
- Food quality and safety
- Nutrition

Year 12

- The Australian Food Industry
- Food manufacturing
- Food product development and innovation
- Contemporary nutrition issues

The course includes regular practical activities such as food preparation, sensory evaluation, experiments and product development projects. Students will also explore industry-standard equipment and techniques used in food processing and manufacturing.

How is the course assessed?

Students will be assessed using a variety of activities including written examinations, practical assessments and research tasks.

What additional information should be considered?

The course emphasises both practical and theoretical learning, providing students with a comprehensive understanding of food-related topics.

The QR code will provide further information.



French Beginners: 2 Unit ATAR Course

A brief description of the course

This course is designed for learners to develop essential communication skills in French. Through interactive lessons, practical exercises and engaging activities, students will gain an understanding of basic vocabulary, grammar and cultural nuances. They will develop speaking, listening, reading and writing skills to communicate in a variety of topics. By the end of this course, students can comfortably navigate daily situations in French.

Who should consider this course?

This course is for senior secondary students who have little or no previous knowledge of French but have an interest in the language and culture of France. It is for students who have not studied French in Stage 5. **If students have studied French for more than 100 hours in Stages 4 or 5, they are ineligible.**

The French Beginners Level Course is a 2 Unit Course. Students who complete this course for the HSC may be admitted to the second year of French at University.

What will be studied?

This course aims to enable students to develop skills in effective communication, knowledge of the nature of language and understanding of the interdependence of language and culture. There are 3 main objectives: interacting, producing texts and understanding texts. Students develop the knowledge, understanding and skills to communicate actively in French within the topics of Family Life, Home and Neighbourhood, Friends, Recreation and Pastimes, Education and Work, Holidays, Travel and Tourism and Future Plans and Aspirations.

How is the course assessed?

The internally marked assessment tasks assess the performance of the student in each of the following skill areas: listening, speaking, reading and writing. There will be a minimum of 3 assessment tasks and 2 formal examinations. These assessment tasks will vary. The HSC examination consists of 2 parts: an oral examination (5 minutes) and a written examination (approximately 2.5 hours).

What additional information should be considered?

Students will have the opportunity to experience French language and culture in their local area and beyond. They will also participate in programs like *Café Blabla* which is run by the *Alliance Française de Newcastle* who provide a native French speaker to help students work on common HSC oral questions and improve their pronunciation, while reviewing important grammatical points.

The QR code will provide further information.



Geography:

2 Unit ATAR Course

A brief description of the course

This course focuses on the natural and human elements of our environment, delving deeper into the ways our environments function and how humans exist within them. Senior Geography provides exciting opportunities to engage in fieldwork activities, getting out of the classroom and enjoying hands-on experiences which help to expand student knowledge, by taking measurements and observing real world processes.

Who should consider this course?

The geography course provides students with a wide array of knowledge and skills regarding the natural environment, politics, development, environmental law and more. Students who enjoyed Stage 5 Geography topics such as Changing Places, Human Wellbeing, Sustainable Biomes, Environmental Change and Management will find similar areas explored in greater depth in the Senior Course. There is some basic mathematics involved in the Geographical Skills section of the HSC course. The course also requires a strong grasp of literacy skills for the required essays and extended responses.

Students who are considering tertiary studies/employment in Agriculture, Forestry, Fishing, Education, Science, Technical Services or Public Administration would benefit from the selection of the course.

What will be studied?

Year 11

- Earth's Natural Systems
- People, patterns, and processes
- Human-environment interactions
- Geographical Investigation

Year 12

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

How is the course assessed?

School-based assessment throughout the Preliminary and HSC Courses will involve examinations, research, stimulus-based responses and student-led investigations.

The HSC Examination is a 3-hour written paper which consists of four sections: multiple choice skills, short answer, and two extended responses.

What additional information should be considered?

In both the Year 11 and Year 12 course, students are required to undertake twelve (12) hours of mandatory fieldwork in the areas of study.

The QR code will provide further information.



Health & Movement Science:

2 Unit ATAR Course

A brief description of the course

Health and Movement Science is a new theory-based course to be taught for the first time in 2025. It replaces the previous Stage 6 PDHPE course. The Health and Movement Science curriculum aims to equip students with critical thinking skills to address key health and movement issues, enabling them to make informed decisions promoting health lifestyles for individuals and communities. By integrating scientific concepts, students explore factors influencing health and movement, such as epidemiology, social determinants of health, and equitable access to health care. Emphasis is placed on health promotion and the United Nations Sustainable Development Goals as a framework. Students also delve into the interdisciplinary nature of movement sciences, encompassing anatomy, physiology, psychology, and nutrition, among others, to optimize individual and team performance and develop lifelong positive movement habits.

Building upon foundational knowledge from the PDHPE K-10 course, Health and Movement Science encourages students to delve deeper into areas of interest and apply concepts to diverse contexts and populations. The curriculum emphasizes the development of critical skills such as collaboration, analysis, communication, creative thinking, problem-solving and research to navigate the evolving landscape of health and movement sciences effectively.

