

De La Salle College, Ashfield



STAGE 6 HANDBOOK

YEAR 11

2019

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De La Salle College, Ashfield

24 Bland Street Ashfield 2131

Tel: 9797 3200 Fax: 9797 3255

Email: info@dlsashfield.catholic.edu.au Web: www.dlsashfield.catholic.edu.au

Dear Parents,

De La Salle College Ashfield was established in 1916 by the De La Salle Brothers and Vincentian Fathers, to provide Catholic Education for young men in the Inner West Parishes of the Archdiocese of Sydney. The College is under the patronage of the Archbishop of Sydney, and seeks to provide an education in faith for its students.

The College, over many years, has endeavoured to provide boys with a good academic education and a great variety of sporting and cultural opportunities. All of this has taken place in an atmosphere of traditional Catholic values.

The College aims to develop in boys a sense of responsibility, respect and a spirit of loyalty. We endeavour to teach our students the ability to work with and be considerate of others; to be punctual and diligent in all that they do. The College strives to develop initiative, self-confidence and the ability to work without supervision. Students of the College are encouraged to constantly seek and speak the truth and to strive for justice in our world.

These values are very important for all young men in their lives.

It is hoped that, where boys learn in an environment that respects and accepts these values, they will shape their lives according to these values.

Your son begins his life here as a boy, and will finish his days at our College as a young man. It is our privilege to be able to share with you this great task of educating the youth of our country.

I am confident that the trust and faith that you place in the College by sending your son to De La Salle College will be honoured and that you will be really proud of the young man your son becomes in the years ahead.

STEPHEN KENNAUGH
PRINCIPAL



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Dear Parents,

De La Salle College, Ashfield aims to provide the highest quality senior education for all students. We are committed to providing a range of opportunities for your sons to strive for excellence through a focus on the well-being of each student in our care, and an understanding that academic development is underpinned by social and spiritual growth.

We recognise that a strong partnership between home and school is essential during the subject selection process and throughout the two years of your son's senior education. As such, when making decisions about senior study, students are encouraged to seek advice from a broad range of sources including:

- Teachers
- Parents
- The College Careers Adviser (Mr Ross Burrell)
- Students in Years 11 and 12
- Publications and Websites (For students who wish to receive an ATAR, the University Admissions Centre (UAC) [Report on the scaling of the 2017 HSC.](#)

In making decisions about subject choices for Stage 6 at De La Salle, Ashfield, students are encouraged to consider the following questions:

*What do I want for my future?
What 'pathway' best suits me?*

When considering subject options, the College strongly advises students to consider their abilities, interests, motivating factors and career aspirations. In other words:

- What are you good at?
- What do you like studying?
- If you have decided on a particular path post-school, are there any prerequisites or assumed knowledge for the course you are striving to enter?

Some students are unsure of the specific path they may take on completing senior studies, but those who cope best have goals and are strongly motivated to achieve those goals. Therefore, researching the options that may be available to your son when he finishes school is an important step when preparing to choose subjects that will best suit you in Stage 6.

The College provides a wide range of courses to suit different abilities and interest. It is most important that your son is realistic in the choices he makes and considers the aptitude he has shown in his studies in Year 9 and 10. The College has a responsibility to ensure students are undertaking courses appropriate to their abilities and we reserve the right to advise students about their choices and guide them appropriately.

Completion of the HSC requires a self-disciplined, committed and organised approach to study and to the requirements of the daily College routine. As parents and carers, your support is integral as we work together to ensure that your son completes all class work, assessment tasks and home learning tasks while participating fully in the spiritual, sporting, cultural and social justice opportunities afforded as part of his enrolment at the College.

We look forward to working closely with you and your son over the next two years. Please do not hesitate to contact me should you have any questions about the subject selection process.

ELLEN McGOVERN
ASSISTANT PRINCIPAL

THE HIGHER SCHOOL CERTIFICATE

The rules governing the HSC and the subjects offered at the school are outlined in the following pages. Parents and students should be thoroughly familiar with the material outlines. Students who do not fulfil the conditions of the HSC may be eligible for a Record of Student Achievement, which will show the results achieved.

(A) KEY TERMS

The Higher School Certificate offers students a range of subjects and different subject combinations /programme of studies. Below is an explanation of important key terms used in descriptions of the Higher School Certificate. Students need to be familiar with these in order to nominate courses appropriate to their own Higher School Certificate.

1. One Unit Course requires 4 periods of study per cycle in either Year 11 or 12 or both Year 11 and 12.
2. Two Unit Course requires 7 periods of study per cycle in both Years 11 and 12.
3. Extension 1 Courses Incorporates all of a 2 unit course and requires additional study in Years 11 & 12. The additional study may be conducted in sessions arranged before or after school.
4. Extension II Courses The courses in this category are Mathematics Extension II and English Extension II. They are offered in sessions before and after school in Year 12.
5. Category A Course Categorise HSC Courses as A or B for the calculation of the ATAR.
6. Category B Course Courses considered by UAC that generally do not lead to university courses study. However, students may count 2 Units of a Category B Course toward their ATAR.
7. Board Developed Board Developed courses are the courses for which the Courses Board of Studies develops a syllabus, setting out the objectives, outcomes, structure and content. The Board also develops Higher School Certificate examinations for most of these courses. In addition, the Board develops course and assessments requirements, specimen examination papers, marking guidelines and performance scales for these courses for distribution to all schools.

8. Board Content Endorsed Course:

There Are Two Types Of Board Content Endorsed Course:

- School-designed Courses – These are courses developed by individual schools in response to local interest or need and endorsed by the Board.
- Content Endorsed Courses (CECs) – These fall into two categories: general CECs and VET CECs including many delivered by TAFE.

9. Key Learning Area (KLA)

Key Learning Areas are groupings of all subjects and courses offered for the HSC.

- ❖ Religious Education
- ❖ English
- ❖ Mathematics
- ❖ Science
- ❖ Technological and Applied Studies
- ❖ Human Society & Its Environment
- ❖ Languages Other Than English
- ❖ Creative and Performing Arts
- ❖ Personal Development, Health and Physical Education.

10. Vocational Education & Training (VET Courses)

Either Board developed or Board Endorsed Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate.

They enable students to study Courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both HSC qualifications and accreditation with Industry and the workplace, as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated work place at school. Students receive special documentation showing the competencies gained.

11. ATAR:

Australian Tertiary Admission Rank determined by universities for students wishing to enter university. It is based on a student's best 10 units of which a maximum of 2 units may come from Category B subjects.

COURSE SELECTION

There are certain regulations which will affect the number and type of courses any student can study as determined by NESA (NSW Education Standards Authority).

The following is a summary of the key requirements for Higher School Certificate study:

- ❖ 12 Units are required in the Year 11 Course pattern of study, and 10 Units in the HSC Course pattern. At least 1 unit must be a Religious Studies course.
- ❖ In both patterns of study, the units must include at least six units of Board Developed Subjects.
 - At least two units of English
 - At least three courses of 2 units value or greater
 - At most 6 units of courses in Science can contribute to HSC eligibility.

At least six units must consist of Board-developed courses including at least 2 units of English. In both patterns of study, HSC candidates must undertake at least four subjects. These may include Board-endorsed courses.

INDEX OF COURSES OFFERED

COURSES	UNITS	COURSES	UNITS
ANCIENT HISTORY	2	PHYSICS	2
BIOLOGY	2	SOFTWARE DESIGN & DEVELOPMENT	2
BUSINESS STUDIES	2	STUDIES OF RELIGION 1	1
CHEMISTRY	2	STUDIES OF RELIGION II	2
DRAMA	2	VISUAL ARTS	2
ECONOMICS	2	SATURDAY SCHOOL LANGUAGES & NSW SCHOOL OF LANGUAGES	2
ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT	2		
ENGLISH STANDARD	2		
ENGLISH ADVANCED	2		
ENGLISH EXTENSION 1	1		
ENGLISH EXTENSION 2	1	CATEGORY B COURSES	
ENGINEERING STUDIES	2	BIG HISTORY	1
HISTORY EXTENSION	1	CONSTRUCTION	2
INDUSTRIAL TECHNOLOGY - TIMBER	2	HOSPITALITY OPERATIONS	2
INDUSTRIAL TECHNOLOGY - MULTIMEDIA	2	BOARD CONTENT ENDORSED COURSES	
INVESTIGATING SCIENCE	2		
LEGAL STUDIES	2		
MATHEMATICS STANDARD 2	2	ENGLISH STUDIES	2
MATHEMATICS	2	MATHEMATICS STANDARD 1	2
MATHEMATICS EXTENSION 1	1	RELIGION: CATHOLIC STUDIES	1
MATHEMATICS EXTENSION 2	1	SPORT, LIFESTYLE & RECREATION	1
MODERN HISTORY	2	WORK STUDIES	1
MUSIC 1	2	VISUAL DESIGN	1
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION	2	PHOTOGRAPHY & DIGITAL IMAGING	1

The Record of Student Achievement

Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW;
- Completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA;
- Complied with all requirements imposed by the Minister of the Board; and
- Completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

A credential for school leavers

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through [Students Online](#) on the [NESA website](#).

Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

VOCATIONAL EDUCATION AND TRAINING COURSES

For all information about studying a VET Course please refer to

<https://scs-vet.org/>

VET Courses have a mandatory component of workplace learning - For more information please click here

<https://scs-vet.org/2016/02/04/workplace-learning/>

WHAT ARE VOCATIONAL EDUCATION AND TRAINING (VET) COURSES?

Vocational Education and Training Courses enable students to study courses which are relevant to industry needs and have a clear link to post-school destinations. Whilst also offering the potential to gain approved National Qualifications. (AQF)

WHY ARE VET COURSES POPULAR?

