



Stage 6
2020-2021
Course-Selection Handbook

College Contacts

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Section 1

Preamble

St Clare's College: A Franciscan school

St Clare's College, Waverley was established by the Poor Clare Sisters in 1884, and is inspired by the values and teachings of St Clare and St Francis. St Clare's College is committed to providing a Catholic education for young women. At the core is the Franciscan charism which embraces justice, mercy, compassion, respect for the dignity of others and solidarity with the less fortunate. These values characterise the day-to-day life of the College. Being a Franciscan school, the College values choice, and St Clare's prides itself on offering its students high-quality educational opportunities.

Being a senior student of St Clare's College

Being a senior student of St Clare's College encompasses both opportunities and responsibilities. In addition to studying English and Religious Education (RE) courses, Years 11 and 12 students may study courses which are commensurate with their interests, abilities and aspirations. However, with seniority comes responsibility. A senior student of St Clare's College needs to be self-motivated and disciplined in her approach to her studies, just as she needs to give priority to a consistent programme of home study. Furthermore, to be a senior student of St Clare's is to be a leader in the College community. A senior student is expected to be co-operative, diligent and supportive of the College. Each student should maximise every opportunity to develop her initiative, resilience and understanding as she prepares to take her place in the adult world.

A balanced education

A student, electing to complete her Higher School Certificate (HSC) at St Clare's College, should understand how the College defines a quality senior education. Moreover, a quality senior education does not just equate to the attainment of a high Australian Tertiary Admission Rank (ATAR), nor does it equate to finding the job of one's choice, upon leaving school. Rather, St Clare's College defines a quality senior education as one which encourages a student to seek and to develop the knowledge, skills, values and attitudes, which bring balance to life. For this reason, St Clare's College expects the young women in its care to immerse themselves in various activities, both curricular and co-curricular, to help each of them to fulfil her full potential.

The purpose of the HSC: Life beyond school

Like any human endeavour, one can find inherent value in almost any activity, if one looks hard enough. Yet, for that activity to have lasting value, it should be a means to an end, rather than an end in itself. The HSC is not an exception. Whilst it provides stimulation and challenge in the relatively short term, it helps to prepare a senior student for a different world: the world of tertiary study and work.

The contemporary workplace

More and more, the contemporary workplace is demanding more from its workers than simply the production of a good or the provision of a service. Moreover, the modern workplace requires 'self starters', 'team players', 'excellent communicators' and 'effective problem solvers' who are 'well presented', 'highly organised' and 'innovative'. For a student to be confident of functioning effectively in such an onerous environment, she must ensure that her senior years encapsulate more than merely preparation for a set of public examinations. Hence, full participation in the life of the College would, in all likelihood, help to foster the development of these key competencies.

Undertaking the HSC at St Clare's College

The HSC can be tailored to meet the needs, interests and goals of each student. On the one hand, a programme of study can be developed to prepare a student for a Technical and Further Education (TAFE) / apprenticeship-based future. And, on the other, it can be crafted to prepare a student for the rigours of university study. In either case, a student could only obtain full benefit of this choice, following a frank and honest self-appraisal. Therefore, the College recommends that Year 10 students reflect upon these questions, before making any definitive decisions:

1. In what subjects do I have a **genuine interest** and **enjoy**?
2. Have I **demonstrated** some **aptitude** or **ability** in that or a similar subject?
3. Is this **subject necessary** for or will it assist in, my chosen career or tertiary study?
4. Am I willing to **commit to the workload?** (Up to 3 hours per night in Year 11 and up to 4 hours per night in Year 12, with extra time on weekends.)

Honest answers to these questions will be of great assistance in selecting a Pathway or pattern of studies. Once clear about the broad direction that should be taken, the student is in a far better position to choose individual subjects.

Section 2

Details about the HSC

Meeting the requirements for the award of the HSC

To earn the award of the HSC at St Clare's College, a student must study a minimum of 12 units in the Preliminary HSC course (Year 11), and a minimum of 10 units in the HSC course (Year 12). At St Clare's College, students will tend to study 13 units in the Preliminary course Study, of both the Preliminary HSC and HSC courses, must include the following:

- at least 6 NESA-developed units, including at least 2 units of a NESA-developed English course;
- at least 1 unit of an RE course;
- at least 5 courses, overall; AND
- not any more than 6 units of Science courses.

Satisfactory completion of a course

The following course completion criteria refer to both the Preliminary HSC and HSC courses:

- (a) followed the course, developed and endorsed by the Authority;
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences, provided in the course by the school; and
- (c) achieved some, or all, of the course outcomes.

Satisfactory completion of the Preliminary HSC course is a prerequisite for entry into the HSC course.

Once a student commences her HSC she embarks on a **two year course**. The first of these years, Year 11, is known as the **Preliminary Year**. The second year, Year 12 is the **HSC Year**. A student may **not** obtain the award of the HSC without fulfilling the requirements of **both** Year 11 and Year 12.

The Higher School Certificate (HSC) is awarded at the end of satisfactorily completing the requirements of the Preliminary Course (Year 11) and the HSC Course (Year 12).

Understanding the concept of the unit

All courses have 1 or 2 units of value.

(i) 1-unit courses

Studies of Religion (offered also as a 2-unit course) is the only 1-unit NESA-developed course that St Clare's College offers. However, the College offers various 1-unit NESA-endorsed courses, such as Catholic Studies, but these courses do not contribute to the calculation of a student's ATAR. 1-unit courses have a value of 50 marks.

(ii) 2-unit courses

Most Preliminary HSC and HSC courses are 2-unit courses. 2-unit courses have a value of 100 marks.

(iii) Extension courses

Students may study English, History and Mathematics extension courses. These courses are intended only for those students who are excelling in the related 2-unit course, or who are providing evidence of their ability to do so. These courses consolidate the content of the respective 2-unit course, and they have an additional value of 1 unit.

HSC course types

There are three main course types that students may undertake for the HSC. These include:

1. NESA-developed courses;
2. NESA-endorsed courses; and
3. Vocational Education and Training (VET) courses.

(i) NESA-developed courses

The NSW Education Standards Authority (NESA) develops these courses. Each course has a syllabus, containing:

- the respective course objectives, structure, content and outcomes;
- assessment requirements; and
- any specific course requirements.

The NESA examines students' knowledge and understanding of these courses at the end of Year 12, and in most cases, the ensuing results can be used in the calculation of a student's ATAR. Additionally, the Authority combines a student's examination mark and internal assessment mark, within a course, to generate a final HSC mark for that student in that course.

(ii) NESA-endorsed courses

NESA-endorsed courses contribute to the HSC, and they appear on a student's record of achievement at the completion of the Preliminary HSC and HSC courses. They do not, however, contribute towards the calculation of a student's ATAR. The Authority does not examine students' knowledge and understanding of these courses at the end of Year 12.

(iii) VET courses

The NESA designs VET courses and these are based on industry standards. Significantly, these courses have clear links to post-school destinations. Students, who undertake these courses, can, in meeting the requirements of the HSC, attain industry accreditation as a part of the Australian Qualifications Framework (AQF). This national framework is recognised across Australia. It enables students to move easily between the various educational and training sectors, and employment. Students must complete a minimum of 35 hours of workplace learning per year in VET courses. This learning may take place during, and outside of school hours. In addition, because the **NESA classifies these courses within Category B, only 2 VET units may contribute towards a student's ATAR.**

More information about HSC courses can be found at

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/hsc-courses>

Assessment

All HSC courses are assessable. In the case of NESA-developed courses, the Authority combines a student's examination mark and internal assessment mark, within a course, to generate a final HSC mark for that student in that course. In the case of NESA-endorsed courses, the internal assessment mark, supplied by St Clare's College, appears on a student's record of achievement. Furthermore, VET courses are competency-based courses. This means that they are centred on the achievement of skills (competencies), identified by peak industry bodies.

Reporting

At the completion of the HSC, students receive:

- the HSC testamur (certificate);
- a record of achievement; and
- a VET credential (if applicable).

The Australian Tertiary Admission Rank (ATAR)

The ATAR is not a mark. It is the rank of a student relative to the rest of that student's cohort. Moreover, the ATAR provides universities with a consistent method of ranking students for the purpose of university entry. **Not all students study an ATAR pathway.** More ATAR information can be found at www.uac.edu.au/atar

Category A and Category B courses

Universities classify each NESA-developed course within either Category A or Category B. Category A courses entail those that universities believe encapsulate outcomes, necessary for a wide range of university courses. Conversely, Category B courses are those that universities believe contain few of these outcomes. Hence, only 1 Category B course may be used in the calculation of an ATAR.