Who should consider this course?

There are no formal pre-requisites for this subject. The nature of the subject makes Health and Movement Science relevant to all students and certainly those interested in areas of health, sport science, physical activity and sports medicine. It is highly recommended for students who have performed well in the theory units of PDHPE and PASS. The course may benefit future paths in Sports Science, Teaching, Nursing, Medicine, Fitness, Sports Training, Community Health and Physiotherapy.

What will be studied?

Year 11

- Health for individuals and communities
- The body and mind in motion
- Collaborative Investigation
- Depth Studies

Year 12

- Health in an Australian and global context
- Training for improved performance
- Depth Studies

How is the course assessed?

Students undertake 3 formal assessment tasks in Year 11 and 4 formal assessment tasks in Year 12. Strong writing skills will be very advantageous in the assessment of this course. Health and Movement Science students are assessed on their knowledge and understanding of course content, and their skills in critical thinking, research, analysis and communicating. A variety of task types are used, including presentations, research reports and examinations.

The QR code will provide further information.



Industrial Technology - Multimedia Technologies:

2 Unit ATAR Course

A brief description of the course

This course enables students to become creators, not just a users, of multimedia. Multimedia Technologies is one of the many different streams of the Industrial Technology course. Students develop practical skills in a range of tools like animation, special effects for film and websites and create interactive multimedia products. In the HSC students will develop, design and produce their own multimedia project. The focus of the course is to gain an understanding of the Multimedia Industry and the technologies utilised. This will enable students to develop their skills in animation, graphic design, visual effects, video photography, audio engineering, game development and coding.

Who should consider this course?

Industrial Technology is suited to a diverse range of students wishing to develop their practical skills and gain an understanding of the Multimedia Industry. Career paths could include Video Editor, Graphic Designer, Website Designer, Illustrator, Game Designer or Digital Animators.

What will be studied?

Years 11 & 12

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

How is the course assessed?

Year 11

- Industry Study
- Design Project and Folio
- Formal written examination

Year 12

- Major Design Project Proposal
- Major Design Project Realisation
- Trial HSC Examination

External Assessment

- Major Design Project and Folio
- HSC Examination

What additional information should be considered?

Industrial Technology Multimedia cannot be done in conjunction with Industrial Technology Timber Products and Furniture Technologies. They are effectively the same course with a different focus area.

The QR code will provide further information.



Industrial Technology – Timber Products and Furniture Technologies:

2 Unit ATAR Course

A brief description of the course

Industrial Technology is designed to develop a student's knowledge, understanding and skills of the timber industry and its related technologies. The course places an emphasis on designing, planning, constructing and communicating through practical applications in Timber Products and Furniture Industries.

Who should consider this course?

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

What will be studied?

Years 11 & 12

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

How is the course assessed?

Year 11

- Industry Study
- Design Project and Folio
- Formal written examination

Year 12

- Major Design Project Proposal
- Major Design Project Realisation
- Trial HSC Examination

External Assessment

- Major Design Project and Folio
- HSC Examination

What additional information should be considered?

The cost of the HSC Major Design Project is the student's responsibility. Students need to determine the cost of the MDP and have parental support for payment prior to starting work. Industrial Technology Timber Products and Furniture Technologies cannot be studied in conjunction with Industrial Technology Multimedia.

The QR code will provide further information.



Italian Beginners: 2 Unit ATAR Course

A brief description of the course

This course is designed for learners to develop essential communication skills in Italian. Through interactive lessons, practical exercises and engaging activities, students will gain an understanding of basic vocabulary, grammar and cultural nuances. They will develop speaking, listening, reading and writing skills to communicate in a variety of topics. By the end of this course, students can comfortably navigate daily situations in Italian.

Who should consider this course?

This course is for senior secondary students who have little or no previous knowledge of Italian. It is for students who have not studied Italian in Stage 5. **If students have studied Italian for more than 100 hours in Stages 4 or 5, they are ineligible.** This is for any student who has an interest in the language and culture of Italy.

What will be studied?

This course aims to enable students to develop skills in effective communication, knowledge of the nature of language and understanding of the interdependence of language and culture. There are 3 main objectives: interacting, producing texts and understanding texts. Students develop the knowledge, understanding and skills to communicate actively in Italian within the topics of Family Life, Home and Neighbourhood, Friends, Recreation and Pastimes, Education and Work, Holidays, Travel and Tourism and Future Plans and Aspirations.

How is the course assessed?

The internally marked assessment tasks assess the performance of the student in each of the following skill areas: listening, speaking, reading and writing. There will be a minimum of 3 assessment tasks and 2 formal examinations. These assessment tasks will vary. The HSC examination consists of 2 parts: an oral examination (5 minutes) and a written examination (approximately 2.5 hours).

What additional information should be considered?

Students will have the opportunity to experience Italian language and culture in their local area and beyond. They will also participate in HSC workshops run by external Italian agencies who provide native Italian speakers to help students work on common HSC oral questions and improve their pronunciation, while reviewing important grammatical points.

The QR code will provide further information.