VET courses are highly valued by students, parents and employers. They provide authentic, applied learning that is practical and work-based and helps students prepare for their transition to post-school work and further study. Students choose VET courses for a wide range of reasons.

DOES A VET COURSE COUNT TOWARDS MY HSC?

- Yes, all 2 Unit VET Courses studied in both the Year 11 and HSC Years will count towards the HSC.
- All VET courses are “Category B” that is, although you can do as many VET courses as you like, only ONE (2 Unit) VET Course can count towards your ATAR.

WHICH VET COURSES CAN I CHOOSE TO STUDY IN YEARS 11 AND 12?

(A) VET COURSES TAUGHT AT DE LA SALLE

De La Salle will be offering a great range of Industry areas to choose from, these include:

- Construction
- Hospitality (Early Commencement HSC)

(B) TAFE DELIVERED VET PROGRAMME

For all information regarding externally delivered courses please visit

<https://scs-vet.org/2016/05/24/externally-delivered-vet/>

WHAT IS A TAFE DELIVERED VET COURSE?

- The TVET program enables students to participate in established courses operating at TAFE Colleges.
- The courses offered have been selected for the career and educational opportunities that they provide.

WHAT ABOUT THE HSC?

- All courses can be 1 or 2 Unit BOARD CONTENT ENDORSED COURSES and have been approved by the Board of Studies.
- Like other BOARD CONTENT ENDORSED COURSES, they do not contribute towards your ATAR.
- The results of courses studied in Year 12 are reported on the Higher School Certificate.

WHAT WILL BE EXPECTED OF YOU?

- You will be expected to attend TAFE at least 2-4 hours per week at the designated time and venue. A high attendance rate is required and attendance will be monitored by both the TAFE College and De La Salle College.
- You will be expected to complete all class work and assessment tasks issued at school and will have the same rights and responsibilities as other TAFE students.

COURSES MIGHT INCLUDE:

Accounting Advertising Air brushing Animal Care Automotive - Mechanical Automotive - Panel/Paint Aviation Children's Services Community Services Computer (CAD) skills	Computer Hardware Servicing Design Elements Electro-technology Entertainment Fashion Design Hairdressing Information Technology Laboratory Techniques Maritime Industry Marketing Media - News Journalism	Metal & engineering Multimedia Music Industry Nursing - Aged Care Plumbing Printing-Desktop Publishing property Services - Real Estate Radio Broadcasting Signcraft Tourism Website Production
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WHAT ARE THE ADVANTAGES?

Students, in completing a course successfully, will obtain:

- Two credentials - one from the Board of Studies and one from TAFE
- Advanced standing and possibly continued student status in TAFE after leaving school.
- Increased job opportunities
- Extra skills not achievable at the College.

INDEX OF COURSES OFFERED IN THE SENIOR SCHOOL

CATEGORY A COURSES (COUNT TOWARDS CALCULATION OF AN ATAR)	
COURSES	UNITS
ANCIENT HISTORY	2
BIOLOGY	2
BUSINESS STUDIES	2
CHEMISTRY	2
DRAMA	2
ECONOMICS	2
ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT	2
ENGLISH STANDARD	2
ENGLISH ADVANCED	2
ENGLISH EXTENSION 1	1
ENGINEERING STUDIES	2
HISTORY EXTENSION 1 (HSC ONLY)	2
INDUSTRIAL TECHNOLOGY TIMBER	2
INDUSTRIAL TECHNOLOGY MULTIMEDIA	2
INVESTIGATING SCIENCE	2
LEGAL STUDIES	2
MATHEMATICS STANDARD	2
MATHEMATICS	2
MATHEMATICS EXTENSION 1	1
MATHEMATICS EXTENSION 2	1
MODERN HISTORY	2
MUSIC 1	2
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION	2
PHYSICS	2
SOFTWARE DESIGN & DEVELOPMENT	2
STUDIES OF RELIGION 1	1
STUDIES OF RELIGION II	2
VISUAL ARTS	2
CATEGORY A COURSES - LANGUAGES	
NSW SCHOOL OF LANGUAGES	2
SATURDAY SCHOOL COMMUNITY LANGUAGES	2
CATEGORY B COURSES (ONLY 2 UNITS CAN COUNT TOWARDS THE ATAR)	
CONSTRUCTION (240 HOURS)	2
HOSPITALITY OPERATIONS (240 HOURS)	2
MATHEMATICS STANDARD 1	2
BOARD CONTENT ENDORSED COURSES (Cannot Count These Courses Towards the Atar)	
BIG HISTORY	1
ENGLISH STUDIES	2
PHOTOGRAPHY , VIDEO AND & DIGITAL IMAGING	1
RELIGION, CATHOLIC STUDIES	1
SPORT, LIFESTYLE & RECREATION	2
WORK STUDIES	2
VISUAL DESIGN	1

CATEGORY A COURSES

All these course count toward
the calculation of an
Australian Tertiary Admission Rank
(ATAR).

Ancient History

KEY LEARNING AREA: H.S.I.E.

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

Background Interest/Knowledge: This course will be of interest to students who enjoy researching ancient societies and analysing archaeological and written evidence. The course focuses on the study of famous personalities, groups, events, institutions, societies and historical sites and develops skills in research, analysis and interpretation and requires extensive reading and study of evidence.

Course Description: Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Year 11 and HSC Courses.

The Year 11 course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.

The HSC Course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.

Main Topics Covered:

Year 11 course:

Part I: Introduction:

- (a) The Nature of Ancient History: Archaeological Sites and Sources, Ancient Human Remains
- (b) Case Studies: Tutankhamun's Tomb, Thera and Persepolis

Part II: Features of Ancient Societies

At least ONE study to be chosen from Greece, Rome, Persia, Assyria, Carthage and Celtic Europe. Within this, students study history in a thematic approach in one or more of the following aspects: warfare, women, art and architecture, death and funerary customs, power and image and trade and cultural contact.

Part III: Historical Investigation

Students MUST investigate and research an area of interest in Ancient History. This is a compulsory component of the course which requires students to present a written and oral assessment.

H.S.C. Course:

This course is based on the study of at least two of the following areas: Egypt, Near East, Greece & Rome

- **Part 1: Core Study:** Cities of Vesuvius (25%) Pompeii and Herculaneum
- **Part II:** ONE Ancient Society (25%) (e.g. New Kingdom Egypt, Spartan Society)
- **Part III:** ONE Personality in their Times (25%) (e.g. Hatshepsut, Julius Caesar, Pericles)
- **Part IV:** ONE Historical Period (25%) (e.g. The Augustan Age, Rome in the time of the Julio Claudians)

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.)

- In the Year 11 Course, choices of studies in Parts 1, II, and III, must be chosen from different civilisations.
- The Historical Investigation and choice of topics in Parts 1 and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.
- Excursions approximately \$20.00 per year

Students will be required to purchase their own textbooks for the HSC Course :

- Antiquity 2: \$72.95

ASSESSMENT: HSC ONLY

EXTERNAL	INTERNAL	WEIGHTING
A 3 hour written examination in four parts	<ul style="list-style-type: none"> * Knowledge and understanding of course content * Source based skills: analysis, synthesis and evaluation of historical information from a variety of sources. * Historical inquiry and research * Communication of historical understanding in appropriate forms. 	40% 20% 20% 20% =====

	TOTAL	100%
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Biology

KEY LEARNING AREA: SCIENCE

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

Background Interest/Knowledge

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.

It is relevant to courses such as Nursing, Teaching etc. |

Course Description

The Year 11 course incorporates the study of the structure and function of organisms at both the cellular and tissue levels; moving to multicellular organisms which typically consist of a number of interdependent transport systems; biodiversity and ecosystems dynamics.

The HSC course builds upon the Year 11 Course. It examines the reproductive and heredity process; the causes and effects of genetic change; the prevention and control of infectious disease; the causes and effects of non-infectious disease and disorders and the evolving technologies used to treat the disease/disorder.

Y11 Course Structure and Requirements

		Modules	Indicative Hours	Depth Studies
Year 11 Course 120 hours	Working Scientifically Skills	Module 1 Cells as the Basis of Life	60 hours	15 hours in Modules 1-4
		Module 2 Organisation of Living Things		
		Module 3 Biological Diversity	60 hours	
		Module 4 Ecosystem Dynamics		

Y12 Course Structure and Requirements

		Modules	Indicative Hours	Depth Studies
Year 12 Course 120 hours	Working Scientifically Skills	Module 5 Heredity	60 hours	15 hours in Modules 5-8
		Module 6 Genetic Change		
		Module 7 Infectious Disease	60 hours	
		Module 8 Non-Infectious Disease and Disorders		

Business Studies

KEY LEARNING AREA: H.S.I.E

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

Background Interest/Knowledge

This course will be of interest to students who wish to gain an understanding of the operations of business and who may be planning to operate a business in the future. Students planning to undertake further studies in business will also benefit from the skills and knowledge developed by studying this course.

Course Description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Main Topics Covered

Year 11 course:

- Nature of Business (20%) – The role and nature of business.
- Business Management (40%) – The nature and responsibilities of management.
- Business Planning (40%) – Establishing and planning a small to medium enterprise.

H.S.C. Course:

- Operations (25%) – Strategies for effective operations management.
- Marketing (25%) – Development and implementation of successful marketing strategies.
- Finance (25%) – Financial information in the planning and management of business.
- Human Resources (25%) – Human Resource management and business performance.

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.)

- Excursions – approximately \$27.00
- Text Book - approximately \$55.00

Assessment: HSC ONLY

External	Internal	Weighting
A three hour written examination	<ul style="list-style-type: none"> * Knowledge and understanding of course content * Stimulus-based skills * inquiry and research * Communication of business information, ideas and Issues in appropriate forms 	40% 20% 20% 20% ===== 100%

Chemistry

KEY LEARNING AREA: SCIENCE

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

Background Interest/Knowledge

This course might interest students who want to continue their study of Science in Medicine, Pharmacy, Agricultural Science, Veterinary Science, Chemical Engineering or to train as an Analytical Chemist or Laboratory Technician.