Eligibility for an ATAR

To be eligible for an ATAR at the end of Year 12, a student must complete a minimum of 10 NESA-developed HSC units. This includes at least 2 units of English, three NESA-developed courses of two units, or more, and four subjects. Once again, only 1 Category B course may be used in the calculation of an ATAR. In the event of a student wishing to be eligible for an ATAR, that student and her parents have the responsibility of selecting courses, and maintaining these courses throughout Years 11 and 12. This must be in line with the requirements of Australian universities.

Not all programs of study will qualify a student for an ATAR. Indeed not all students wish to obtain an ATAR since they quite legitimately have no intention of going to university immediately upon leaving school. Such a student could choose courses made up from NESA Endorsed Courses once he has included six units from NESA Developed Courses including 2 units of English in her program of study and met all requirements as set out in above.

Life Skills

Years 11 and 12 should cater for all students, who elect to participate. Accordingly, NESA offers courses known as Life Skills courses, so that students, who require additional learning support, can satisfy the requirements for the award of the HSC. Each Life Skills course comprises 2-unit Preliminary HSC and HSC courses. However, being non-ATAR courses, the Authority does not examine students' knowledge and understanding of Life Skills courses at the end of Year 12.

Implementation of courses

Please note that, with the exception of English and RE courses, the decision to implement a senior course rests with the College Principal, and that this decision is contingent on the extent of student interest, as well as the availability of relevant resources. Additionally, a student may wish to undertake a TAFE-delivered Vocational Education and Training (TVET) course. For more information, students should contact St Clare's College's Careers Advisor. Furthermore, for information regarding languages other than English and French, students should contact the College's Director of Learning, Teaching and Innovation.

Course changes

The College expects that students choose their courses carefully. However, should a student wish to transition from one course to another, or should a student wish to discontinue her study of a course, that student would require the written permission of her parent(s) / carer(s), the relevant head of department, and the Director of Learning and Teaching by the end of Week 5 of Term 1.

Course charges

Course charges are designed to cover the cost of materials, equipment, excursions and incursions. Whilst the College makes every effort to minimise charges to parent(s)/carer(s), on occasion, additional learning opportunities, such as workshops or seminars, lead to the issuing of extra charges.

Section 3

St Clare's College Pathways

The HSC at St Clare's College

St Clare's College offers HSC programmes of study that comply with the requirements of the HSC and also provide students with the opportunity to shape a pattern of studies around their own particular areas of strength and interest.

Pathways

Before a student makes choices about courses, she should think in broad terms about her future.

Your subject choice should be based on:

- A genuine interest in, and liking for the subject
- Some demonstrated ability in that or a similar subject
- If that subject is necessary, or will assist in tertiary study, for your chosen career.

**Not every subject chosen must have
a foreseeable end use in your future vocation**

Also look at factors such as:

- Getting a broad general education
- Enjoyment
- Languages which may aid travel and/or travel later

Importantly

- Guard against specialising too early
- Make **realistic** decisions
- For English, Mathematics and Science take advice from your teachers about the levels with which you will cope adequately

Realise that success does not only depend on subject choice

Students need:

- Commitment to the subjects they have chosen
- Willingness to work at least 3 hours a night in Year 11 and up to 4 hours a night in Year 12 on home study, with extra commitment at the weekends

Selecting subjects for University entry

Nobody is going to tell you **exactly** what you have to do, so try following this plan:

- Choose the area you think you want to study
- Look up requirements in the UAC (Universities Admission Centre) guide
- Notice that many courses have no prerequisites, only assumed knowledge (which is the expectation that you have studied the course to HSC level)
- Similar courses at different universities have similar amounts of assumed knowledge
- Make choices and keep your **options open!**

Section 4

Summary of courses NESA-developed courses (Category A)

Course	Units	Additional Information	Major work / Performance	Page no.
Aboriginal Studies	2			15
Ancient History	2			16
Biology	2			17
Business Studies	2			18
Chemistry	2			19
Community and Family Studies	2			20
Design and Technology	2	May not study Industrial Technology - Multimedia Technologies	Yes	21
Drama	2		Yes	22
Economics	2			23
English (Advanced)	2			24
English Extension 1	1			25
English Extension 2 (Year 12 only)	2			26
English (Standard)	2			27
English Studies	2	HSC exam optional Category B		28
Food Technology	2			30
French Beginners	2			31
French Continuers	2			32
Geography	2			33
History Extension (Year 12 only)	1			34
Industrial Technology - Multimedia Technologies	2	May not study Design and Technology	Yes	36
Legal Studies	2			37
Mathematics Advanced	2	Includes mandatory assignment		38
Mathematics Extension 1	1	Includes mandatory assignment		39
Mathematics Standard 2	2	Includes mandatory statistical investigation		40

Mathematics Standard 1	2	Includes mandatory statistical investigation HSC exam optional Category B		41
Modern History	2			42
Music 1	2		Yes	43
Music 2	2	Prerequisite - Stage 5 Music High-level of musicianship	Yes	44
Personal Development, Health and Physical Education	2			45
Physics	2			47
Society and Culture	2		Yes	48
Studies of Religion 1	1			51
Studies of Religion 2	2			52
Textiles and Design	2		Yes	53
Visual Arts	2		Yes	54

Category B - NESA Developed Courses

Course	Units	Additional Information	Major work / Performance	Page no.
Hospitality	2	HSC exam optional		35
English Studies	2	HSC exam optional		28
Mathematics Standard I	2	HSC exam optional		41

NESA-endorsed and content-endorsed (non-ATAR courses)

Course	Units	Additional Information	Major work / Performance	Page no.
Studies in Catholic Thought	1			50
Exploring Early Childhood (Year 11 and/or 12)	1 & 2			29
Photography, Video and Digital Imaging (only Year 11)	1			46
Sport, Lifestyle and Recreation Studies (only Year 11)	1			49
Visual Design (only Year 11)	1			55

Section 5

Guidelines for the selection of Stage 6 courses

Key learning area	Course	Expected ranking	Points for consideration
Religious Education	Studies of Religion 2 (2 units)	English – top 30% RE – top 30%	Recommended for ATAR students, who possess higher-order thinking, reading and writing skills
	Studies of Religion 1 (1 unit)	English – top 50% RE – top 50%	Recommended for ATAR students
	Studies in Catholic Thought (1 unit) (non-ATAR)	N/A	Recommended for ATAR and non-ATAR students
English	English Extension 2 (1 additional unit) (only Year 12)	Highest-performing Preliminary HSC English Extension 1 students	By invitation for ATAR students
	English Extension 1 (1 additional unit)	English – top 10 students	By invitation for ATAR students
	English (Advanced) (2 units)	English – top 25 students	Recommended for ATAR students, who possess higher-order thinking, reading and writing skills
	English (Standard) (2 units)	English – top 80%	Recommended for ATAR students
	English Studies (2 units)	N/A	Recommended for non-ATAR students. Optional HSC Exam. Category B
Creative and Performing Arts (CAPA)	Drama (2 units)	English – top 70%	Recommended for students who have a passion for the performing arts
	Music 1 (2 units)	English – top 70%	Recommended for students who have a passion for music, and who can play a musical instrument / sing competently
	Music 2 (2 units)	English – top 30%	Recommended for students who have a passion for music, and who possess a high level of musical ability
	Photography, Video and Digital Imaging (1 unit) (non-ATAR)	N/A	Recommended for non-ATAR students
	Visual Arts (2 units)	English – top 70%	Recommended for ATAR students, who have a passion for the creative arts, and who would be able to work independently to complete a major work
	Visual Design (1 unit) (non-ATAR)	N/A	Recommended for non-ATAR students, who have a passion for the creative arts
Human Society and its Environment (HSIE)	Aboriginal Studies (2 units)	English – top 70%	Recommended for ATAR students, who have a strong interest in Indigenous affairs
	Ancient History (2 units)	English – top 70%	Recommended for ATAR students, who have a strong interest in ancient civilisations
	Business Studies (2 units)	English – top 70%	Recommended for ATAR students, who have a strong interest in business matters