Languages by Distance Education: Beginners and Continuers

2 Unit ATAR Courses

A brief description of the course

These courses are designed for learners to develop essential communication skills in their chosen language. Second language study provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher order thinking skills necessary for further education, work and everyday life. Students will gain an understanding of vocabulary, grammar and cultural nuances through the use of Distance Education.

Who should consider this course?

The Beginner courses are for senior secondary students who have little or no previous knowledge of the target language. They are for students who have not studied the target language in Stage 5, nor lived in the country or come from a house where the language is spoken. The Continuers courses are for students who have studied the language in Stage 5 or are not eligible for the Beginner Courses. Students who are self-motivated, self-directed and independent learners are most suited to these courses.

What will be studied?

The course is constructed around the four language skills of listening, speaking, reading and writing. The development of the ability to understand the spoken language and to communicate orally in the topic areas prescribed, comprise half the allocated marks in the assessment.

How is the course assessed?

Students will be assessed by their teacher from their Distance Education school. They will have regular timetabled lessons. The assessment tasks assess the performance of the student in each of the following skill areas: listening, speaking, reading and writing. There will be a minimum of 3 assessment tasks and 2 formal examinations. These assessment tasks will vary. The HSC examination consists of 2 parts: an oral examination (5 minutes) and a written examination (approximately 2.5 hours).

What additional information should be considered?

There is a Distance Education Annual Fee (approx. \$800), payable BEFORE enrolment in Distance Education is processed. Enrolment is not automatic; places are limited. Late entries are not accepted. NOTE: It is the parents' responsibility to complete a distance education application form. This form is available through the provider's website. It is also necessary to provide a statutory declaration, which is included in the application form. This will need to be signed by a Justice of the Peace. Students need to apply directly to the school that is offering the language course they are interested in. The two schools are NSW School of Languages <https://nswschoollang.schools.nsw.gov.au/> and Camden Haven High School <https://camdenhave-h.schools.nsw.gov.au/distance-education.html>

The QR code will provide further information.



Legal Studies:

2 Unit ATAR Course

A brief description of the course

Students gain an understanding of Australian domestic and international law. Students learn about the origin of the legal system, and how law is created and reformed through the exploration of key concepts and their application to relevant contemporary examples. Students apply their knowledge by analysing and evaluating case studies, legislation, reports, media articles and other documents to assess whether justice may be achieved in certain situations, and areas where reform is needed.

Who should consider this course?

Suitable for students with high written communication and analysis skills.

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

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

What will be studied?

Year 11

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

Year 12

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

(All areas encompass Legislation, Case and Media Studies.)

How is the course assessed?

Internal assessment tasks may include research and investigation tasks, stimulus-based responses (case studies, statistics, media), extended responses, oral and group tasks.

HSC exam format: Multiple Choice, Short Answer, one Structured Response, two Extended Responses

What additional information should be considered?

Payment for excursions and study days as they occur are the responsibility of the student. Year 11 can participate in the NSW Law Society Mock Trial Competition.

The QR code will provide further information.



Marine Studies:

2 Unit Non-ATAR

A brief description of the course

The aim of Marine Studies Stage 6 is to develop in each student a capacity to think critically about key issues relating to the marine environment, to utilise and protect the resources it offers, and to develop skills that allow students to participate safely in a wide range of practical experiences.

Who should consider this course?

It is most suited to students with the following interests:

- **Vocational:** tourism, merchant or Australian Navy, lifeguarding, swim instructing or boating
- **Environment:** interest in both local and global issues regarding water bodies, aspiring conservationists, or wildlife rescue volunteers
- **Recreational:** water sport enthusiasts, or drive to increase knowledge and skills in leisure-based activities

What will be studied?

Year 11 Course: Students complete the following **core modules:** Marine Safety, Marine Environment, Life in the Sea, Humans in the Water and Marine Employment. This is then supplemented by **optional modules** such as Resuscitation & First Aid Certificate, Coral Reef Ecology, Skin Diving and Diving Science.

Year 12 Course: Optional modules will be determined based on the interest of students at the time. An example of some of the units that can be studied include the following:

- Boating and Seamanship
- Pilotage and Navigation
- Commercial and Recreational Fishing
- Marine Communication
- School developed course (science of surfing)

How is the course assessed?

Assessment is school-based and tasks range from research reports, practical tasks and written tasks. **There is no external examination of this course at the HSC.** Students participate in a First Aid and Resuscitation course which is examined independently.

What additional information should be considered?

There are co-requisites for this course in addition to an interest in the area of study:

- Able to swim 200 metres in 5 minutes
- Tread water/float for 10 minutes
- Successfully complete Resuscitation and First Aid certificates

Costs: Students will be expected to meet costs associated with excursions and practical experiences. Costs are kept to a minimum. Students are offered an option to complete their Open Water Diving Certificate as a group.

The QR code will provide further information.



Mathematics Standard: 2 Unit ATAR Course

A brief course description

This course provides students with the opportunity to develop their knowledge and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner.

Who should consider this course?