Senior Chemistry has a mathematical dimension. It is recommended that chemistry students be strong Mathematics 2U students.

Course Description

The Year 11 course covers trends and patterns in relation to the properties of pure substances; the introduction to the quantitative nature of chemistry - a mathematical approach to the mole concept and examine the driving forces of a chemical reaction.

In the HSC course equilibrium and acid reactions are studied; acid/base reactions; organic chemistry and how chemistry is used in scientific research, medicine, environmental management, quality control, mining and many other fields.

Y11 Course Structure and Requirements

		Modules	Indicative Hours	Depth Studies
Year 11 Course 120 hours	Working Scientifically Skills	Module 1 Properties and Structure of Matter	60 hours	15 hours in Modules 1-4
		Module 2 Introduction to Quantitative Chemistry		
		Module 3 Reactive Chemistry	60 hours	
		Module 4 Drivers of Reactions		

Y12 Course Structure and Requirements

		Modules	Indicative Hours	Depth Studies
Year 12 Course 120 hours	Working Scientifically Skills	Module 5 Equilibrium and Acid Reactions	60 hours	15 hours in Modules 5-8
		Module 6 Acid/Base Reactions		
		Module 7 Organic Chemistry	60 hours	
		Module 8 Applying Chemical Ideas		

Drama

KEY LEARNING AREA: [CREATIVE ARTS](#)

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

Background Interest/Knowledge

This course is designed for highly motivated students who wish to develop drama skills in a course which will challenge their ability to create, perform, study and critique a wide range of compositions. These students work well individually and in groups with a minimum of teacher intervention. They have well developed writing and analytical skills. They read widely with enthusiasm.

Course Description

The course helps students develop higher-level thinking skills. It involves collecting, analysing and organising information, as well as problem solving. It involves team-building skills and also individual development.

Main Topics Covered

Year 11 course:

- Introduction into Acting
- Theatrical Traditions and Performance Styles
- Production techniques
- Practical work - acting, directing
- Written work - wide research, writing reviews, detailed log recording and reflecting.

H.S.C. Course:

- Australian Drama and Theatre (Core Component)
- Studies in Drama and Theatre/Brechtian Theatre
- Group Performance (Core Component)
- Individual Project

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.)

H.S.C. Text bought by students.

Excursions to professional productions.

Potentially required to wear "Blacks" for assessment tasks.

Assessment: HSC ONLY

EXTERNAL		INTERNAL	
Written Examinations	40%	Making	40%
Group Performance	30%	Performing	30%
Individual Project	30%	Critically Studying	30%

Economics

KEY LEARNING AREA: H.S.I.E

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

Background Interest/Knowledge

This course will be of interest to students who wish to gain an understanding of how the economy operates and the impact of economic changes on individuals and institutions. It will interest students who plan to undertake tertiary study in Economics, Business, Law or Accounting. As the course requires knowledge of current economic problems and issues, student must be prepared to research and read widely.

Course Description

Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Main Topics Covered

Year 11 course:

- Introduction to Economics – The nature of economics and the operation of an economy
- Consumers and Business – the role of consumers and business in the economy
- Markets- the role of markets, demand, supply and competition.
- Labour Markets – the workforce and role of labour in the economy.
- Financial Markets – the financial market in Australia including the share market
- Government in the Economy – the role of government in the Australian economy.

H.S.C. Course:

- The Global Economy – Features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management
- Economic Policies and Management – the range of policies to manage the economy

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.)

Students will be required to purchase their own textbooks for the HSC Course – approximately \$55.00

Assessment: HSC ONLY

EXTERNAL	INTERNAL	WEIGHTING
A three hour written examination	<ul style="list-style-type: none"> ● Knowledge and understanding course content ● Stimulus based skills ● inquiry and research ● Communication of economic information, ideas and issues in appropriate forms 	40% 20% 20% 20% ===== 100%

English Standard

KEY LEARNING AREA: ENGLISH

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

Background Interest/Knowledge

This is the main course in the study of English.

Course Description

The course is designed to allow students to become confident and effective communicators and to enjoy a variety of English texts, many of which are Australian.

Students will :

- explore, compose and respond to texts
- develop skills in language through reading, writing, speaking, listening, viewing and representing
- develop skills in independent and collaborative learning.

Main Topics Covered

Year 11 Course:

Common Module: Reading to Write
 Module A: Contemporary Possibilities
 Module B: Close Study of Literature

Year 12 Course:

Common Module: Texts and Human Experiences
 Module A: Language, Identity and Culture
 Module B: Close Study of text
 Module C: The Craft of Writing

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.)

- Year 11 - Students will be required to purchase their own textbooks for the course
 – Approximate cost for texts = \$30.
- Year 12 - Students will be required to purchase their own textbooks for the course
 – Approximate cost for texts = \$58

Assessment: HSC ONLY

EXTERNAL	INTERNAL
Paper 1: Common Module (1 ½ hours)	Knowledge and understanding of course content 50%
Paper 2: Modules A, B & C (2 hours)	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%

English Advanced

KEY LEARNING AREA: ENGLISH

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

Background Interest/Knowledge

This course is designed for students who have a particular interest and ability in English. Students in this course are avid, independent readers. They wish to explore a wide range of challenging texts (many pre – Twentieth Century texts.) They are highly motivated students of English with advanced skills in writing and representing.

Course Description

The course is designed to allow students to become critical and sophisticated users of English by providing challenging learning experiences across a wide range of texts.

Students will:

- respond to and compose complex texts
- analyse language forms and features
- develop imaginative, critical and reflective thinking
- value/understand appropriateness, subtlety and aesthetics in language use.

Main Topics Covered

Year 11 Course

Common Module: Reading to Write
 Module A: Narratives that shape our world
 Module B: Critical Study of Literature

Year 12 Course:

Common Module: Texts and Human Experiences
 Module A: Textual Conversations
 Module B: Critical Study of Literature
 Module C: The Craft of Writing

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.)

Year 11 - Students will be required to purchase their own textbooks for the course – Approximate cost for texts = \$30.

Year 12 - Students will be required to purchase their own textbooks for the course – Approximate cost for texts = \$58

Assessment: HSC ONLY

EXTERNAL	INTERNAL
Paper 1: Common Module (1 ½ hours)	Knowledge and understanding of course content 50%
Paper 2: Modules A, B & C (2 hours)	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%

Engineering Studies

KEY LEARNING AREA: TAS

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: Nil

Background Interest/Knowledge

The *Engineering Studies* course is unique in that it develops knowledge and understanding of the profession of engineering. It also provides an opportunity to integrate the science and mathematics disciplines with societal development and change. The syllabus is inclusive of the needs, interests and aspirations of all students and provides opportunities and challenges to deal with engineering concepts.

Course Description

Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity and electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

**** It is strongly recommended that students undertaking this course have an appreciation for advanced mathematics, science and technology.***

Main Topics Covered

Year 11 course:

Students undertake the study of 4 compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems.
- one focus modules relating to the field of Biomedical engineering.

H.S.C. Course:

Students undertake the study of 4 compulsory modules:

- two application modules
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements:

Engineering Report

Year 11 course:

Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical Engineering.

H.S.C. Course:

Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

Engineering Studies course structure

Year 11 modules	HSC modules
Engineering application module 1 Engineering fundamentals	Engineering application module Civil structures
Engineering application module 2 Engineering products	Engineering application module Personal and public transport
Engineering application module 3 Braking systems	Engineering focus module Aeronautical engineering
Engineering focus module 4 Biomedical engineering	Engineering focus module Telecommunications engineering

Particular Course Requirements: A service fee of \$70 is charged.

Assessment: HSC ONLY

EXTERNAL	WEIGHTING	INTERNAL ASSESSMENT	WEIGHTING
Written examination			
Section I	20	Knowledge and understanding of engineering principles and developments in technology.	50
Objective response questions			30
Section II	80	Skills in research, problem solving and communication related to engineering	20
Short answer questions		Understanding of the scope and role of engineering including management and problem solving	
	=====		=====
Total Mark	100	Total Mark	100

Geography

KEY LEARNING AREA: H.S.I.E

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

Background Interest/Knowledge

This course will be of interest to students who wish to gain an understanding of the earth as it focuses on the biosphere, ecosystems and the natural and cultural environments. The course is also of value to those interested in the study of the earth's surface as the place in which people live, in the ways people in different parts of the globe understand and respond to their environment.

Course Description

The Preliminary course draws on contemporary developments in biophysical and human geography and refines students knowledge and understanding about the spatial and ecological dimensions of geography. It uses inquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues.

The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of enquiry methodologies through fieldwork and a variety of case studies combines with an assessment of the geographers' contribution to understanding our environment, and demonstrates the relevance of geographical study.

Main Topics Covered

Preliminary course:

Biophysical Interactions	45% of course time
Global Challenges	45% of course time
The Senior Geography Project	10% of course time

H.S.C. Course

Ecosystems at Risk	33% of course time
Urban Places	33% of course time
People and Economic Activity	33% of course time

Key Concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.)

Students MUST complete a Senior Geography Project (SGP) in the Preliminary Course. Students are expected to complete this project in their own time.

Excursions and fieldwork are also part of this course – approximately \$30.00 per year

Assessment: HSC ONLY

EXTERNAL	INTERNAL	WEIGHTING
A three hour written examination	<ul style="list-style-type: none"> · Knowledge and understanding of course content · Geographical tools and skills · Geographical inquiry and research, including fieldwork · Communication of geographical information, ideas and issues in appropriate forms 	40% 20% 20% 20% ===== 100%

History Extension

KEY LEARNING AREA: H.S.I.E

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 1

EXCLUSIONS: NIL

THIS COURSE MAY ONLY BE STUDIED IN YEAR 12

Background Interest/Knowledge

This course is recommended for students who have very highly developed historical skills and knowledge and have demonstrated this in their study of Year 11 course in Ancient History and/or Modern History.