	Economics (2 units)	English – top 30% Mathematics ‘A’ or ‘B’ in 5.3, 5.2	Recommended for ATAR students, who have a strong interest in current economic affairs
	Geography (2 units)	English – top 70%	Recommended for ATAR students, who have a strong interest in the human and physical environments
	History Extension (1 unit) (only Year 12)	Highest-performing Preliminary HSC Ancient History / Modern History students	By invitation for ATAR students
	Legal Studies (2 units)	English – top 70%	Recommended for ATAR students, who have a strong interest in law and society
	Modern History (2 units)	English – top 70%	Recommended for ATAR students, who have a strong interest in the nineteenth and twentieth centuries
	Society and Culture (2 units)	English – top 70%	Recommended for ATAR students, who have a passion for research and inquiry, and who would be able to work independently to complete a personal interest project (PIP)
Languages other than English (LOTE)	French Beginners (2 units)	English – top 70%	Recommended for ATAR students, who have a strong interest in French
	French Continuers (2 units)	English – top 50%	Recommended for ATAR students, who are of a French-speaking background, and/or who are studying French
Mathematics	Mathematics Extension 1 (1 additional unit)	Mathematics – top 10 5.3 students and ‘A’	By invitation for ATAR students
	Mathematics Advanced (2 units)	Mathematics – only 5.3 students, who achieve ‘A’ or ‘B’	Recommended for ATAR students, who possess higher-order mathematical and reasoning skills
	Mathematics Standard 2 (2 units)	Mathematics – only students, who achieve ‘A’, ‘B’ or ‘C’	Recommended for ATAR students, who have a strong interest in mathematics
	Mathematics Standard 1 (2 units)	N/A	Recommended for non-ATAR students. Optional HSC Exam. Category B
Personal Development, Health and Physical Education (PDHPE)	Community and Family Studies (2 units)	N/A	Recommended for ATAR and non-ATAR students, who have a passion for families and communities
	PDHPE (2 units)	English – top 70%	Recommended for ATAR students, who have a strong interest in the theoretical components of PDHPE
	Sport, Lifestyle and Recreation Studies (1 unit) (only Year 11) (non-ATAR)	N/A	Recommended for non-ATAR students, who have a passion for sport and the outdoors
	Exploring Early Childhood (1 unit or 2 units)	N/A	Recommended for non-ATAR students, who have an interest in working with young children
Science	Biology (2 units)	Science – top 30%	Recommended for ATAR students, who have a strong interest in plants and animals, and their evolution
	Chemistry (2 units)	Science – top 20%	Recommended for ATAR students, who possess higher-order problem-solving

		Mathematics A or B in 5.2 and 5.3	skills, using chemical concepts
	Physics (2 units)	Science – top 20% Mathematics A or B in 5.2 and 5.3	Recommended for ATAR students, who possess higher-order problem-solving and mathematical skills
Technological and Applied Studies (TAS)	Design and Technology (2 units)	English – top 70%	Recommended for ATAR students, who have a strong interest in creative design and technological innovation, and who would be able to work independently to complete a major work
	Food Technology (2 units)	English – top 70%	Recommended for ATAR students, who have a passion for food processing, enterprise and creativity
	Industrial Technology - Multimedia Technologies (2 units)	English – top 70%	Recommended for ATAR students, who have a passion for multimedia technologies, and who would be able to work independently to complete a major work
	Textiles and Design (2 units)	N/A	Recommended for ATAR and non-ATAR students, who have a strong interest in textiles and creative design, and who would be able to work independently to complete a major work
Vocational Education and Training (VET)	Hospitality (2 units) *	N/A	Recommended for ATAR and non-ATAR students, who have a passion for food processing, creativity and customer service

Aboriginal Studies

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> Collecting, analysing and organising information Communicating ideas and information Planning and organising activities Working with others in teams Using mathematical ideas and techniques Solving problems.
Course outline:	<p>Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study, students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens. The Preliminary Course focuses on Aboriginal peoples' relationship to the land, heritage and identity from pre-contact times until the 1960s. Skills in research and inquiry are developed. The HSC Course provides for in-depth study of legislation, policy, judicial and current events from the 1960s. Students will study the experiences of national and international indigenous communities and complete a major research project.</p>

Units	Assessment components
<p>Preliminary HSC</p> <ul style="list-style-type: none"> Part I: Aboriginality and the Land Part II: Heritage and Identity Part III: International Indigenous Community comparative study Part IV: Research the Inquiry Methods: Local Community Case Study <p>HSC</p> <ul style="list-style-type: none"> Part I - Social Justice and Human Rights Issues. <ul style="list-style-type: none"> A: Global Perspective B: Comparative Study Part II - Case Study of an Aboriginal community. <ul style="list-style-type: none"> A: Aboriginality and the Land OR B: Heritage and Identity Part III - Research and Inquiry Methods. Major Project. 	<p>Preliminary HSC</p> <ul style="list-style-type: none"> Knowledge and understanding Research Communication <p>HSC</p> <ul style="list-style-type: none"> Knowledge and understanding Investigation and analysis Research Communication

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>Aboriginal Studies</i>	\$68.50	To be confirmed	\$60
HSC		HSC	
Same textbook for Years 11 & 12	NA	To be confirmed	\$60

Ancient History

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Collecting, analysing and organising information • Communicating ideas and information • Planning and organising activities • Working with others and in teams • Using mathematical ideas and techniques • Using technology • Problem solving
Course outline:	The Ancient History course is structured to provide students with an opportunity 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 opportunities for students to investigate in depth the range and nature of sources that provide evidence for life in Pompeii and Herculaneum, an historical period and an ancient personality.

Units	Assessment components
Preliminary HSC <ul style="list-style-type: none"> • Investigating Ancient History • Features of Ancient Societies • Historical Investigation HSC <ul style="list-style-type: none"> • The Cities of Vesuvius • Ancient Societies • Personalities in their Time • Historical Periods 	Preliminary HSC <ul style="list-style-type: none"> • Knowledge and Understanding • Research • Source-based skills • Communication HSC <ul style="list-style-type: none"> • Knowledge and Understanding • Research • Source-based skills • Communication

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>Antiquity 1</i>	\$70	To be confirmed	\$40
HSC		HSC	
<i>Antiquity 2</i>	\$72	Study Day	\$40

Biology

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Written, graphic and digital communication • Participation in first-hand science investigation • Planning and organisation • Critical thinking and problem solving • Collaboration and teamwork
Course outline:	<p>Biology is the study of living organisms, life processes and interactions between organisms and their environment.</p> <p>The <i>Biology Stage 6 Syllabus</i> explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world..</p> <p>Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p>

Units	Assessment components
<p>Year 11</p> <ol style="list-style-type: none"> 1. Cells as the Basics of Life 2. Organisation of Living Things 3. Biological Diversity 4. Ecosystem Dynamics <p>HSC</p> <ol style="list-style-type: none"> 1. Heredity 2. Genetic Change 3. Infectious Disease 4. Non-infectious Disease and Disorders 	<p>Year 11</p> <ul style="list-style-type: none"> • Knowledge and understanding: • Skills in planning and conducting first-hand investigations, and in communicating information and understanding based on these investigations. • Skills in scientific thinking, problem solving and in communicating understanding and conclusions <p>HSC</p> <ul style="list-style-type: none"> • Knowledge and understanding: • Skills in planning and conducting first-hand investigations, and in communicating information and understanding based on these investigations. • Skills in scientific thinking, problem solving and communicating understanding and conclusions.

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Year 11		Year 11	
Textbook	\$82	To be confirmed	To be confirmed
HSC		HSC	
Textbook	\$82	To be confirmed	To be confirmed

Business Studies

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Collecting, analysing and organising information • Communicating ideas and information • Solving problems • Planning and organising activities • Working with others and in teams • Using mathematical ideas and techniques • Using technology
Course outline:	Business Studies aims to develop knowledge, understanding, skills and values which enable students to make judgements about the performance of businesses in a dynamic business environment. The course enables students to gain knowledge and understanding about the nature, role and structure of business, internal and external influences on business, the function and processes of business activity, and management strategies and their effectiveness.

Units	Assessment components
Preliminary HSC <ul style="list-style-type: none"> • The Nature of Business • Business Management • Business Planning HSC <ul style="list-style-type: none"> • Operations • Marketing • Finances • Human Resources 	Preliminary HSC <ul style="list-style-type: none"> • Knowledge and understanding • Inquiry and Research • Communication HSC <ul style="list-style-type: none"> • Knowledge and understanding • Inquiry and Research • Stimulus-based skills • Communication

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>Business Studies in Action Preliminary Course</i>	\$85	To be confirmed	\$40
HSC		HSC	
<i>Business Studies in Action HSC Course</i>	\$85	To be confirmed	\$40

Chemistry

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Written, graphic and digital communication • Participation in first-hand science investigation • Planning and organisation • Critical thinking and problem solving • Collaboration and teamwork
Course outline:	<p>The <i>Chemistry Stage 6 Syllabus</i> explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.</p>

Units	Assessment components
Year 11 <ol style="list-style-type: none"> 1. Properties and Structure of Matter 2. Introduction to Qualitative Chemistry 3. Reactive Chemistry 4. Drivers of Reactions HSC <ol style="list-style-type: none"> 5. Equilibrium and Acid Reactions 6. Acid/base Reactions 7. Organic Chemistry 8. Applying Chemical Ideas 	Year 11 <ul style="list-style-type: none"> • Knowledge and understanding: • Skills in planning and conducting first-hand investigations, and in communicating information and understanding based on these investigations. • Skills in scientific thinking, problem solving and communicating understanding and conclusions. HSC <ul style="list-style-type: none"> • Knowledge and understanding: • Skills in planning and conducting first-hand investigations, and in communicating information and understanding based on these investigations. • Skills in scientific thinking, problem solving and communicating understanding and conclusions.