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard Syllabus. In Year 12, students can elect either the Standard 1 course or the Standard 2 course. The Mathematics Standard Course is recommended for students who gained a RoSA Grade of C5 or better.

The Year 11 Mathematics Standard course is undertaken by all students intending to study either the HSC Mathematics Standard 2 course or the HSC Mathematics Standard 1 course.

What will be studied?

Year 11

- Algebra
- Measurement
- Financial Mathematics
- Statistical analysis

Year 12

- Algebra
- Measurement
- Financial Mathematics
- Statistical analysis
- Networks

How is the course assessed?

- There will be three school based formal assessment tasks in the Year 11 Course and four in the HSC Course.
- Internal assessment throughout the Preliminary and HSC Courses will involve examinations, investigations and tests.
- All students studying the Mathematics Standard 2 course will sit for the HSC examination, 2 hours and 30 minutes in length.
- Year 12 Mathematics Standard 1 course includes an optional exam for students who wish to use their Mathematics as part of an ATAR calculation.

What additional information should be considered?

Students considering any tertiary study related to STEM (Science, Technology, Engineering and Mathematics) will not be adequately prepared by the Mathematics Standard 1 course. Past Mathematics Standard 1 & 2 HSC Examination papers can be found on the NESAs website.

The QR code will provide further information.



Mathematics Advanced:

2 Unit ATAR Course

A brief course description

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course is a sufficient basis for further studies in mathematics as a minor discipline at a tertiary level, in support of courses such as life sciences and commerce.

Who should consider this course?

To undertake this course, it is recommended that students have demonstrated competence in the Stage 5.3 Mathematics Pathway and gained a RoSA grade of B8 or higher.

What will be studied?

Year 11

The Year 11 Mathematics Advanced course content comprises of five topics, with the topics divided into subtopics. These include:

- 1. Functions**
 - Working with Functions
- 2. Trigonometric Functions**
 - Trigonometry and Measure of Angles
 - Trigonometric Functions and Identities
- 3. Calculus**
 - Introduction to Differentiation
- 4. Exponential and Logarithmic Functions**
 - Logarithms and Exponentials
- 5. Statistical Analysis**
 - Probability and Discrete Probability Distributions

Year 12

The HSC Mathematics Advanced course content includes four of the topics from the Preliminary Course and one additional topic. These include:

- 1. Functions:**
 - Graphing Techniques
- 1. Trigonometric Functions**
 - Trigonometry Functions and Graphs
- 2. Calculus**
 - Differential Calculus
 - The Second Derivative
 - Integral Calculus
- 3. Financial Mathematics**
 - Modelling Financial Situations
- 4. Statistical Analysis**
 - Descriptive Statistics and Bivariate Data Analysis
 - Random Variables

How is the course assessed?

- There will be three school-based formal assessment tasks in the Preliminary Course and four in the HSC Course.
- Internal assessment throughout the Year 11 and HSC Courses will involve examinations, and several tasks which have a stronger emphasis on understanding, interpretation and communication.
- External Assessment: The HSC Examination (3 hours)

What additional information should be considered?

Past Mathematics Advanced Examination papers can be found on the NESA website.

The QR code will provide further information.



Mathematics Extension 1:

1 Unit ATAR Course

A brief course description

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics, and are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics for further studies in Mathematics itself, and in areas such as Science, Engineering, Finance and Economics.

The Mathematics Advanced Year 11 Course should be taught prior to or concurrently with the Mathematics Extension 1 Course. Students of outstanding mathematical ability could consider undertaking the Mathematics Extension 2 in their HSC year.

Who should consider this course?

To undertake this course, it is strongly recommended that students have an excellent understanding of the 5.3 Mathematics Pathway and gained a RoSA Grade A10 or A9. Students also choose this course because they are good at Mathematics and enjoy the challenge: they want to keep career options open and they plan to use their talents to optimise their ATAR score.

What will be studied?

Year 11

The Year 11 Mathematics Extension 1 course content comprises of four topics, with the topics divided into subtopics. These include:

1. Functions:
 - Further Work with Functions
 - Polynomials
2. Trigonometric Functions
 - Inverse Trigonometric Functions
 - Further Trigonometric Identities
3. Calculus
 - Rates of Change
4. Combinatorics
 - Working with Combinatorics

Year 12

The HSC Mathematics Extension 1 course content includes two of the topics from the Preliminary Course and three additional topics. These include:

1. Proof
 - Proof by Mathematical Induction
2. Vectors
 - Introduction to Vectors
3. Trigonometric Functions
 - Trigonometry Equations
4. Calculus
 - Further Calculus Skills
 - Application of Calculus
5. Statistical Analysis
 - The Binominal Distribution

How is the course assessed?

Internal assessment throughout the Year 11 and HSC Courses will involve examinations, investigations and tests. The HSC Examination will be two hours in length.

What additional information should be considered?

Past Mathematics Extension 1 HSC Examination papers can be found on the NESA website.

The QR code will provide further information.