Course Description

HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part 1 of the course, students investigate the question “What is history?” through readings compiled in a source book and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry

Main Topics Covered - **Part I: What is History?** (60% of course time)

Key questions:

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

Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options.

Part II: History Project (40% of course time)

An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.

Particular Course Requirements:

- Demonstrated highly developed historical skills and knowledge through the completion of the Year 11 course in Ancient and/or Modern History.
- Completion of the Historical Investigation project in the Year 11 course to a high standard.
- Students will be required to purchase their own textbooks for the HSC Course – approximately \$40.00

Excursions and Fieldwork:

- State Library and Jewish Museum visit: \$53.00
- Optional Historical Lectures: \$53.00

Assessment: HSC ONLY

EXTERNAL	WEIGHTING	INTERNAL	WEIGHTING
A two-hour written examination comprised of TWO questions, both compulsory.		· Knowledge and understanding of significant historiographical ideas and processes	10 (20%)
Question 1: One compulsory essay question on based on an unseen passage as stimulus.	25 (50%)	Skills in designing, undertaking and communicating historical inquiry – the History Project	40 (80%)
Question 2: One compulsory essay questions which requires students to analyse a historiographical issue with specific reference to their case study.	25 (50%)		
	=====		=====
	50 (100%)		50 100%)

Industrial Technology - Timber

KEY LEARNING AREA: TAS

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: Nil

Background Interest/Knowledge

This course may be considered by students who are interested in solving problems, who can commit themselves to in depth independent research and who have the self discipline that is required to manage time and resources effectively. Students will develop designing and workshop skills, which will prepare them for further training or employment in a timber product or furniture industry.

Course Description

Industrial Technology Stage 6 consists of project work and Industry studies to develop a broad range of skills and knowledge related to the Timber Products and Furniture Industries. Students will also be introduced to Industrial processes and practices.

**** It is strongly recommended that students undertaking this course have previously studied Industrial Technology Timber in Stage 5.***

Main Topics Covered

Year 11 course:

The following sections are taught in relation to Timber Products & Furniture Industries.

- Industry Study – structural, technical, environmental, and sociological, personnel, Work Health and Safety.
- Design and Management – designing, drawing, computer applications, project management.
- Workplace Communication – literacy, calculations, graphics.
- Industry Specific Content and Production.

H.S.C. Course:

The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production.

Particular Course Requirements:

In the Year 11 course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry.

In the HSC Course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area. Students are to provide their own drawing & personal safety equipment.

A fee of \$90 per year is levied to cover the costs for materials.

A major HSC project requires a serious commitment to complete many hours of research, construction, recording and writing a comprehensive folio. Students are to supply their own materials for their major project. **NOTE:** Students need to purchase their own materials for the HSC major work.

Assessment: HSC ONLY

EXTERNAL	WEIGHTING	INTERNAL ASSESSMENT	WEIGHTING
Written examination			
Section I – Industry Related Manufacturing Technology – Object response questions specific to each industry focus area.	10	Knowledge and understanding of the organisation and management of and manufacturing processes and techniques used by the focus area.	40
Section II – Industry Related Manufacturing Technology – Short answer questions specific to each industry focus area.	15		
Section III – Industry Study - Candidates answer one structured extended response question.	15	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and technique through the design and production of a quality Major Project.	60
Major Project	60		
	=====		=====
	100%		100%

Industrial Technology - Multimedia

KEY LEARNING AREA: TAS

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

Background Interest/Knowledge

Multimedia specialists are employed by companies that produce multimedia for the World Wide Web, CD-ROMs, DVDs, the motion-picture industry, and computer-based delivery. Multimedia projects include those focused on business, marketing, education, training, presentations and entertainment applications. Multimedia is an interesting, fascinating, exciting and practical subject.

Course Description

The Preliminary course uses practical projects to acquire the knowledge and skills required to construct electronic multimedia products. Students will also study the multimedia industry by covering organisation, marketing, sales and communication. The HSC course will focus on the student's own electronic multimedia project using a variety of multimedia software products including but not limited to Adobe Creative Suites.

A design portfolio will also be required to show HSC examiners evidence that an organised design process has taken place. Industrial Technology Multimedia is primarily practical with aspects of industry related theory.

****This course cannot be taken in conjunction with other Industrial Technology subjects, such as Industrial Technology Timber.***

Main Topics Covered

Year 11 course:

- * Multimedia computing systems, software, tools, design storyboards, images, sound and video
- * Game Design, marketing, Elements & Principles of design
- * Animation 2D and 3D
- * Movie Making/Film Production

H.S.C. Course:

- * Multimedia website fonts, formatting, images, audio and video
- * Animation 2D, 3D, Movie Making/Film Production and Major Project

Particular Course Requirements: A service fee of \$70 is charged.

Assessment: HSC ONLY

EXTERNAL	WEIGHTING	INTERNAL ASSESSMENT	WEIGHTING
Written examination			
Section I – Industry Related Manufacturing Technology	10	Knowledge and understanding of the organisation and management of and manufacturing processes	40
Section II – Industry Related Manufacturing Technology	15	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and technique through the design and production of a quality Major Project.	60
Section III – Industry Study - Candidates answer one structured extended response question.	15		
Major Project	60		
	=====		=====
	100%		100%

Legal Studies

KEY LEARNING AREA: H.S.I.E.

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

Background Interest/Knowledge

This course will be of interest to students who wish to understand law in modern society as it impacts on them in everyday life. It provides background to those thinking about careers in Law and Business. Students need to read widely and be prepared to research current case studies to undertake this course.

Course Description

The Year 11 course focuses on the way in which law is generated, how it is structured and how it operates in Australia and International contexts.

The HSC course investigates the key areas of Crime and Human Rights and through option studies, considers the effectiveness of the law in dealing with legal issues.

Main Topics Covered

Year 11 course:

Core Part I: The Legal System	40% of course time
Core Part II: The Individual and the Law	30% of course time
Core Part III: Law in Practice	30% of course time

H.S.C. Course:

Core Part I: Crime	30% of course time
Core Part II: Human Rights	20% of course time
Core Part III: Options	50% of course time

Options are chosen by the teacher and two of the following are studied:.

- Consumers
- Global Environment Protection
- Family
- Indigenous Peoples
- Shelter
- Workplace
- World Order

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.)

Excursions may be undertaken – approximately \$20.00 per year.

Text Books - approximately \$55

Assessment: HSC ONLY

EXTERNAL	INTERNAL	WEIGHTING
A three hour written examination	· Knowledge and understanding of course content.	60%
	· Inquiry and Research of Legal Studies .	20%
	· Communication of Legal Studies information, issues and ideas in appropriate forms.	20%
		=====
		100%

Mathematics Standard 2

KEY LEARNING AREA: MATHEMATICS

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

Background Interest/Knowledge

Beginning in 2018, General Mathematics will be replaced with Mathematics Standard. This will incorporate a new syllabus. The course has been split into two parts Standard 1 and Standard 2, which both hold the Board Developed Course status (BDC)

The Year 11 Mathematics Standard course provides an appropriate course of study for those students who have demonstrated a High level of achievement in pathway 5.2 or 5.3.

The Year 11 Mathematics Standard course allows students to access either the HSC Mathematics Standard 1 or Standard 2 course in their HSC year. Students undertaking the Standard 1 course will only be required to do internal assessment while Standard 2 students will be required to also sit the external HSC Exam. There will be an optional external HSC assessment for those students who wish to use Standard 1 towards their ATAR.

The HSC Mathematics Standard 2 course has been written on the assumption that students have demonstrated a high level of competence in the Year 11 Mathematics Standard course. The course has undergone significant change from General Mathematics 2 with one of the major changes being the introduction of the Networks topic. The course provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The course also provides a strong foundation for vocational pathways, in the workforce and in further training, and for university courses in the humanities, nursing and paramedical sciences.

The HSC Mathematics Standard 1 course has been written to meet the needs of students who have demonstrated competence in the Year 11 Mathematics Standard course. The course provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics through a large variety of real-world applications for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses, and for vocational pathways, in the workforce or in further training.

Course Description

- To promote the development of knowledge, skills and understanding in mathematics that have direct application to the broad range of human activity.
- To provide opportunities for creative thinking, communication and contextualised problem-solving
- To use a range of techniques and tools, including relevant technologies, in order to develop solutions to a wide variety of problems relating to students' present and future needs and aspirations

Main Topics Covered

Year 11 course:	Standard 1 Course	Standard 2 Course
<ul style="list-style-type: none"> · Formulae and Equations · Linear Relationships · Applications of measurement · Working with time · Money matters · Data analysis · Relative frequency and probability 	<ul style="list-style-type: none"> · Types of relationships · Right angled triangles · Rates · Scale drawings · Investment · Depreciation and loss · Further statistical analysis · Networks and Paths 	<ul style="list-style-type: none"> · Types of relationships · Non-Right angled triangles · Ratios and Rates · Scale drawings · Investments and loans · Annuities · Bi-Variate data analysis · The normal distribution · Network concepts · Critical path analysis

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.) - NIL

Assessment: HSC STANDARD 2 COURSE ONLY

EXTERNAL	INTERNAL	WEIGHTING
HSC Exam - 2 ½ hours	1 Assignment 1 Term Exam 1 Semester Exam 1 Trial HSC Exam	20% 25% 25% 30% ===== 100%

Mathematics Advanced

KEY LEARNING AREA: MATHEMATICS

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

Background Interest/Knowledge

This course introduces important mathematical ideas such as variable, function, limit, etc and the need to prove results and to appreciate the role of deductive reasoning in proofs. Students who undertake this course must have achieved a high standard in Year 10 5.3 Mathematics. The course is designed to introduce students to mathematical techniques which are relevant to the real world and to enhance those mathematical skills which are required for further studies in mathematics, the physical sciences and the technological sciences.