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Year 11		Year 11	
Textbook	\$82	To be confirmed	To be confirmed
HSC		HSC	
Textbook	\$82	To be confirmed	To be confirmed

Community & Family Studies

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Good written communication skills • Communicating ideas and information in a variety of appropriate forms • Planning and organisation • Critical thinking • Collaboration and teamwork
Course outline:	<p>Community and Family Studies investigates the interactions among the individual, family, community and society. Recognition of the interdependence of the individual and other groups.</p> <p>The syllabus focuses the Preliminary course on the individual and their interactions with personal groups, family and community.</p> <p>The HSC course builds upon this by examining how the wellbeing of individuals, families and communities is affected by broader social influences including sociocultural, economic and political factors.</p>

Units	Assessment components
Preliminary HSC <ul style="list-style-type: none"> • Resource Management • Individuals and Groups • Families and Communities HSC <ul style="list-style-type: none"> • Research Methodology • Groups in Context • Parenting and Caring • Individuals and Work 	Preliminary HSC <ul style="list-style-type: none"> • Knowledge and understanding • Knowledge and understanding about research • Skills in researching, analysing and communicating • Skills in critical thinking HSC <ul style="list-style-type: none"> • Knowledge & understanding • Knowledge and understanding about research, methodology • Skills in thinking, analysing and communicating

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>Nelson Community and Family Studies</i> (Preliminary & HSC)	\$75.95	Nil	Nil
HSC		HSC	
<i>Nelson Community and Family Studies</i> (Preliminary & HSC)		Nil	

Design and Technology

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Elective Design and Technology in Stage 5 is an advantage. • Some artistic flare required • Strong graphic and communication skills • Ability to manage an independent project
Course outline:	<p>Design and Technology Stage 6 is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design and production.</p> <p>Design and Technology has a unique focus on creativity, innovation and the successful implementation of innovative ideas. Students will investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, as well as exploring current and emerging technologies. Through the completion of quality design projects, students are provided with the opportunity to develop specific production and manufacturing skills.</p>

Units	Assessment components
Preliminary HSC <ul style="list-style-type: none"> • Designing and Producing HSC <ul style="list-style-type: none"> • Innovation and Emerging Technologies • Designing and producing 	Preliminary HSC <ul style="list-style-type: none"> • Designing and Producing design projects • Designing and Producing Research Task • As part of this study, students will complete a minimum of two design projects. HSC <ul style="list-style-type: none"> • Innovation and Emerging Technologies, including a compulsory case study of an innovation • Project proposal and project management • Project development and realisation • Project evaluation • As part of this study, students will complete a major design project.

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>Design and Technology: Stage 6</i> (Wesley, Rocca, McKee, Mclean)	Specialist resources and materials not covered in subject levy	HSC Majorwork Showcase DesignTech	To be confirmed
HSC		HSC	
<i>Design and Technology: Stage 6</i> (Wesley, Rocca, McKee, Mclean)	Specialist resources and materials not covered in subject levy	HSC Majorwork Showcase DesignTech	To be confirmed

Drama

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Elective Drama desirable • Some experience in extra-curricular dance, drama or performance of benefit
Course outline:	<p>Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p>In the Preliminary Course, the content comprises of an interaction of the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p>In the HSC Course, Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.</p>

Units	Assessment components
<p>Preliminary HSC</p> <ul style="list-style-type: none"> • Improvisation, Playbuilding, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles <p>HSC</p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project 	<p>Preliminary HSC</p> <ul style="list-style-type: none"> • Making • Performing • Critically Studying (30%) <p>HSC</p> <p>Internal Assessment</p> <ul style="list-style-type: none"> • Australian Drama and Theatre (core component) (30%) • Studies in Drama and Theatre (30%) • Development of Group Performance (Core Component) (20%) • Development of Individual Project (20%) <p>External Assessment</p> <ul style="list-style-type: none"> • Written Examination • Section I- <i>Australian Drama and Theatre</i> (one extended response question) (20%) <ul style="list-style-type: none"> - Section II- <i>Studies in Drama and Theatre</i> (20%) • Group Performance (30%) • Individual Project (30%)

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
Course Cost	\$70	Theatre excursion	To be confirmed
HSC		HSC	
Course Cost	\$70	OnStage excursion plus whatever relevant HSC productions	To be confirmed

Economics

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Collecting, analysing and organising information • Communicating ideas and information • Using mathematical ideas and techniques • Working with others and in teams • Solving problems • Using technology
Course outline:	<p>Economics provides 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.</p> <p>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.</p>

Units	Assessment components
Preliminary HSC <ul style="list-style-type: none"> • Introduction to Economics • Consumers and Business • Markets • Labour Markets • Financial markets • Government in the Economy HSC <ul style="list-style-type: none"> • The Global Economy • Australia's Place in the Global Economy • Economic Issues • Economic Policies and Management 	Preliminary HSC <ul style="list-style-type: none"> • Knowledge and understanding • Stimulus-based skills • Research • Communication HSC <ul style="list-style-type: none"> • Knowledge and understanding • Stimulus-based skills • Research • Communication

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>Economics Preliminary</i>	\$80	To be confirmed	\$60
HSC		HSC	
<i>Economics HSC</i>	\$80	To be confirmed	\$60

English (Advanced)

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> Well-developed critical thinking skills Demonstrated interest in reading both contemporary and pre-20th century literature including Shakespeare Highly-developed literacy skills Well-developed creative and analytical writing skills - students must be confident essays writers Ability to analyse and discuss a range of complex literary texts and to draw connections between these texts Well-developed ability to communicate the role of language and the influence of context in shaping meaning Independent learning skills
Course outline:	<p>The English Advanced course is designed for students who have already demonstrated that they have well-developed skills in the use of the English language both oral and written. These students are seeking to be challenged in their thinking and responding by engaging with complex texts and concepts. It is assumed that students will have high literacy skills and enjoy engaging in complex ideas expressed in challenging literature.</p> <p>A requirement for success in the Advanced course is an interest in reading literature from the 18th and 19th centuries and Shakespearean drama. Students need to have achieved a high grade in both Year 9 and Year 10 to demonstrate that they have the skills, interest and knowledge to attempt the Advanced English course. This high standard must be maintained during Year 11 in order to be eligible for studying Advanced English at the HSC level.</p>

Units	Assessment components
<p>Year 11</p> <ul style="list-style-type: none"> Common Module - Reading to Write Module A: Narratives that Shape our World Module B: Critical Study of Literature <p>Year 12 HSC</p> <ul style="list-style-type: none"> Common Module - Texts and Human Experiences Module A: Textual Conversations Module B: Critical Study of Literature Module C: The Craft of Writing (may be studied concurrently with the common module and/or Modules A and B) 	<p>Year 11</p> <ul style="list-style-type: none"> Extended creative response with reflection Multimodal presentation Extended response <p>Year 12 HSC</p> <ul style="list-style-type: none"> Multimodal presentation and reflection Extended Response Creative Writing Exam conditions

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Year 11		Year 11	
Selected texts	\$100	To be confirmed	\$30
Year 12 HSC		Year 12 HSC	
Selected texts	\$100	To be confirmed	\$30

English Extension 1

Status:	NESA-developed (Category A) (1 additional unit)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Students who have successfully completed the Preliminary (Extension) course are eligible to choose English Extension Course 1 • Effective, independent research skills • Highly-developed critical thinking skills • Demonstrated interest in, and enjoyment of, reading of both contemporary and pre-20th century literature • Demonstrated ability to effectively communicate the role of language and the influence of context in shaping meaning • Demonstrated ability to support understanding with wide reading of critical texts • Well-developed creative and analytical writing skills
Course outline:	<p>In the Preliminary (Extension) Course students are required to examine a key text from the past and its manifestations in other contexts and media. Concurrently with this study, students undertake an extended piece of research in the form of Related Project to develop their skills in independent investigation and critical and creative thinking.</p> <p>HSC English Extension Course 1 requires the study of prescribed texts that develop students' understanding of a particular focus area. The course is designed for Advanced students who are seeking a further challenge because of their successful completion of the Preliminary Extension Course, their high level of achievement in the Advanced course and their well-developed interest in evaluating English literature and language from a range of perspectives. Students explore how contexts and values are expressed in texts and refine their understanding and appreciation of the cultural roles and significance of texts.</p>

Units	Assessment components
<p>Year 11</p> <ul style="list-style-type: none"> • The course has one mandatory Module: Texts, Culture and Value. <p>Year 12 HSC</p> <ul style="list-style-type: none"> • Common Module - Literary Worlds with one additional elective option 	<p>Year 11</p> <ul style="list-style-type: none"> • Creative Writing • Extended Response • Presentation <p>Year 12 HSC</p> <ul style="list-style-type: none"> • Creative Writing • Extended Response • Presentation • Exam conditions