Modern History:

2 Unit ATAR Course

A brief description of the course

The study of Modern History engages students in an investigation of the forces that have shaped the world politically, culturally, economically and socially. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them. Students develop transferable skills associated with the process of historical inquiry and the interplay of historical evidence and argument. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments.

Who should consider this course?

Modern History is suitable for students who have an interest in modern historical studies. Students who enjoy research, communicating using written and oral expression, working individually and collaboratively and working on a major historical investigation should consider this course. Modern History provides a foundation for many career paths including: Political Science and Law, Foreign Affairs, History, Journalism, Teaching and Research.

What will be studied?

Year 11

- Investigating Modern History (including two case studies)
- Historical Investigation
- The Shaping of the Modern World

Year 12

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

How is the course assessed?

Internal assessment Years 11 and 12:

- There will be a maximum of four school-based assessments.

External assessment HSC Course:

- A formal 3 hour written examination.

What additional information should be considered?

There will be an optional European immersion open to Modern History students.

The QR code will provide further information.



Music 1:

2 Unit ATAR Course

A brief description of the course

In Music 1, students are given the opportunity to perform and create music in ensembles, as well as individually. Students will develop an understanding of how music is organised through exploring a variety of musical styles. By listening, composing, analysing and performing, students will develop their creativity and emotion. They will also explore values, and develop an understanding of continuity and change, as well as the connections between different times and cultures.

Who should consider this course?

The course caters for all students to explore their musical abilities through performing, composing, and analysing music. Students may already be proficient musicians, or beginners with little or no prior knowledge. There are no pre-requisites and students do not need to be able to read and write music prior to entering this subject. Students are not expected to have individual instrumental lessons; however, it is preferred. All students will be required to sing or play a musical instrument in this course.

This course may be used to further continue music performance or study at University, TAFE and/or private tertiary institutions eg. School of Audio Engineering and Australian Institute of Music.

What will be studied?

Year 11 Course - Students will perform, compose, analyse and listen (musicology and aural) to a variety of musical styles through a study of 3 topics. Examples of topics include Australian Music; Music for Small Ensembles; Music for Film, Radio, Television and Multimedia; Music of a Culture; Theatre Music.

Year 12 Course - Students will perform, compose, analyse and listen (musicology and aural) to a variety of musical styles through a study of at least three topics from a list of topics some of which include Rock Music; Jazz; Popular Music; Music of the 20th and 21st Centuries, an Instrument and its Repertoire; Theatre Music.

How is the course assessed?

Students will be assessed through the learning experiences: Performance (solo and ensemble), Aural & Musicology (listening, analysing and interpreting) and Composition (creating music).

There are no essays in the HSC examination and 70% of the HSC examination is practical.

What additional information should be considered?

Students are encouraged to undertake private tuition on their chosen instrument, though this is not compulsory. They may also be invited to perform at school events eg. liturgies and school performances, as well as attend various live musical performances.

The QR code will provide further information.



Photography, Video and Digital Imaging: 1 Unit Non-ATAR Course

A brief description of the course

This course offers students an opportunity to explore traditional and contemporary artistic practices that make use of photography, video and digital imaging.

As an introduction to photography, students will learn basic procedures and techniques in digital manipulation and video editing using industry standard programs. They will be encouraged to express themselves and their interests about the world through both written and visual forms. Students will also investigate the works of artists and photographers, and how artistic practice has adapted and evolved over the Twentieth Century.

Who should consider this course?

Photography, Video and Digital Imaging course caters for students who enjoy making and studying a range of photographic and digital media works.

This course can lead to further studies and careers in communication, computer-based fields, animation, graphic design, photography, professional practitioner/artist, theatre and/or film design and production.

What will be studied?

Year 11

- Students are required to keep a Photographic Journal/Portfolio
- Introduction to Practice in Digital Imaging
- Traditions, conventions, styles and genres
- Workplace, Health and Safety

Year 12

- Photographic Journal/Portfolio
- Manipulated Forms - Appropriated Photographic and Digital Works
- The Arranged Image - Self-reflective Body of Work

How is the course assessed?

Year 11

- Photographic Journal/Portfolio
- Digital Imaging Mini Exhibition
- Analysis of Photographic and Digital Works

Year 12

- Photographic Journal/Portfolio
- Analysis of Photographic and Digital Works
- Body of Work

What additional information should be considered?

There is no HSC examination in this course as it is a School Developed Course. An Assessment mark will appear on the student's Record of Achievement (RoSA). Students will have the opportunity to visit local galleries and other Contemporary galleries in NSW.

The QR code will provide further information.



Physics:

2 Unit ATAR Course

A brief description of the course

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. This allows students to better understand the physical world and how it works: to appreciate the uniqueness of the Universe and participate in navigating and influencing the future.

Who should consider this course?

This course is for students who are interested in the science of physics and/or who are considering a career in science, communications technology, engineering, medicine or radiography. Physics is a demanding subject and so students should have a thorough knowledge and understanding of the Physics topics covered in Stage 5. There is a significant mathematical component to Physics, so it is recommended that students are enrolled in Advanced Maths.

What will be studied?

Year 11

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

Year 12

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

How is the course assessed?