Course Description

The course is intended to give students who have demonstrated strong ability in the skills of Stage 5 Mathematics, understanding and competence in some further aspects of mathematics. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is sufficient basis for further studies in Mathematics as a minor discipline at tertiary level and supports courses in the life sciences or commerce. Students who are interested in studying tertiary courses in areas such as the physical sciences, computer sciences or engineering will require a more substantial level of mathematics and should also undertake the Extension 1 or 2 courses.

Main Topics Covered

Year 11 course:

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

H.S.C. Course:

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.) - NIL

Assessment: HSC ONLY

EXTERNAL	INTERNAL	WEIGHTING
HSC Exam - 3 hours	1 Assignment 1 Term Exam 1 Semester Exam 1 Trial HSC Exam	20% 25% 25% 30% ===== 100%

Mathematics Extension 1

KEY LEARNING AREA: MATHEMATICS

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 1

EXCLUSIONS: NIL

Background Interest/Knowledge

This course is intended for students who have demonstrated mastery of the skills included in the Year 10 Pathway 5.3 Mathematics course and who are interested in the study of further skills and ideas in mathematics. Successful candidates for this course will have initiative, perseverance and an ability to think laterally. The course will be taught outside of normal school hours.

Course Description

The content of this course includes the whole of the 2 Unit Mathematics course and is intended to give students a thorough understanding and competence in further aspects of mathematics, including many which are applicable to the real world. The course has general educational merit and is also useful for concurrent studies of science and commerce. It is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences.

Main Topics Covered

Year 11 course:

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

H.S.C. Course:

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

Assessment: HSC ONLY

EXTERNAL	INTERNAL	WEIGHTING
HSC Exam - 2 hours	1 Assignment 1 Term Exam 1 Semester Exam 1 Trial HSC Exam	20% 25% 25% 30% ===== 100%

Mathematics Extension 2

KEY LEARNING AREA: MATHEMATICS

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 1

EXCLUSIONS: NIL

Background Interest/Knowledge

This course is intended for students who have demonstrated mastery of the skills included in the Year 11 Extension 1 Mathematics and Mathematics course and who show outstanding mathematical ability. The course is taught outside of normal school hours. Students qualify for this course on the basis of their results in Year 11 Extension 1 and Mathematics course.

The course commences in Term 4 of their Year 11 year.

Course Description

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

Main Topics Covered

H.S.C. Course:

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.)

NIL

Assessment: HSC ONLY

EXTERNAL	INTERNAL	WEIGHTING
HSC Exam - 3 hours	1 Assignment 1 Term Exam 1 Semester Exam 1 Trial HSC Exam	20% 25% 25% 30% ===== 100%

Modern History

KEY LEARNING AREA: H.S.I.E

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

Background Interest/Knowledge

This course will be of interest to students who wish to gain an understanding of the historical events of the past two centuries and how they have shaped the modern world. The course develops skills in research, analysis and interpretation and requires reading and study of historical documents.

Course Description

The Year 11 course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the late 18th century to the present using the methods of historical inquiry.

The HSC course provides the opportunity for students to investigate in depth a source-based study of World War 1. They also study key features and issues in the history of ONE country during the 20th century, ONE personality and ONE international study in peace and conflict.

Main Topics Covered

Year 11 course:

* **Part I: Investigating Modern History**

The Nature of Modern History: Contestability of the Past, Modern Sites and Sources

Case Studies: Option from Australia, Anglo-Irish Relations, Slave Trade, Civil War, Womens Movements, Israel, South Africa, Arab World.

* **Part II: Historical Investigation**

Students must investigate and research an area of interest in Modern History. This is a compulsory component of the course which requires students to present a written and oral assessment.

* **Part III: The Shaping of the Modern World**

A source based approach is to be used.

H.S.C. Course:

* **Part I:** Core Study: Power and Authority in the Modern World (30%)

* **Part II:** ONE National Study (30%) (E.g. Germany, Russia)

* **Part III:** Peace and Conflict (30%) (Indochina, Pacific, Arab-Israeli, Gulf)

* **Part IV:** Change in the Modern World (30%)
(e.g. Burma, Tiananmen Square, Apartheid South Africa)

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.)

In the Year 11 course, ONE Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

- The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension Courses.
- Excursions – approximately \$27.00 per year.

Assessment: HSC ONLY

EXTERNAL	INTERNAL	WEIGHTING
A three hour written examination	* Knowledge and understanding of course content	40%
	* Source based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20%
	* Historical inquiry and research	20%
	* Communication of historical understanding in appropriate forms	20%
		===== 100%

Music - Course 1

KEY LEARNING AREA: [CREATIVE ARTS](#)

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

Background Interest/Knowledge

This course is suitable for students who have a strong interest in music and have developed up to an intermediate level of proficiency in their musical knowledge and performance skills. It is also recommended for students who have an interest in a career in the music industry

Course Description

Introduction & revision of Music concepts e.g. Pitch, Dynamics and Expressive Techniques. Students learn about musical concepts using a variety of musical contexts. This should be achieved through an integration of learning experiences in Performance, Composition, Musicology and Aural through wide listening. This will be further developed in the HSC Course.

Main Topics Covered

Year 11 course:

* The Year 11 Course provides core experiences in Performing, Composing and Listening. Students will develop knowledge and understanding of the use of the concepts of music and skills within the context of a range of styles, periods and genres.

* At least THREE topics are to be studied:
The topics may include Jazz, Classical, Rock, Music of other Cultures, Musical Notation Systems and Music Technology.

H.S.C. Course:

Students will develop a greater depth of knowledge and understanding of the use of the concepts of music and skills in Performing, Composing and Listening within the context of a range of styles, periods and genres.

At least THREE topics are to be studied.

Students elect their areas for specialisation from Performing, Composing and Listening.

Particular Course Requirements:

It is expected that music students are undertaking private tuition in their major instrument. Private tuition is available at the College during school time for most instruments at approximately \$32.00 per half hour lesson. This tuition will enhance the performance of the music student. Students may be able to hire an instrument from the College.

All Students will be expected to participate in at least one College ensemble as well as in Music Department performances and College Masses.

Various excursions, visiting music performers and guest lecturers may occur throughout the year at an approximate cost of \$35.00 each. Students will be expected to attend these performances.

Assessment: HSC ONLY

EXTERNAL		INTERNAL	
Written Exam	30 Marks	Core Components	30 Marks
Practical Exam	20 Marks	Aural Exam	25 Marks
Electives (3)	60 Marks	Electives (3)	45 Marks

Personal Development, Health and Physical Education

KEY LEARNING AREA: PD/H/PE

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

Background Interest/Knowledge

This course is suited to students with a keen interest in sport, exercise and health from a scientific point of view. Practical lessons, excursions and activities are used as a method of putting the theoretical concepts of the science of sports, performance, exercise and health into the practical context.



Students would be well served to undertake this subject if they are interested in pursuing a career in the Health Sciences (Medicine, Nursing, Physiotherapy, Exercise; Physiology, Biomechanics, Occupational Health and Safety, Pathology, rehabilitation, Health Services etc.); have a healthy background in sport or exercise, an interest in sport, health and exercise, Sports Sciences (Coaching, Training, Psychology, Planning, Management etc.) or in the Fitness Industry (Fitness Training, Exercise Programming, Event Management, Venue Management, Competition Management, Resistance Training etc.).

Course Description

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

Courses covered include the topics listed below.

Main Topics Covered

Year 11 course:

- * Better Health for Individuals
 - * The Body in Motion
- Plus 2 of:
- * First Aid
 - * Composition and Performance
 - * Fitness Choices
 - * Outdoor Recreation.

H.S.C. Course:

- * Health Priorities in Australia
 - * Factors Affecting Performance
- Plus 2 of:
- * The Health of Young People
 - * Sport and Physical Activity in Australian Society
 - * Sports Medicine
 - * Improving Performance
 - * Equity and Health.



Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.)

1. Students must attend all lessons, bringing their exercise book/folder and workbook or text as appropriate
2. Students must bring their school sports uniform and demonstrate full participation in all practical lessons.
3. Several in-school and out-of-school days may be run, including a basic sports trainers/coaching/ refereeing course costing approximately \$40.00 .
4. Students may also complete a recognised First Aid Course costing approximately \$75.00
5. Students will be required to purchase their own textbooks and study guide for the HSC Course – approximately \$64.00

Assessment: HSC ONLY

EXTERNAL	INTERNAL	WEIGHTING	TASK
A 3 hour HSC exam consisting of Multiple Choice and Extended Answer questions based on the Core and elective Options.	Core Module One Core Module Two Option Module One Option Module Two	30 30 20 20	* laboratory reports * debates * oral presentations * research reports * practical performances to demonstrate theoretical understanding examinations /tests (up to a maximum 50% weighting).

Physics

KEY LEARNING AREA: SCIENCE

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

Background Interest/Knowledge

This course might interest students who want to continue their study of Science at the Tertiary Level, especially in Engineering and Technical Subjects like Surveying, Optometry, Metallurgy.

Senior Physics has a mathematical dimension. It is strongly recommended that Physics students take Mathematics 2U.

Course Description

The Year 11 Course incorporates the study of motion called Kinematics; applying Newton’s Laws to simple systems using momentum and conservation of energy; the properties of waves and thermodynamics; electrical energy, electric and magnetic fields.