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Year 11		Year 11	
Selected texts	\$80	To be confirmed	\$30
Year 12 HSC		Year 12 HSC	
Selected texts	\$80	To be confirmed	\$80

English Extension 2 (only Year 12)

Status:	NESA-developed (Category A) (1 additional unit)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Students who undertake English Extension Course 1 are eligible to choose English Extension Course 2 • Ability to work independently and with a mentor to devise, develop and publish an Individual Project • Accomplished, analytical and imaginative in the use of English • Demonstrated experience, through a portfolio of writing, of a highly-developed interest in the creative process • Demonstrated experience, through a portfolio of writing, of a highly-developed interest in sustained critical analysis
Course outline:	<p>The English Extension Course 2 is designed for students with a desire to pursue a specialised study of English. The course provides students with the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts.</p> <p>Through extended engagement in investigation and composition, students explore multiple meanings and relative values of texts. They refine their understanding and appreciation of the cultural roles and significance of texts and explore a range of conceptual frameworks for the reading and composition of texts. Students examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They develop a sustained composition, and document their reflection on this process.</p>

Units	Assessment components	
HSC Students work independently to plan and complete a Major Work in the form of an extended composition. They select an area of personal interest and develop their work in this area to a level of distinction. Students undertake extensive independent investigation of a subject of their own choosing involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.	Year 12 <ul style="list-style-type: none"> • Vive Voce • Literature Review • Critique of the creative process 	

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
HSC		HSC	
Selected texts	\$100 - \$150	To be confirmed	\$80

English (Standard)

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Developed literacy skills • Developed critical thinking skills • Interest in reading, analysing and discussing modern literature • Developed creative and analytical writing skills • Independent learning skills
Course outline:	<p>The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.</p> <p>They explore language in texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students enjoy explicit teaching of language skills to develop their control of language and to write essays more effectively. They also enjoy expressing their ideas creatively.</p>

Units	Assessment components
<p>Year 11</p> <ul style="list-style-type: none"> • Common Module - Reading to Write • Module A: Contemporary Possibilities • Module B: Close Study of Literature <p>Year 12 HSC</p> <ul style="list-style-type: none"> • Common Module - Texts and Human Experiences • Module A: Language, Identity and Culture • Module B: Close Study of Literature • Module C: The Craft of Writing (may be studied concurrently with the common module and/or Modules A and B) 	<p>Year 11</p> <ul style="list-style-type: none"> • Extended creative response with reflection • Multimodal presentation • Extended response <p>Year 12 HSC</p> <ul style="list-style-type: none"> • Multimodal presentation and reflection • Extended Response • Creative Writing • Exam conditions

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Year 11		Year 11	
Selected texts	\$100	To be confirmed	\$25
Year 12 HSC		Year 12 HSC	
Selected texts	\$100	To be confirmed	\$30

English Studies

Status:	NESA-developed (2 units) Category B
Relevant skills and capabilities:	<ul style="list-style-type: none"> English Studies is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. English Studies addresses the needs 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 outline:	<p>The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.</p> <p>Students strengthen their ability to access and comprehend information and to assess its reliability. They develop skills required for the world of work, as well as post-school training and education.</p>

Units	Assessment components
<p>Year 11</p> <ul style="list-style-type: none"> Mandatory module - Achieving through English: English in education, work and community Any additional two modules from the elective modules provided <p>Year 12 HSC</p> <ul style="list-style-type: none"> Mandatory common module - Texts and Human Experiences An additional 2-4 modules from the elective modules provided 	<p>Year 11</p> <ul style="list-style-type: none"> Presenting Report Writing Extended Response <p>Year 12 HSC</p> <ul style="list-style-type: none"> Film Review Presentation Portfolio <p>Students may elect to undertake a final examination.</p>

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Year 11		Year 11	
Selected texts	\$50	To be confirmed	\$25
Year 12 HSC		Year 12 HSC	
Selected texts	\$50	To be confirmed	\$25

Exploring Early Childhood

Status:	(1 unit or 2 units) NESA-endorsed and content-endorsed (non-ATAR courses)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Good written communication skills • Communicating ideas and information in a variety of appropriate forms • Planning and organisation • Critical thinking • Collaboration and teamwork
Course outline:	<p>Our society acknowledges childhood as a unique and intense period of growth, development and learning. When members of society are provided with knowledge about childhood development they will then be able to support and encourage this development when interacting with children.</p> <p>The Exploring Early Childhood course aims to achieve this by giving students an overview of development and related issues within a childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications with children, be these as a parent, friend, carer or educator.</p>

Units	Assessment components
<p>Year 11 Students study One Core module over one year which includes:</p> <ul style="list-style-type: none"> • Pregnancy and Childbirth (15 hrs) – Part A • Child growth and development (20 hrs) – Part B • Promoting positive behavior (10 hrs) – Part C <p>They also study ONE optional module which may include any of the following:</p> <ul style="list-style-type: none"> • Learning experiences for young children • Play and the developing child • Starting school • Gender and young children • Young children and the media <p>Year 12 HSC Students study One Core over two years which includes:</p> <ul style="list-style-type: none"> • Pregnancy and Childbirth (15 hrs) – Part A • Child growth and development (20 hrs) – Part B • Promoting positive behavior (10 hrs) – Part C <p>Students also study seven optional modules including:</p> <ul style="list-style-type: none"> • Learning experiences for young children • Play and the developing child • Starting school • Gender and young children • The children's service industry • Young children and the media • Children's literature 	<p>Year 11</p> <ul style="list-style-type: none"> • Knowledge and Understanding • Skills in critical thinking, research and analysis <p>Year 12 HSC</p> <ul style="list-style-type: none"> • Knowledge and Understanding • Skills in critical thinking, research and analysis

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Year 11		Year 11	
Exploring Early Childhood - Louise Weißen (Preliminary & HSC)	\$85	Nil	Nil
Year 12 HSC		Year 12 HSC	
Exploring Early Childhood - Louise Weißen (Preliminary & HSC)		Nil	Nil

Food Technology

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Elective Food Technology in Stage 5 is an advantage • Some artistic flare required • Strong graphic and communication skills • Ability to manage an independent project
Course outline:	Food Technology refers to knowledge and activities that relate to meeting food needs and wants. Food Technology Stage 6 aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

Units	Assessment components
Preliminary HSC <ul style="list-style-type: none"> • Food Availability and Selection • Food Quality • Nutrition HSC <ul style="list-style-type: none"> • The Australian Food Industry • Food Manufacture • Food product and development • Contemporary Nutrition Issues 	Preliminary HSC <ul style="list-style-type: none"> • Knowledge and understanding of food technology • Skills in researching, analysing and communicating food issues • Skills in experimenting with and preparing food by applying theoretical concepts • Skills in designing, implementing and evaluating solutions to food situations HSC <ul style="list-style-type: none"> • Knowledge and understanding of food technology • Skills in researching, analysing and communicating food issues • Skills in experimenting with and preparing food by applying theoretical concepts • Skills in designing, implementing and evaluating solutions to food situations

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>Food Technology In Action</i> 4th Edition (Dengate)	To be confirmed	To be confirmed	To be confirmed
HSC		HSC	
<i>Food Technology In Action</i> 4th Edition (Dengate)	To be confirmed	To be confirmed	To be confirmed

French Beginners

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Students achieve a cumulative mark above 70% in English in Year 10. • The course is not available to students who have studied French in Stage 5.
Course outline:	<p>In the Preliminary and HSC courses, students develop the linguistic and intercultural knowledge and understanding and the speaking, listening, reading and writing skills to communicate in French.</p> <p>Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of, French are developed through tasks associated with a range of texts and text types, which reflect topics associated with the personal world and the French-speaking communities.</p>

Units	Assessment components
<p>Preliminary HSC The Personal World</p> <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations <p>HSC The French-speaking Communities</p> <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations 	<p>Preliminary HSC</p> <ul style="list-style-type: none"> • Listening - Interacting; Understanding Texts • Reading - Interacting; Understanding Texts • Writing - Interacting; Producing Texts • Speaking - Interacting; Producing Texts <p>HSC</p> <ul style="list-style-type: none"> • Listening - Interacting; Understanding Texts • Reading - Interacting; Understanding Texts • Writing - Interacting; Producing Texts • Speaking - Interacting; Producing Texts

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
Textbook (to be determined)		Alliance française	
HSC		HSC	
Textbook (to be determined)		Alliance française French Film Festival	\$25 (approx.)