Internal assessment throughout Stage 6 may involve practical examinations, submission of depth study reports and written examinations.

Content in Stage 6 syllabuses defines learning expectations that may be assessed in Higher School Certificate examinations.

What additional information should be considered?

Practical investigations are an essential part of both the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

At least one depth study must be included in both Year 11 and Year 12 courses.

The QR code will provide further information.



Society and Culture: 2 Unit ATAR Course

A brief description of the course

The Society and Culture course focuses on the interaction of persons, societies, cultures, environments and time. This course has relevance to the immediate needs of students and to their future lives. It enables students to achieve social and cultural literacy and develop an understanding of themselves, their own society and culture, and the societies and cultures of others.

Who should consider this course?

This course is intended for students who wish to study and investigate their own social world and that of others. Skills in researching and effectively communicating information will be developed throughout. The course is an excellent preparation for tertiary studies in the Humanities, especially Sociology, Psychology and Law.

Students will need to have sound writing skills and be prepared to further develop their communication skills. The course involves a Major Research Project (PIP), completed in Year 12. Students who can express themselves well in writing and have a willingness to work consistently in their study should do well in this course.

What will be studied?

Year 11

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

Year 12

- The Personal Interest Project (PIP)
- Social and Cultural Continuity and Change
- Popular Culture
- Social Conformity and Nonconformity

How is the course assessed?

During Years 11 and 12 there are a variety of assessment tasks which include short answer responses, structured responses, essays, research tasks and oral presentations.

HSC- Personal Interest Project (PIP): In Year 12 there is an externally marked MAJOR PROJECT, which constitutes 40% of the HSC assessment.

The QR code will provide further information.



Sport, Lifestyle & Recreation: 2 Unit Course Non-ATAR

A brief description of the course

Sport, Lifestyle and Recreation in Stage 6 builds upon students' prior learning in Personal Development, Health, and Physical Education from Years K–10, with a specific focus on sports and physical activity participation. Recognising the documented benefits of physical activity, including improved fitness and reduced risk of lifestyle diseases, this course emphasises participation in physical activities to promote individual and community wellbeing. Students gain skills in various sports and recreational contexts, fostering an active lifestyle and contributing to a health-promoting community.

Who should consider this course?

This is a non-ATAR course suited to students who want to incorporate participation in regular games and physical activities into their Stage 6 studies. Through the Sport, Lifestyle and Recreation curriculum, students engage in socially inclusive activities, promoting both theoretical understanding and hands-on experience. Additionally, it serves as a pathway to further study or careers in sports science, physical education, and the broader sport and recreation industry. With the Sport and Recreation industry being a major growth area, students will gain an understanding and appreciation of various vocational possibilities in this area.

What will be studied?

Year 11

- Resistance Training
- Games & Sports Application I
- Athletics

Year 12

- Fitness
- First Aid and Sports Injuries
- Games & Sports Application II
- Individual Games & Sport Applications

How is the course assessed?

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

Students are expected to actively engage in all practical lessons in this course.

The QR code will provide further information.



Studies in Catholic Thought: 1 & 2 Unit Non-ATAR Courses

A brief description of the course

Studies in Catholic Thought is an exploration of philosophy, the arts, history, scripture and Catholic Beliefs. This course breaks open the ‘big questions’ that human beings ask and the ways that the Catholic faith answers them. Students will research and construct balanced arguments around these questions and the religious values and beliefs connected to them.

Who should consider this course?

As a requirement of enrolment in a Catholic school in the Diocese of Maitland-Newcastle, students must complete either the Studies in Catholic Thought or Studies of Religion course. Studies in Catholic Thought seeks to engage students in real conversations about our purpose and responsibilities in the modern world.

This course is accessible to all students and can be taken by both ATAR and Non ATAR students.

What will be studied?

	1 Unit: 120 hours in total	2 Unit: 240 hours in total
Year 11 Preliminary Course: <i>The Human Person</i>	<ul style="list-style-type: none"> • Who is the Human Person? • The Trinitarian God and Humanity • Re-Imagining Creation 	<ul style="list-style-type: none"> • Who is the Human Person? • The Trinitarian God and Humanity • Re-Imagining Creation • Faith, Reason and Science • To Be Fully Human
Year 12 HSC Course: <i>The Good Life</i>	<ul style="list-style-type: none"> • Virtue, Vice, and Salvation • The Good Works • The Common Good 	<ul style="list-style-type: none"> • Virtue, Vice, and Salvation • The Good Works • The Common Good • Two Depth Studies selected from: <ul style="list-style-type: none"> - <i>Set Text Study</i> - <i>The Church and the Arts</i> - <i>The Indigenous Experience</i> - <i>The Church and the Contemporary World</i>

How is the course assessed?

There is NO external HSC Examination in this course. An internal assessment mark will appear on the student’s Record of School Achievement (RoSA). In Year 11, there are three internal tasks for both 1 Unit and 2 Unit. These may include an oral/written report, research, analytical response etc.

In Year 12, 1 Unit will have three formal Assessments and 2 Unit will have four. One task will be an internal Diocesan Exam held within the Trial HSC period.