The HSC course builds upon the Year 11 Course. It examines more complex systems, analysing the forces acting on a system; projectile and circular motion; electromagnetism, allowing for significant advances in technology; the nature of light, special relativity and the development of the quantum theory. Students closely examine models of the Universe down to models of atomic structure.

Again, this is a highly mathematical treatment of course content and only good students of Mathematics 2U would be able to cope with the rigours of the course.

Y11 Course Structure and Requirements

Year 11 Course 120 hours	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 1 Kinematics	60 hours	15 hours in Modules 1-4
		Module 2 Dynamics		
		Module 3 Waves and Thermodynamics	60 hours	
		Module 4 Electricity and Magnetism		

Y12 Course Structure and Requirements

Year 12 Course 120 hours	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 5 Advanced Mechanics	60 hours	15 hours in Modules 5-8
		Module 6 Electromagnetism		
		Module 7 The Nature of Light	60 hours	
		Module 8 From the Universe to the Atom		

Investigating Science

KEY LEARNING AREA: SCIENCE

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

Background Interest/Knowledge

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

Course Description

The Year 11 Course incorporates the importance of observation and the collection of quantitative and qualitative data in scientific investigations; gather primary and secondary-sourced data to assist in conducting and reporting on investigations; evaluate scientific models; gather data that are related to major theories or laws and their application.

The HSC Course examines the importance of accuracy, validity and reliability in relation to the investigative work of a scientist; relationship between science and technology; investigate scientific claims and evaluate these claims through conducting practical and secondary-sourced investigations; explore the impacts of ethical, social, economic and political influences on science and its research.

Y11 Course Structure and Requirements

Year 11 Course 120 hours	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 1 Cause and Effect - Observing	60 hours	30 hours in Modules 1-4
		Module 2 Cause and Effect - Inferences and Generalisations		
		Module 3 Scientific Models	60 hours	
		Module 4 Theories and Laws		

Y12 Course Structure and Requirements

Year 12 Course 120 hours	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 5 Scientific Investigations	60 hours	30 hours in Modules 5-8
		Module 6 Technologies		
		Module 7 Fact or Fallacy?	60 hours	
		Module 8 Science and Society		

Software Design & Development

KEY LEARNING AREA: TAS

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

Background Interest/Knowledge

This subject focuses on designing and developing computer based solutions using computer software. Students interested in the fields of software development and computer science will find this subject of value. This subject offers opportunity for creativity and problem solving in a collaborative work environment that explores solutions to computer programming problems. It is essential that students undertaking this course have good analytical skills, are highly competent in Mathematics and received a pass in Advanced Maths or a high pass in Intermediate Maths.

Course Description

The Year 11 Course introduces students to the concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software, the other components of the computer system and related issues.

The HSC course builds on the Year 11 course and asks students to develop and document software using a variety of data structures and language facilities, through these, students will learn to solve a number of interesting and relevant software problems.

Main Topics Covered

Year 11 course:

Concepts and issues in the design and development of software * Social and ethical issues * Hardware and Software * Software development approaches	Introduction to Software developments * Defining and understanding the problem * Planning and designing software solutions * Implementing software solutions * Testing and evaluating software solutions * Maintaining software solutions * Developing Software Solutions
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H.S.C. Course:

Development and impact of Software Solutions

- * Social and ethical issues
- * Application of software development approaches

Software Development Cycle

- * Defining and understanding the problem
- * Planning and designing software solutions
- * Implementing software solutions
- * Testing and evaluating software solutions
- * Maintaining software solutions

Developing a solution package

- * Project work – developing software in a team.

Option Strands

- * Programming Paradigms OR The interrelationship between software and hardware

Particular Course Requirements:

A service fee of \$65.00 is charged.

Assessment: HSC ONLY

EXTERNAL	WEIGHTING	INTERNAL ASSESSMENT	WEIGHTING
Section I- Core Objective response questions	20	Knowledge and understanding about the development and impact of software solutions and the software development cycle.	20
Section II – Core Short Answer questions	60	Design and development of software solutions.	35
Section III – Options Candidates answer the question on the option they have studied.	20	Project management techniques, including documentation, teamwork and communication.	20
	===== 100%	Project(s)	25
			===== 100%

Studies of Religion 1 Unit

KEY LEARNING AREA: RELIGIOUS EDUCATION

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 1

EXCLUSIONS: RELIGION - CATHOLIC STUDIES

Background Interest/Knowledge

Students who are undertaking the University Preparation Programme of Study; Religion is an integral part of human experience and a component of every culture. In Australia today, an appreciation of the multicultural nature of Society is limited without an adequate understanding of religion, its influence on human behaviour and interactions within a culture. Studies of Religion explores the diversity of religious expression and experience and can provide students with the opportunity to increase their awareness and appreciation of and respect for the cultural diversity of Australian Society.

Studies of Religion, in an overarching sense, provides a flexible structure within which students can prepare for further education and training, employment and full and active participation as citizens.

Course Description

Studies of Religion promotes an awareness, understanding and critical appreciation of the nature of religion and the influence of religious traditions, beliefs and practices in societies and on the individual, with an emphasis on the Australian context.

Studies of Religion allow students to examine critically the role religion plays in enabling believers to make sense of human existence.

Main Topics Covered

Year 11 course:

This course is divided into:

1. Nature of Religion and Beliefs
2. Religious Tradition Study 1 - Islam or Buddhism
3. Religious Tradition Study 2 - Christianity

H.S.C. Course:

This course is divided into;

1. Religion and Belief Systems in Australia Post 1945
2. Religious Tradition Depth Study 1 (Christianity)
3. Religious Tradition Depth Study 2 (Islam or Buddhism)

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.)

All students must attend a three-day Senior Retreat. Students will also have the opportunity to attend class, Year Group and Chapel masses.

It is mandatory that all students attend a compulsory one-day excursion to the Central Synagogue at Bondi Junction.

Students are provided with a hard copy of the text 'Living Religion' (3rd Edition) and access to an on-line resource 'Understanding Faith'

Assessment: HSC ONLY

EXTERNAL	WEIGHTING	INTERNAL ASSESSMENT	WEIGHTING
Section 1 – Religion and Belief Systems in Australia post 1945	10	Knowledge and understanding of course content.	20
Objective response questions	5		
One short-answer question		Source based skills	10
Section 2: Religious Tradition Depth Study	15	Investigation and research	10
Candidates answer one question with three parts		Communication of information, ideas and issues in appropriate forms.	10
Section 3: Religious Tradition Depth Study	=====		=====
Candidates answer one extended response question.	50%		50%

Studies of Religion 2 Unit

KEY LEARNING AREA: RELIGIOUS EDUCATION

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: RELIGION - CATHOLIC STUDIES
STUDIES OF RELIGION 1 UNIT

Background Interest/Knowledge

Students who are undertaking the University Preparation Programme of Study:

Religion is an integral part of human experience and a component of every culture. In Australia today, an appreciation of the multicultural nature of Society is limited without an adequate understanding of religion, its influence on human behaviour and interactions within a culture. Studies of Religion explores the diversity of religious expression and experience and can provide students with the opportunity to increase their awareness and appreciation of and respect for the cultural diversity of Australian Society.

Studies of Religion, in an overarching sense, provides a flexible structure within which students can prepare for further education and training, employment and full and active participation as citizens.

Course Description

Studies of Religion promotes an awareness, understanding and critical appreciation of the nature of religion and the influence of religious traditions, beliefs and practices in societies and on the individual, with an emphasis on the Australian context.

Studies of Religion allow students to examine critically the role religion plays in enabling believers to make sense of human existence

Main Topics Covered

Year 11 course:

This course is divided into:

1. Nature of Religion and Beliefs
2. Religious Tradition Study 1 (Judaism)
3. Religious Tradition Study 2 (Christianity)
4. Religious Tradition Study 3 (Islam or Buddhism)
5. Religions of Ancient Origin
6. Religion in Australia Pre 1945

H.S.C. Course:

This course is divided into :

- 1) Religion and Belief Systems in Australia post 1945
- 2) Religious Tradition Depth Study 1 (Judaism)
- 3) Religious Tradition Depth Study 2 (Christianity)
- 4) Religious Tradition Depth Study 3 (Islam or Buddhism)
- 5) Religion and Peace
- 6) Religion and Non- Religion

STUDIES OF RELIGION 2 UNIT (Continued)

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.)

All students must attend a three day Senior Retreat. Students will have the opportunity to attend Class, Year Group and Chapel Masses.

It is mandatory that all students attend a compulsory one-day excursion to the Central Synagogue at Bondi Junction.

Students are provided with a hard copy of the text 'Living Religion'(3rd Edition) and access to an on-line resource 'Understanding Faith.'

Assessment: HSC ONLY

EXTERNAL	WEIGHTING	INTERNAL ASSESSMENT	WEIGHTING
Section 1:		Knowledge and understanding of course content.	40
Part A:			
Religion and Belief Systems in Australia post 1945	10	Source based skills	20
Objective response questions	5		
One short-answer question		Investigation and research	20
Part B:			
Religion and Non Religion	10		
Objective response questions	5	Communication of information, ideas and issues in appropriate forms.	20
One short answer question			
Section 2: Religious Tradition Depth Study			
Candidates answer two (2)- 15 marks each	30		
Questions each with three sub parts.			
Section 3: Religious Tradition Depth Study	20		
Candidates answer one extended response question.			
Section 4: Religion and Peace			
Candidates answer one extended response question.	20		
	=====		=====
	100%		100%

Visual Arts

KEY LEARNING AREA: [CREATIVE ARTS](#)

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

Background Interest/Knowledge

This course builds understandings of the role of art in contemporary and historical cultures and seeks to create informed citizens, makers and consumers of art.

It is suitable for students who have a strong interest and ability in art making and who wish to build on this through the study of historical and contemporary artists and art movements.