French Continuers

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> Students should achieve a cumulative mark above 70% in English in Year 10. Students must study French in Stages 4 and 5, or be from a French-speaking background, or have a teacher recommendation. Students develop their understanding of, and fluency in the French language.
Course outline:	The Preliminary and HSC courses have, as their organisational focuses, the following themes: the individual, the French-speaking communities, the changing world. Students study a range of topics associated with these themes. Students' skills in, and knowledge of, French will be developed through tasks associated with a range of texts and text types, which reflect these themes and topics. Through their study, students will gain an insight into the culture and language of French-speaking communities.

Units	Assessment components
<p>Preliminary HSC the individual</p> <ul style="list-style-type: none"> personal identity relationships personal life and aspirations leisure and interests <p>the French-speaking communities</p> <ul style="list-style-type: none"> daily life/lifestyles arts and entertainment <p>the changing world</p> <ul style="list-style-type: none"> travel and tourism the world of work current issues the young person's world <p>HSC the individual</p> <ul style="list-style-type: none"> personal identity relationships personal life and aspirations leisure and interests <p>the French-speaking communities</p> <ul style="list-style-type: none"> daily life/lifestyles arts and entertainment <p>the changing world</p> <ul style="list-style-type: none"> travel and tourism the world of work current issues the young person's world 	<p>Preliminary HSC</p> <ul style="list-style-type: none"> Listening and Responding Reading and Responding Writing in French Speaking <p>HSC Internal assessment</p> <ul style="list-style-type: none"> Listening and Responding Reading and Responding Writing in French Speaking <p>External examination</p> <ul style="list-style-type: none"> Section I Listening and Responding Section II Reading and Responding Section III Writing in French Oral examination

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
Textbook (to be determined)		Alliance française	
HSC		HSC	
Textbook (to be determined)		Alliance française French Film Festival	\$25 approx.

Geography

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Collecting, analysing and organising information • Communicating ideas and information • Planning and organising activities • Working with others and in teams • Using technology • Mathematical ideas and techniques
Course outline:	Geography helps students develop the ability to recognise and understand environmental change and the interactions which take place in our world. This course allows students to investigate biophysical and human geography and develops students knowledge and understanding about the spatial and ecological dimensions of geography.

Units	Assessment components
Preliminary HSC <ul style="list-style-type: none"> • Biophysical Interactions • Global Challenges • Project HSC <ul style="list-style-type: none"> • Ecosystems at Risk • Urban Places • People and Economic Activity 	Preliminary HSC <ul style="list-style-type: none"> • Knowledge and understanding • Geographical tools and skills • Research and Fieldwork • Communication HSC <ul style="list-style-type: none"> • Knowledge and understanding • Geographical tools and skills • Research and Fieldwork • Communication

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>Global Interactions 1</i>	\$85	To be confirmed	\$40
HSC		HSC	
<i>Global Interactions 2</i>	\$85	To be confirmed	\$40

History Extension (only Year 12)

Status:	NESA-developed (Category A) (1 additional unit)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Collecting, analysing and organising information • Communicating ideas and information • Planning and organising activities • Working with others and in teams • Using mathematical ideas and techniques • Using technology • Solving problems
Course outline:	<p>The History Extension course involves the study and evaluation of the ideas and processes used by historians to construct history. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions:</p> <ul style="list-style-type: none"> • Who are historians? • What are the purposes of history? • How has history been constructed, recorded and presented over time? • Why have approaches to history changed over time? <p>Students undertake an individual investigative project, focusing on an area of changing historical interpretation.</p>

Units	Assessment components
HSC <ul style="list-style-type: none"> • Constructing History - Key Questions • Constructing History - Case Studies • History Project 	HSC <ul style="list-style-type: none"> • Knowledge and understanding • Skills in designing, undertaking and communicating an historical inquiry

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
HSC		HSC	
<i>History and The Historians – Warren</i>	\$35	To be confirmed	\$40

VET Hospitality

Status:	Hospitality Kitchen Operations SIT20416 VET (Category B) (2 units) Sydney Catholic Schools RTO: 90478 More information can be obtained from https://scs-vet.org/	
Course outline:	This course is for students who wish to gain knowledge and skills to enable the individual to be competent in a range of activities and functions in a defined context in a hospitality setting. It is based on units of competency which have been developed by the hospitality industry to describe the skills, knowledge and attitudes required by workers in this industry. In addition to the six compulsory units of competency, students will also specialise in commercial cookery plus undertake elective units of competency to a value of between 65 and 90 HSC indicative hours, depending upon the stream studied.	
Units of Competency	<ul style="list-style-type: none"> SITXFSA001 Use Hygienic Practices for Food Safety SITXWHS001 - Participate in Safe Work Practices SITHCCC001 - Use Food Preparation Equipment SITHKOP001 - Clean Kitchen Premises and Equipment SITHCC002 - Prepare and Present Simple Dishes SITHCCC011 Use Cookery Skills Effectively 	<ul style="list-style-type: none"> BSBWOR203 - Work Effectively with Others SITHCCC003 - Prepare and Present Sandwiches SITHCCC001 - Prepare Dishes Using Basic Methods of Cookery SITXINV002 - Maintain the Quality of Perishable Items SITHIND002 Source and Use Information on the Hospitality Industry SITXFSA002 - Participate in safe food handling practices SITHCCC006 Prepare Appetisers and Salads BSBSUS201 Participate in Environmentally Sustainable work practices

Units	Assessment components
<p>Main Topics Covered</p> <ul style="list-style-type: none"> In the Core of the course students concentrate on developing the skills to work effectively in a hospitality environment including Hospitality industry awareness, communicating with customers and staff, working safely and hygienically and operating equipment. The elective strand of the course builds on these skills. Students will be able to develop further competencies in <ul style="list-style-type: none"> Cookery: Students attempt additional core units and concentrate on developing skills in dealing with the organisation and preparation of food. <p>Particular Course Requirements</p> <ul style="list-style-type: none"> Work placement. Students must complete a minimum of 70 hours work placement in a hospitality workplace. Purchase Chef's uniform Purchase Chef's Tool Kit 	<p>Competency Assessment</p> <ul style="list-style-type: none"> This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'. Students will be progressively assessed as 'competent' or 'not yet competent' in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor. Competency based assessment determines the vocational qualification that a student will receive. <p>External Assessment - HSC Examination</p> <ul style="list-style-type: none"> The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from Units of Competency and HSC Requirements and Advice shown in the syllabus. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary and HSC Course		Preliminary and HSC	
Course charge	\$290 per year	To be confirmed	
Cambridge Hospitality	To be confirmed		
Chef's Uniform and Chef's Tool Kit	\$ 170	To be confirmed	

Industrial Technology - Multimedia Technologies

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • An aptitude towards computing and specialist applications. • Planning and organisation • Problem solving skills • Interest in authoring a Major Project
Course outline:	<p>Industrial Technology at Stage 6 is designed to develop in students a knowledge and understanding of the selected industry and its related technologies with an emphasis on design, management and production through practical applications. Through the Stage 6 course, students will gain a good working knowledge of:</p> <ul style="list-style-type: none"> • The multimedia industry and the manufacturing processes and techniques used by this industry. • Safe and cooperative work practices and of the need for a safe and cooperative work environment. • Designing, managing and communicating within a relevant industry context . • Skills in producing quality products. • Communication and information processing related to multimedia industry. • Quality products and the principles of quality control. • The relationships between technology, the individual, society and the environment.

Units	Assessment components
<p>Preliminary HSC</p> <ul style="list-style-type: none"> • Industry Study • Design • Management and Communication <p>HSC</p> <ul style="list-style-type: none"> • Industry Study • Major Project • Design Management and Communication • Production 	<p>Preliminary HSC</p> <ul style="list-style-type: none"> • Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area • Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects <p>HSC</p> <ul style="list-style-type: none"> • Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area • Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>Multimedia Foundations: Core Concepts for Digital</i> (Costello)	To be confirmed	To be confirmed	
HSC		HSC	
<i>Multimedia Foundations: Core Concepts for Digital</i> (Costello)	To be confirmed	To be confirmed	

Legal Studies

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Oral, written, graphic and digital communication • Planning and organisation • Collaboration and teamwork • Critical thinking and problem solving • Resilience and understanding • Innovation and enterprise
Course outline:	Legal Studies develops students' knowledge, understanding and critical-thinking skills with regard to the effectiveness of the legal system in the promotion of a just society. Also, it fosters students' capacity to participate responsibly at the local, national and international levels.