What additional information should be considered?

Excursions may occur from time to time, as appropriate. See members of the Religious Education staff for further information about this CSO-approved course.

Studies of Religion: 1 and 2 Unit ATAR Courses

A brief description of the course

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

Who should consider this course?

This course is designed for students who are interested in investigating a range of topics directly related to a cross-section of religions in the world. The literacy requirements of this course involve writing multiple extended responses. Students require strong literacy skills, with a thorough level of ability in Religious Studies, English and HSIE. Both courses require a consistent and diligent approach. 2 Unit SoR is commonly aligned with studying Advanced English.

What will be studied? Both 1 and 2 Unit Courses share core units.

	1 Unit: 120 hours in total	2 Unit: 240 hours in total
Year 11	<ul style="list-style-type: none"> • Nature of Religion and Beliefs • Two Religious Traditions: <i>Christianity and Buddhism</i> 	<ul style="list-style-type: none"> • Nature of Religion and Beliefs • Three Religious Traditions: <i>Christianity, Buddhism and Islam</i> • Religions of Ancient Origin • Religion in Australia pre - 1945
Year 12	<ul style="list-style-type: none"> • Religion and Belief Systems in Australia post – 1945 • Two Depth Studies from the two Religious Traditions about: <ul style="list-style-type: none"> • <i>Ethics</i> • <i>Person or School of Thought</i> • <i>Practice</i> 	<ul style="list-style-type: none"> • Religion and Belief Systems in Australia post – 1945 • Religion and Peace • Religion and Non-Religion • Three Depth Studies from the three Religious Traditions about: <ul style="list-style-type: none"> • <i>Ethics</i> • <i>Person or School of Thought</i> • <i>Practice</i>

How is the course assessed?

In Year 11 there are THREE tasks, one of which will be a formal examination and the other two involving investigation, research, source-analysis and communication in various formats.

In Year 12, this course will have THREE Assessments and a formal Trial HSC examination, plus an HSC examination.

What additional information should be considered?

Excursions occur from time to time as appropriate. Past papers are available in the syllabus link provided.

The QR code will provide further information.



1 Unit SoR



2 Unit SoR

Textiles and Design: 2 Unit ATAR Course

A brief description of the course

The Stage 6 Textiles and Design course provides students with the opportunity to investigate textile-related technologies relevant to society. This course involves three principal areas of study with students selecting one focus area for their Year 12 Major Project. Students undertaking this course will develop skills in critical thinking, creativity, and problem-solving.

Who should consider this course?

This subject is ideal for students who are enthusiastic about textiles and enjoy practical experiences. There are no specific prerequisites required to study this course. Career opportunities include Graphic and Industrial design, Fashion or Entrepreneurship.

What will be studied?

Year 11

This covers the elements and principles of design, communication techniques such as fashion illustration, manufacturing techniques, design development, management and evaluation. An investigation of properties and performances of different textiles with a focus on the Australian textiles industry.

Year 12

This covers the historical, cultural and contemporary influences on design, properties and performances for use, current industry issues today including the environment and trends in textiles, and the development and completion of a Major Project with Folio.

How is the course assessed?

Year 11

- Design Project with Folio.
- Investigation task
- End of course examination.

Year 12

- Research Task
- Trial HSC Examination
- Major Design Project and Folio

External Assessment:

- Major Design Project and Folio
- HSC Examination

What additional information should be considered?

Students are required to wear appropriate PPE including hard, enclosed footwear in practical lessons. Additional course fees apply to this subject and the school will provide a basic range of fabrics and accessories for samples. The cost of the HSC Major Design Project is the student's responsibility and will require parental support for payment prior to starting work.

The QR code will provide further information.



Visual Art:

2 Unit ATAR Course

A brief description of the course

This creative course is designed for students who enjoy visual art, design and culture through the practices of artmaking, art history and art criticism. Practically, students will create a Body of Work which will reflect students' knowledge and understanding of practice and demonstrate their ability to resolve several artworks. Theoretically, students engage with learning tools such as The Frames, The Conceptual Framework and Artist Practice to better understand and learn about art, its development and history.

While the course can build on the Stage 5 (Elective Year 9 and 10) Visual Arts and Visual Design Courses, it also caters for students with limited to no experience in Visual Arts.

Who should consider this course?

Students do not need to be outstanding artists to enjoy this course. There are many forms of art and students can choose a style that showcases their creative flair and experience without needing to be excellent artists. However, having a natural or nurtured ability in artmaking is an advantage.

The theoretical component of the course involves learning about the key concepts and applying them when writing about unseen artworks. Students with any literacy level can engage in this course. Having strong literacy and critical thinking skills would certainly benefit.

What will be studied?

Year 11

- Topic 1 – The Frames
- Topic 2 – The Conceptual Framework and Collection of Work
- Topic 3 – Practice and Representation

Year 12

- Case Study 1 – Artists of Influence
- Case Study 2 – The Imagination
- Case Study 3 – The Figure
- Case Study 4 -Cultural Comment
- Case Study 5 - Architecture

How is the course assessed?