Students must be willing to visit galleries, develop artworks, and engage in wider reading in their own time.

Course Description

In Visual Arts, students engage in the practices of Art Making, Art History and Art Criticism through areas of study of artists, artworks and art movements in historical and contemporary contexts, both Australian and International.

This is an academically challenging course, demanding competency in literacy skills as research for case studies and essay writing are necessary components of the course.

Main Topics Covered

Year 11 course:

Art Making - including the use of the Visual Arts Process Diary. Drawing provides the basis for artworks in a variety of media, which may include painting, printmaking, sculpture and digital works.

Art Criticism / Art History - Students will investigate a range of critical and historical concepts, ideas and examples.

H.S.C. Course:

Art Making - Including the use of the Visual Arts Process Diary, students must develop a Body of Work showing their personal, meaningful investigations in the practice of art making.

Art Criticism / Art History - including case studies, students will investigate selected critical and historical content, including references to artworks, critics, historians and artists from Australia and other cultures.

Particular Course Requirements:

Year 11 Course - A fee of \$80.00 for the year to cover the cost of the Art Kit and some consumable items.

HSC Course - A fee of \$45.00 for the year covers basic equipment and consumables. Students must meet the costs of their body of work for submission and any excursion costs.

Assessment: HSC ONLY

EXTERNAL	INTERNAL	WEIGHTING
Art Making	Art Making	50%
Art Criticism/Art History	Art Criticism / Art History	50%
		=====
		100%

CATEGORY A COURSES

LANGUAGES

Languages (Various)

KEY LEARNING AREA: LOTE

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: Dependant upon language skill

Saturday School of Community Languages: [Website](#)

NSW School of Languages: [Website](#)

CATEGORY B COURSES

Can count only one course
towards the ATAR

Construction

Based on the Construction, Plumbing and Services Training Package (CPC08v9)

For all information on VET CONSTRUCTION visit [Sydney Catholic Schools VET](http://www.sydneycatholic.edu.au/vet)

KEY LEARNING AREA: VOCATIONAL EDUCATION & TRAINING COURSE TYPE: BOARD DEVELOPED (Category B)

UNIT VALUE: 2

EXCLUSIONS: Unable to undertake VET Hospitality

POSSIBLE QUALIFICATIONS	<p>Students who are assessed as competent for all Units of Competency in the 240 hour course are eligible for the following award under the Australian Qualifications Framework: Certificate II in Construction Pathways (CPC20211)</p> <p>Students who are assessed as competent for some of the Units of Competency will be eligible for an AQF Statement of Attainment towards Certificate II in Construction Pathways (CPC20211).</p>
GENERAL INFORMATION	<p>The above qualifications are nationally recognised entry-level qualifications for employment in the Construction industry. This course would suit students who are interested in a career in the building and construction industry, building certification or project management in that industry. The knowledge, skills and attitudes acquired by students in this course will also be of value in future study and daily life.</p>
UNITS TO BE UNDERTAKEN	<p>Students concentrate on developing a range of skills required to work effectively and safely in a modern office environment.</p> <p>The Mandatory units of competency studied in this course are:</p> <p>Preliminary</p> <p>CPCCWHS1001 Prepare to work safely in the construction industry CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry CPCCCA2011A Handle carpentry materials CPCCCA2002B Use carpentry tools and equipment CPCCCM1013A Plan and organise work CPCCCM1014A Conduct workplace communication CPCCCM2006B Apply basic levelling procedures CPCCCM2004A Handle construction materials CPCCCM2005B Use construction tools and equipment</p> <p>HSC</p> <p>CPCCCO2013A Carry out concreting to simple forms CPCCCM1015A Carry out measurements and calculations CPCCCM2001A Read and interpret plans and specifications CPCCCM1012A Work effectively and sustainably in the construction industry CPCCBL2001A Handle and prepare bricklaying and blocklaying materials CPCCBL2002A Use bricklaying and blocklaying tools and equipment</p>
HSC INFORMATION	<p>The course is a Category B course and may be counted towards the ATAR. Mandatory units of competency from the above list are examined. Students should note that the HSC examination in this subject is optional. Students not wishing to achieve a ATAR need not sit the HSC examination.</p> <p><i>NB: only 2 units of Category B subjects can be counted towards the ATAR.</i></p>
WORK PLACEMENT	<p>The Board of Studies requires students to complete a minimum of 70 hours of work placement. Work placement is a mandatory component of the course and must be completed prior to the HSC exam.</p>

ASSESSMENT	This course is competency based and the student's performance is recognised against a prescribed industry standard. Students are assessed using a variety of oral, written and practical assessment methods. They are given a number of opportunities to demonstrate competence across the range of competency standards covered by this course. Both formal and informal assessment events will occur throughout Years 11 and 12.
RECOGNITION OF PRIOR LEARNING (RPL)	You may be entitled to apply for Recognition of Prior Learning. If you have completed any training, either through your part-time work, TAFE or other courses you have completed recently, or through experience gained in other ways you can apply for RPL. You should talk to your School VET Coordinator, Careers Adviser or Retail Services teachers for further information.
LINKS TO OTHER COURSES OR QUALIFICATIONS	The course outcomes are recognised by TAFE and other Registered Training Providers. Students gaining the above qualification may move directly into the next qualification level with another training provider. The 240 hours may also be credited against a related traineeship.
PARTICULAR COURSE REQUIREMENTS	<p>Students MUST satisfactorily complete a minimum of 70 hours of approved and supervised work placement in a Construction Industry workplace. This is generally scheduled during Year 11.</p> <p>Students are required to strictly adhere to the industry uniform requirements when undertaking work placement and practical lessons at school.</p>
COSTS	<p>A course fee of \$120.00 is levied for the provision of materials and other consumables. This fee is billed on the College School Fees in Term 2 of each year.</p> <p>\$96 (approx) for the purchase of a Construction uniform \$75 (approx) for undertaking the mandatory First Aid Course</p>

Hospitality

Based on the Hospitality Training Package (SIT12v2)

For all information on VET HOSPITALITY visit [Sydney Catholic Schools VET](#)

KEY LEARNING AREA: VOCATIONAL EDUCATION & TRAINING COURSE TYPE:BOARD DEVELOPED (Category B)
UNIT VALUE: 2

EXCLUSIONS: This is an early commencement course, you must have completed Stage 5 Hospitality; Unable to undertake VET Construction

POSSIBLE QUALIFICATIONS	<p>Students who are assessed as competent for all Units of Competency in the 240 hour course are eligible for the following award under the Australian Qualifications Framework: Certificate II in Kitchen Operations SIT20416</p> <p>Students who are assessed as competent for some of the Units of Competency will be eligible for an AQF Statement of Attainment towards Certificate II in Kitchen Operations SIT20416.</p>
GENERAL INFORMATION	<p>The above qualification is recognised entry-level qualifications for employment in the Hospitality industry. The course would suit students who are interested in a career in the Tourism and Hospitality Industry, working in hotels, motels, restaurants, clubs, catering organisations, resorts, travel and tourism organisations. Students may also wish to complete this course for general interest and to assist in part-time work while undertaking further study.</p>
UNITS UNDERTAKEN	<p>The mandatory units of competency are:</p> <ul style="list-style-type: none"> ● SITXFSA001 Use Hygienic Practices for Food Safety ● SITXWHS001 Participation in Safe Work Practices ● BSBWOR203 Work effectively with Others ● SITHIND002 Source and Use Information on the Hospitality Industry <p>The Kitchen Operations & Cookery stream units of competency are:</p> <ul style="list-style-type: none"> ● SITHCCC001 Use Food Preparation Equipment ● SITHCCC005 Prepare dishes using Basic Methods of Cookery ● SITHKOP001 Clean Kitchen Premises and Equipment ● SITXFSA002 Participate in Safe Food Handling Practices <p>The elective units of study will be chosen from the following proposed list:</p> <ul style="list-style-type: none"> ● SITHCCC002 Prepare and Present Simple Dishes ● SITHCCC003 Prepare and Present Sandwiches ● SITHCCC006 Prepare and Present Appetisers and Salads ● SITHCCC011 Use Cookery Skills Effectively ● BSBSUS201 Participate in Environmentally Sustainable Work Practices ● SITXINV002 Maintain the Quality of Perishable Items ● SITHFAB005 Prepare and Serve Espresso Coffee ● HLTAID003 Provide First Aid
HSC INFORMATION	<p>The course is a Category B course and may be counted towards the ATAR. Students should note that the HSC examination in this subject is optional. Students not wishing to achieve a ATAR need not sit the HSC examination.</p> <p><i>NB: only 2 units of Category B subjects can be counted towards the ATAR.</i></p>
WORK PLACEMENT	<p>The Board of Studies requires students to complete a minimum of 70 hours of work placement. Work placement is a mandatory component of the course and must be completed prior to the HSC exam.</p> <p>This work placement will include participation in functions and food service activities undertaken place at the college over the duration of the course.</p>

ASSESSMENT	This course is competency based and the student's performance is recognised against a prescribed industry standard. Students are assessed using a variety of oral, written and practical assessment methods. They are given a number of opportunities to demonstrate competence across the range of competency standards covered by this course. Both formal and informal assessment events will occur throughout Years 10&11
RECOGNITION OF PRIOR LEARNING (RPL)	You may be entitled to apply for Recognition of Prior Learning. If you have completed any training, either through your part-time work, TAFE or other courses you have completed recently, or through experience gained in other ways you can apply for RPL. You should talk to your School VET Coordinator, Careers Adviser or Hospitality teachers for further information.
LINKS TO OTHER COURSES OR QUALIFICATIONS	The course outcomes are recognised by TAFE and other Registered Training Providers. Students gaining the above qualification may move directly into the next qualification level with another training provider. The 240 hours may also be credited against a related traineeship or apprenticeship.
PARTICULAR COURSE REQUIREMENTS	<p>Students MUST satisfactorily complete a minimum of 70 hours of approved and supervised work placement in a Hospitality Industry workplace and suitable college functions.</p> <p>This is generally scheduled during Years 10 & 11.</p> <p>Due to NESAs requirements of the Hospitality establishments offering placement opportunities, a student who cannot complete work placement in an actual industry site (school canteen is NOT a suitable work placement) on their own, should not be enrolled in a VET course.</p> <p>This work placement is undertaken at the end of Year 10 and once in Year 11.</p>
COSTS	<p>A course fee of \$170 levied for the provision of food and other consumables. This fee is billed on the College School Fees in Term 2 of each year.</p> <p>\$75 (approx) for undertaking the mandatory First Aid Course</p>

BOARD CONTENT ENDORSED COURSES

Do not count
towards the ATAR

BIG HISTORY

KEY LEARNING AREA: HSIE

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 1

EXCLUSIONS: NIL

Background Interest/Knowledge

Big History is designed to support students in developing proficiency in History and Historical method to enhance their personal, social and vocational lives. As such, it is designed for students who may not wish to pursue an ATAR, but are interested in the discipline of History.