Units	Assessment components
Preliminary HSC <ul style="list-style-type: none"> • The Legal System • The Individual and the Law • Law in Practice HSC <ul style="list-style-type: none"> • Core 1: Crime • Core 2: Human rights • Options 	Preliminary HSC <ul style="list-style-type: none"> • Knowledge and understanding • Research • Communication HSC <ul style="list-style-type: none"> • Knowledge and understanding • Research • Communication

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
Nil	Nil	To be confirmed	\$60
HSC		HSC	
Nil	Nil	To be confirmed	\$60

Mathematics Advanced

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> The course is constructed on the assumption that students have achieved the outcomes in the core of the 5.3 Stage course in years 9 and 10. It is expected that students considering this subject have achieved a Course Grade of A or B in Year 10 Mathematics.
Course outline:	The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of Mathematics which are applicable to the real world. The course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial Mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension I course.

Units	Assessment components
Preliminary HSC <ul style="list-style-type: none"> Working with Functions Trigonometry and Measure of Angles Trigonometric Functions and Identities Introduction to Differentiation Logarithms and Exponentials Descriptive Statistics Probability Discrete Probability Distributions HSC <ul style="list-style-type: none"> Graphing Techniques Trigonometric Functions and Graphs Differential Calculus The Second Derivative Integral Calculus Modelling Financial Situations Bivariate Data Analysis Random Variables 	Preliminary HSC <ul style="list-style-type: none"> Understanding, fluency and communication. Problem solving, reasoning and justification. A variety of assessment tasks across all of the content of the course. HSC <ul style="list-style-type: none"> A variety of assessment tasks across all of the content of the course. The Mathematics Advanced examination paper will be based mainly on the Mathematics Advanced HSC course and will focus on the course objectives and HSC course outcomes. The Mathematics Advanced Preliminary course will be assumed knowledge for this examination. Questions focusing on Mathematics Advanced HSC course outcomes may also relate to knowledge, skills and understanding from the Mathematics Advanced Preliminary course. Preliminary course work can be included in all assessment tasks for HSC Mathematics Advanced.

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>CambridgeMATHS Stage 6 Mathematics Advanced Year 11</i>	\$74.95	Nil	Nil
HSC		HSC	
<i>CambridgeMATHS Stage 6 Mathematics Advanced Year 12</i>	\$74.95	Nil	Nil

Mathematics Extension 1

Status:	NESA-developed (Category A) (1 additional unit)
Relevant skills and capabilities:	<ul style="list-style-type: none"> The course is constructed on the assumption that students have mastered the outcomes in the core of the 5.3 Stage course in years 9 and 10. It would be expected that students considering this subject would have achieved a Course Grade of A in Year 10 Mathematics. This course is by invitation only.
Course outline:	The content of this course indicates that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics, including many which are applicable to the real world. The course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level and for the study of Mathematics in support of the physical and computing sciences, engineering and commerce. The Mathematics Advanced course is a co-requisite of Mathematics Extension 1.

Units	Assessment components
Preliminary HSC <ul style="list-style-type: none"> Further Work with Functions Polynomials Inverse Trigonometric Functions Further Trigonometric Identities Rates of Change Working with Combinatorics HSC <ul style="list-style-type: none"> Introduction to Proof by Mathematical Induction Introduction to Vectors Trigonometric Equations Further Calculus Skills Applications of Calculus The Binomial Distribution 	Preliminary HSC <ul style="list-style-type: none"> Understanding, fluency and communication. Problem solving, reasoning and justification. A variety of assessment tasks across all of the content of the course. HSC <ul style="list-style-type: none"> A variety of assessment tasks across all of the content of the course. The Mathematics Extension 1 examination paper will be based mainly on the Mathematics Extension 1 HSC course and will focus on the course objectives and HSC course outcomes. The Mathematics Extension 1 Preliminary course will be assumed knowledge for this examination. Questions focusing on Mathematics Extension 1 HSC course outcomes may also relate to knowledge, skills and understanding from the Mathematics Extension 1 Preliminary course. Preliminary course work can be included in all assessment tasks for HSC Mathematics Extension 1.

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>CambridgeMATHS Stage 6 Mathematics Extension 1 Year 11</i>	\$74.95	Nil	Nil
HSC		HSC	
<i>CambridgeMATHS Stage 6 Mathematics Extension 1 Year 12</i>	\$74.95	Nil	Nil

Mathematics Standard 2

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> The preliminary course is constructed on the assumption that students have achieved a course grade of A,B, or C in the Stage 5 course. The HSC Mathematics Standard 2 course has been written on the assumption that students have demonstrated a high level of competence in the Preliminary Mathematics Standard 2 course.
Course outline:	Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Units	Assessment components
Preliminary HSC <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 HSC <ul style="list-style-type: none"> Types of Relationships Non-right-angled Trigonometry Rates and Ratios Investments and Loans Annuities Bivariate Data Analysis The Normal Distribution Network Concepts Critical Path Analysis 	Preliminary HSC <ul style="list-style-type: none"> Understanding, fluency and communication. Problem solving, reasoning and justification. A variety of assessment tasks across all of the content of the course including one assignment or investigation style project. HSC <ul style="list-style-type: none"> A variety of assessment tasks across all of the content of the course including one assignment or investigation style project.

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>CambridgeMATHS Stage 6 Mathematics Standard Year 11</i>	\$74.95	Nil	Nil
HSC		HSC	
<i>CambridgeMATHS Stage 6 Mathematics Standard 2 Year 12</i>	\$74.95	Nil	Nil

Mathematics Standard 1

Status:	NESA-developed (Category B) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> The preliminary course is constructed on the assumption that students have achieved a course grade of A,B,C or D in the Stage 5 course.
Course outline:	<p>Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.</p>

Units	Assessment components
<p>Preliminary HSC</p> <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 <p>HSC</p> <ul style="list-style-type: none"> Types of Relationships Right-angled Triangles Rates Scale Drawings Investment Depreciation and Loans Further Statistical Analysis Networks and Paths 	<p>Preliminary HSC</p> <ul style="list-style-type: none"> Understanding, fluency and communication. Problem solving, reasoning and justification. A variety of assessment tasks across all of the content of the course including one assignment or investigation style project. <p>HSC</p> <ul style="list-style-type: none"> A variety of assessment tasks across all of the content of the course including one assignment or investigation style project. The HSC Examination specifications for Mathematics Standard 1 will be available in term 4 2017.

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>CambridgeMATHS Stage 6 Mathematics Standard Year 11</i>	\$74.95	Nil	Nil
HSC		HSC	
<i>CambridgeMATHS Stage 6 Mathematics Standard 1 Year 12</i>	\$74.95	Nil	Nil

Modern History

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Collecting, analysing and organising information • Communicating ideas and information • Planning and organising activities • Working with others and in teams • Using mathematical ideas and techniques • Using technology • Solving problems
Course outline:	The Modern History course provides students with opportunities to investigate various aspects of the modern world, including people, ideas, movements, events and developments. Through the use of case studies, students are able to look closely into historical features, individuals, groups, events or concepts in modern history, and the problems and issues of investigating the past.

Units	Assessment components
Preliminary HSC <ul style="list-style-type: none"> • Part I: Investigating Modern History • Part II: Historical Investigation • Part III: The Shaping of the Modern World HSC <ul style="list-style-type: none"> • Core: Power and Authority in the Modern World 1919-1946 • National Studies • Peace and Conflict • Change in the Modern World 	Preliminary HSC <ul style="list-style-type: none"> • Knowledge and understanding • Source-based skills • Research • Communication HSC <ul style="list-style-type: none"> • Knowledge and understanding • Source-based skills • Research • Communication

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>Key Features of Modern History 1</i>	\$70	TBC	\$40
HSC		HSC	
<i>Key Features of Modern History 2</i>	\$72	TBC	\$40

Music 1

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Competent or higher musical ability on a musical instrument or voice, and has an instrumental teacher • Elective Music in Stage 5 is an advantage • Analysing music aurally • Competent compositional skills • Researching, discussing and the study of Musicology
Course outline:	In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Units	Assessment components
<p>Preliminary Course: Students will study at least THREE topics from twenty-one topics from the syllabus.</p> <p>HSC Course: Students will study at least THREE topics from twenty-one topics from the syllabus.</p> <ul style="list-style-type: none"> • Twenty-one Topics available for study, of various styles. <i>In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.</i> 	<p>Preliminary HSC</p> <ul style="list-style-type: none"> • Musicology (25%) • Composition (25%) • Performance (25%) • Aural (25%) <p>HSC</p> <p>Internal Assessment:</p> <ul style="list-style-type: none"> • Performance Core (10%) • Composition Core (10%) • Musicology Core (10%) • Aural Core (25%) • Elective 1 (Musicology/ Performance/ Composition) (15%) • Elective 2 (Musicology/ Performance/ Composition) (15%) • Elective 3 (Musicology/ Performance/ Composition) (15%) <p>External Assessment:</p> <ul style="list-style-type: none"> • Written examination – Aural Skills - Four short-answer questions (30%) • Practical examination – Core Performance (20%) • Electives 1; 2 & 3 (60%) <p><i>The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.</i></p>

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>Musical Concepts</i> textbook and eBook (Helene Galettis)	To be confirmed	ENCORE - Sydney Opera House	To be confirmed
Course Cost	\$90		
HSC		HSC	
Textbook from Preliminary Course	N/A	ENCORE - Sydney Opera House	To be confirmed
Course Cost	\$90		

Music 2

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> Requires each student to have a formal background in Music Elective Music in Stage 5 is compulsory At least Grade 3 musicianship level Highly developed music literacy skills and some knowledge and understanding of musical styles. Highly developed performance skills. Must have Creative Head of Arts approval, following a pre-test.
Course outline:	In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Extension study is available if appropriate.