Year 11

Practical: Completion of a Mini Body of Work and small Collection of Works (C.O.W)

Theoretical: Essay and Examination

Year 12

Practical: Completion of a Body of Work for external marking

Theoretical: Written examination

What additional information should be considered?

The course can be used in the calculation of the ATAR and students can enter a Visual Arts Degree at University with this course, as well as a number of diploma and certificate courses at TAFE. Students will attend artist workshops and excursions to local and state galleries to broaden their practice and understanding.

The QR code will provide further information.



VET Construction:

2 Unit Optional ATAR Course

A brief description of the course

This course equips students with practical skills and knowledge essential for careers in the construction industry. Focusing on primary trades (excluding plumbing), it provides a pathway to Australian Apprenticeships. Through a Certificate II program, students gain hands-on experience in carpentry, bricklaying, and other general construction roles, with options to explore off-site occupations like joinery and shop-fitting.

Who should consider this course?

This course is suitable for students interested in practical, hands-on work in the construction industry. It provides direct entry into the workforce after high school, offering relevant skills and knowledge for entry-level construction positions. The course also serves as a foundation for further study or training in construction-related fields, including construction management, architecture, engineering and trades.

What will be studied?

Years 11 & 12:

- WHS requirements, policies and procedures in the construction industry
- Conduct effective workplace communication
- Work safely with construction materials and equipment
- Read and interpret plans, specifications, and carry out measurements

How is the course assessed?

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

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

Please Note: The HSC exam is optional, but mandatory for inclusion in ATAR.

What additional information should be considered?

As part of this course, students must undertake and successfully complete the WH&S General Induction for Construction Work (White Card). It is required that all students complete this induction prior to work placement (Mandatory 35 hours each year). Students will be expected to purchase PPE and Hi-Vis clothing with leather safety boots.

The QR code will provide further information.



VET Entertainment Industry: 2 Unit Optional ATAR Course

A brief description of the course

The VET Entertainment course consists of technical skills that prepare students for work or further study in industry. Entertainment industries are wide-ranging, covering many activities, organisations and businesses in fields associated with the arts, libraries, media, museums and entertainment. Key course areas include audio, costume, front of house, lighting, make-up, props, scenic art, sets, staging and vision systems.

Who should consider this course?

Students suited to this course may have background experience/skills through subjects such as Art, Music or Drama or performance/event experience. However, no previous experience is necessary as this course also caters for students with limited or no previous experience/ knowledge within the industry. This course could also prepare you for further study or employment in this area.

What will be studied?

Mandatory Focus Areas:

Audio, Customer Service, Vision, Lighting, Safety (Parts 1 and 2) Staging and Working in the Entertainment Industry and Workplace.

- NESAs requires students to complete a minimum of 70 hours of mandatory work placement which must be completed prior to the student's last HSC exam.
- To be eligible for this qualification you must successfully complete: 15 units: 4 Core, 11 Electives.
- Specialisation in Year 12 can be made by arrangement. This 60hr specialisation in a student's course of study enables the opportunity to gain the full Certificate III in Entertainment through the ASPIRE program.
- As part of this course, students may undertake the WH&S General Induction for Construction Work (White Card).

How is the course assessed?

- This is a Board Developed Course, Category B. Students who complete the 240-hour course may sit for the optional HSC exam.
- **The HSC exam is optional in Entertainment, but is mandatory for those students seeking an ATAR**
- The course is competency based and will be assessed using oral, practical and written assessment methods
- Projects may be undertaken as a group or as individual tasks
- The work placement is a contributing and mandatory part of the assessment. As the Entertainment Industry is mostly performance and event based, work placement is frequently completed on a cumulative basis. Students will often attend various entertainment venues and opportunities as they arise, collecting hours accordingly. This may involve committing to a placement which is outside normal school hours.

The QR code will provide further information.



VET Hospitality Food and Beverage: 2 Unit Optional ATAR Course

A brief description of the course

This Hospitality course aims to equip students with the necessary industry skills for safe and hygienic food preparation and handling, effective communication, teamwork and customer service. It helps to develop problem-solving and decision-making skills. The course reflects current and changing industry practices across various business models. Students will have the opportunity to apply their knowledge and skills in the management and operations of the school café, gaining practical experience to prepare them for the workforce.

Who should study this course?

This course is recognised as an entry-level qualification for employment in the Hospitality industry. Students may wish to complete this course for general interest or to assist with part-time work opportunities. It would also suit someone who would like to pursue a career in the Hospitality Industry.

What will be studied?

Years 11 & 12

- Hygiene, safety, and working with colleagues and customers
- Preparing and serving food and beverages, including espresso coffee
- Preparing and presenting simple dishes, packaged foods
- Café operations and/or work experience

How is the course assessed?

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

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

Please Note: The HSC exam is optional, but mandatory for inclusion in ATAR.

What additional information should be considered?

Approximately 50% of course time involves a practical component.

Students are required to purchase a café shirt with fully enclosed leather shoes.

The QR code will provide further information.