Big History addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Modern and Ancient History courses.

Course Description

The aim of this course is to develop students understanding, in a unified way, of the history of the universe from the 'big bang' to the modern day, and explore the themes and patterns that can help us better understand the world we live in. It will also develop student's ability to synthesize complex information, develop key critical thinking skills and enhance their reading, writing, presentation and research through investigations and projects within an inter-disciplinary framework.

Students will:

- experience and develop knowledge, understanding and appreciation of History
- develop skills in research, reading and engaging with information in a variety of mediums.
- develop knowledge, understanding and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts
- develop skills in planning and working both individually and collaboratively, and reflect on learning.

Main Topics Covered

Year 11 Course

Mandatory Modules:

Early formations on earth

Life and Early Humans

Expansion, Interconnection, Acceleration and the Future

English Studies

KEY LEARNING AREA: ENGLISH
UNIT VALUE: 2

COURSE TYPE: BOARD DEVELOPED
EXCLUSIONS: NIL

Background Interest/Knowledge

English Studies is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. As such, it is designed for students who may not wish to pursue an ATAR, however, if students opt to pursue one, they will need to complete an external HSC exam in Year 12. **This examination is optional and only required if student want to achieve an ATAR.**

English Studies addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course.

Course Description

The course is designed to allow students the opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English.

Students will:

- experience and develop knowledge, understanding and appreciation of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning
- develop skills in reading, listening and viewing and in writing, speaking and representing, to enrich their personal lives and to consolidate a sound basis for current and future education, careers and citizenship
- develop knowledge, understanding and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts
- develop skills in planning and working both individually and collaboratively, and reflect on learning.

Main Topics Covered

Year 11 Course:

Mandatory Module:

Achieving through English: English and the worlds of education, careers and community.

Elective Modules:

Telling us all about it – English and the media

Part of the family – English and the family

Year 12 Course:

Mandatory Module:

Common Module with English Advanced and Standard - Texts and Human Experiences

Elective Modules:

We are Australian - English in citizenship, community and cultural identity

The big screen – English in film-making

MiTunes and Text - English and the Language of Song

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.)

Year 11/12 - Excursion to staging of set texts and/or workplace visits; Year 11 texts paid for by students. Approximate cost for texts = \$30.

Year 12 - HSC texts paid for by Students. Approximate cost for HSC texts = \$30.

Assessment: HSC ONLY

There is now an OPTIONAL external examination for this course which will be used to calculate the ATAR. Only candidates who elect to complete the HSC English Studies examination. However, students need to successfully complete this course as per the assessment schedule issued by the College that adheres to the components and weightings as follows:

EXTERNAL	INTERNAL
Please note – English Studies external examination is OPTIONAL , and if completed, will contribute to the awarding of an ATAR 2 ½ hour examination	Knowledge and understanding of course content 50% Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively 50%

Photography, Digital Imaging & Video

KEY LEARNING AREA: CREATIVE ARTS

COURSE TYPE: BOARD CONTENT

ENDORSED

UNIT VALUE: 1

EXCLUSIONS: PRESENTATION OF PDI BODY OF WORK FOR VISUAL ARTS

Background Interest / Knowledge

This course is suited to students who have an interest in Photography and would like to develop the technical and artistic skills to produce photographic artworks. The course provides:

- * Career skills for students interested in Commercial, Industrial or Fashion Photography, Graphic Arts, Filmmaking, Advertising, Journalism and Information Technology.
- * students with the skills to interpret the photographic content of books, journals and film.
- * an appreciation of the Science of Photography
- * a means of creative expression
- * leads students to use photography as a means of representing themselves and their surroundings and to use photographic technology more effectively.

Course Description

Photography focuses on the development of skills. This course enables students to:

- * understand the Camera, especially digital still cameras and video cameras.
- * Understand the use of computer software in producing and manipulating images
- * take photographs of various themes, with regard to composition, lighting and the elements of design.
- * produce high quality black & white and colour photographs
- * produce and edit digital video
- * appreciate the history of photography and the importance of photography in Society.
- * Understand the artistic value of photography.

Main Topics Covered

1 Unit (Years 11 or 12)

- Understanding cameras.
- Taking photographs
- Wet photography (darkroom)
- Understanding Digital images.
- Editing images and video
- Composing photographs/analysing photographs.
- Thematic studies: People/City Life; Photojournalism; Print Media.

2 Unit (Years 11 or 12) Additional Topics:

- Careers in Photography
- Thematic studies; Portraits; Exhibition practice.
- Creative Techniques: Advanced digital editing of images and video
- Photography as an art form.

Particular Course Requirements:

- A digital camera would be an advantage.
- A Course fee of \$140 per year to cover costs of cameras, storage mediums, inks, paper, darkroom equipment & chemicals, and other consumables.
- Excursion costs.

HSC Assessment

EXTERNAL	INTERNAL	WEIGHTING
NIL	Making Photographs/video	70%
	Photographic History & Criticism	30%
		=====
		100%

Religious Education - Studies in Catholic Thought

KEY LEARNING AREA: R.E.

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 1

EXCLUSIONS: STUDIES OF RELIGION 1 UNIT OR 2 UNIT

Background Interest / Knowledge

This course is COMPULSORY for all students who do not do Studies of Religion. It is designed to challenge students in responding to a number of religious topics and issues relevant to their lives.

Students cannot also attempt Studies of Religion.

Course Description

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

This is a Board Endorsed Course and that follows the Archdiocese of Sydney Religious Education Curriculum Years 11 and 12.

It does not count towards an A.T.A.R.

Main Topics Covered

Year 11 Course:

1. Who is a human person
2. The Trinitarian God
3. The Re-imagining of Creation

H.S.C Course:

1. Virtue, Vice, Salvation
2. The Good Works
3. The Common Good

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.)

All students must attend a three day Senior Retreat in both Years 11 & Year 12. Students will also attend class and Year Masses and will be given the opportunity for the Sacrament of Reconciliation.

All students are provided with access to an e-text(To Know Worship and Love) and an on-line resource 'Understanding Faith'.

HSC Assessment

EXTERNAL	INTERNAL	WEIGHTING	
N/A	Year 11	Research Task	30%
		Presentation	30%
		Class Test	40%
	HSC	Multi- modal presentation	30%
		Research Task	40%
		End of Course Exam	30%

Visual Design

KEY LEARNING AREA: [CREATIVE ARTS](#)

UNIT VALUE: 1 unit

COURSE TYPE: BOARD CONTENT ENDORSED

EXCLUSIONS: Presentation of Ceramics Project
for Visual Arts Body of Work

Background Interest/Knowledge

This course may interest students who wish to extend their skills in design and graphics and who wish to gain greater understanding of the visual and functional aspects of the world around them. It would suit students seeking careers in Graphic Design, Advertising, Packaging, Printing and Product Market

Course Description

This course allows students to explore ways of designing, making and interpreting images and objects in the design fields based on the practices of the designer/maker, critic & historian.

The Design Process identifies the ways in which learning activities can be related and sequenced in Visual Design through exploring, developing, resolving and presenting ideas.

Main Topics Covered:

Three to six modules are chosen from Graphic Design, Product Design, Interior/Exterior Design, Wearable Design and a General Design unit that includes a collaborative or individual design project.

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms)

A Visual Design Fee is payable - \$80.00 per year.

This covers the cost of basic materials and equipment.

Students must meet the cost of any additional equipment and excursions.

Assessment: HSC ONLY

EXTERNAL	INTERNAL	WEIGHTING
Nil	Designing and Making	70%
	Critical and Historical Studies	30%

Work Studies

KEY LEARNING AREA: H.S.I.E

COURSE TYPE: BOARD DEVELOPED

UNIT VALUE: 2

EXCLUSIONS: NIL

**THIS COURSE MAY BE STUDIED IN YEAR 11 AND / OR YEAR 12
FOR 1 UNIT OR 2 UNIT**

Background Interest / Knowledge

This course is suggested for students interested in vocational courses. Work Studies will assist students to recognise the links between education, training and lifestyle and the social and economic factors that affect work opportunities. It will develop students' skills in assessing work-related information, presenting themselves to potential employers and functioning effectively in the workplace.

Main Topics Covered

CORE TOPIC: My Working Life

Modules may include:

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

Particular Course Requirements: (Include Excursions, Work Placement, Fee, Uniforms.)

- Excursions to Workplaces (\$27.00 approx.)

HSC Assessment

EXTERNAL	INTERNAL	WEIGHTING
Not Applicable	<ul style="list-style-type: none"> ● Assignments ● Research Tasks ● Tests ● Exams 	100%