Units	Assessment components
<p>Preliminary HSC Students will study one Mandatory Topic covering a range of content and one Additional Topic.</p> <ul style="list-style-type: none"> Mandatory Topic: Music 1600-1900 Additional Topics: Students will study one additional topic from : Australian music; music of a culture; medieval music; renaissance music; music 1900–1945; music 1945 – music 25 years ago. <p>HSC Students will study the Mandatory Topic and one Additional Topic.</p> <ul style="list-style-type: none"> Mandatory Topic: Music of the last 25 years (Australian focus) Additional Topics: Students will study one additional topic from different from the topic studied in the Preliminary course: music of a culture; medieval music; renaissance music; baroque music; classical music; music in the nineteenth century; music 1900–1945; music 1945 to music 25 years ago. <p><i>In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.</i></p>	<p>Preliminary HSC</p> <ul style="list-style-type: none"> Musicology (25%) Composition (25%) Performance (25%) Aural (25%) <p>HSC</p> <p>Internal Assessment</p> <ul style="list-style-type: none"> Core Performance (20%) Core Composition (20%) Core Musicology (20%) Core Aural (20%) Elective: Performance, Composition or Musicology (20%) <p>External Assessment</p> <ul style="list-style-type: none"> Written examination – <i>Musicology and Aural Skills</i>- Four questions (35%) Practical examination- Performance (15%) Sight-singing (5%) Core Composition (15%) Elective: Performance, Composition or Musicology 30%)

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>Musical Concepts</i> textbook and eBook (Helene Galettis) <i>Music: An Appreciation</i> (Roger Kamien) Course Cost	To be confirmed \$90	ENCORE - Sydney Opera House	To be confirmed
HSC		HSC	
Textbook from Preliminary Course Course Cost	N/A \$90	ENCORE - Sydney Opera House	To be confirmed

Personal Development, Health and Physical Education

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Good written communication skills • Communicating ideas and information in a variety of appropriate forms • Planning and organisation • Critical thinking and problem solving • Collaboration and teamwork
Course outline:	<p>The Preliminary course examines a range of areas that underpin health in the current climate. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students undertake optional study in first aid and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance from a variety of perspectives. The optional study units students will focus on are Improved Performance and Sports Medicine.</p>

Units	Assessment components
Preliminary HSC <ul style="list-style-type: none"> • Better Health For Individual • The Body in Motion • First Aid • Fitness Choices HSC <ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance • Improving Performance • Sports Medicine 	Preliminary HSC <ul style="list-style-type: none"> • Knowledge and understanding • Skills in; exercising good health choices • Skills in critical thinking, research and analysis HSC <ul style="list-style-type: none"> • Knowledge & understanding • Skills in; exercising good health choices • Skills in critical thinking, research and analysis

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>PDHPE Jacaranda Outcomes 1</i>	\$80.95	Nil	Nil
HSC		HSC	
<i>PDHPE Jacaranda Outcomes 2</i>	\$80.95	Nil	Nil

Photography, Video and Digital Imaging

Status:	NESA-endorsed (1 unit)
Relevant skills and capabilities:	<ul style="list-style-type: none"> Recommended for students undertaking their Visual Arts Body of Work in Photomedia An interest in Photomedia
Course outline:	<p>The Preliminary HSC Photography, Video and Digital Imaging course offers students the opportunity to explore contemporary use of photography, video and digital imaging. These three different fields – Photography, Video and Digital Imaging – connect with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for the student to investigate one or more of these three fields and to develop understanding and skills that contribute to the students making informed decisions about the decisions involved in their practice. Central to the course is the development of the students' creative action, their reflection on their work and the exercise of their judgement about decisions they make to construct images. Photography, Video and Digital Imaging also offers opportunities for students to investigate the how widespread these fields are in the contemporary world in the visual arts and design, television, film, video, mass media and multimedia. They also investigate the ways in which these three fields of artistic practice have adapted, evolved and changed over the twenty first century.</p>

Units	Assessment components
<p>Preliminary & HSC</p> <p>1. Mandatory Module: Work Health and Safety</p> <ul style="list-style-type: none"> The Occupational, Health and Safety Module is mandatory in any course offered and should be delivered as an integrated module. <p>2. Field 1 - Wet Photography, Field 2 - Video, Field 3 Digital Photography</p> <ul style="list-style-type: none"> Introduction to Practice in Wet Photography, Video or Digital Imaging Developing a Point of View Traditions, Conventions, Styles and Genres Manipulated Forms The Arranged Image Temporal Account <p>3. General G1: Individual/collaborative project</p>	<p>Preliminary & HSC</p> <ul style="list-style-type: none"> Making (70%) Critical and Historical Studies (30%)

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>Photography: Production and Appreciation</i> 2nd Ed Camera (optional) Course Cost	To be confirmed \$60	Site Excursion Photographic exhibition	To be confirmed
HSC		HSC	
Course Cost	\$60	To be confirmed	To be confirmed

Physics

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Written, graphic and digital communication • Participation in first-hand science investigation • Planning and organisation • Critical thinking and problem solving • Collaboration and teamwork
Course outline:	<p>The <i>Physics Stage 6 Syllabus</i> involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.</p> <p>The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.</p>

Units	Assessment components
<p>Year 11</p> <ul style="list-style-type: none"> • Kinematics • Dynamics • Waves and Thermodynamics • Electricity and Magnetism <p>HSC</p> <ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • The Nature of Light • From the Universe to the Atom 	<p>Year 11</p> <ul style="list-style-type: none"> • Knowledge and understanding: • Skills in planning and conducting first-hand investigations, and in communicating information and understanding based on these investigations. • Skills in scientific thinking, problem solving and communicating understanding and conclusions <p>HSC</p> <ul style="list-style-type: none"> • Knowledge and understanding: • Skills in planning and conducting first-hand investigations, and in communicating information and understanding based on these investigations. • Skills in scientific thinking, problem solving and communicating understanding and conclusions.

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Year 11		Year 11	
Textbook	\$82	To be confirmed	To be confirmed
HSC		HSC	
Textbook	\$82	To be confirmed	To be confirmed

Society and Culture

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Knowledge and understanding about societies and cultures • Collecting, analysing and organising information • Research skills • Communication ideas and information • ICT skills
Course outline:	Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Units	Assessment components
Preliminary HSC <ul style="list-style-type: none"> • The Social and Cultural World • Personal and Social Identity • Intercultural Communication HSC <ul style="list-style-type: none"> • Core: Personal Interest Project • Core: Social and Cultural Continuity and Change • Two Depth Studies 	Preliminary HSC <ul style="list-style-type: none"> • Knowledge and understanding of course content • Develop skills to apply ethical social and cultural research • Analyse information from a variety of sources • Communication of information, ideas and issues in appropriate forms to different audiences HSC <ul style="list-style-type: none"> • Knowledge and understanding of course content • Develop skills to apply ethical social and cultural research • Analyse information from a variety of sources • Communication of information, ideas and issues in appropriate forms to different audiences

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>Society and Culture: Preliminary & HSC</i>	\$80	To be confirmed	\$60
HSC		HSC	
<i>Society and Culture: Preliminary & HSC</i>	\$80	To be confirmed	\$60

Sport, Lifestyle and Recreation Studies

Status:	NESA-endorsed (1 unit) (only Year 11)
Relevant skills and capabilities:	<ul style="list-style-type: none"> Analyse and implement strategies Planning and organisation Collaboration and teamwork Investigation techniques Skills in physical activity
Course outline:	The study of Sport, Lifestyle and Recreation will support students in developing a commitment to, and capacity for, lifelong learning. The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.

Units	Assessment components
<p>Preliminary HSC</p> <p>The modules in Sport, Lifestyle and Recreation are: choice of three.</p> <ul style="list-style-type: none"> Aquatics Games and Sports Applications I Healthy Lifestyle 	<p>Preliminary HSC</p> <ul style="list-style-type: none"> Knowledge and understanding of the factors that influence health and participation in physical activity Knowledge and understanding of the principles and processes impacting on the realisation of movement potential The ability to analyse and implement strategies that promote health, physical activity and enhanced performance

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
Nil	Nil	Nil	Nil

Studies in Catholic Thought

Status:	NESA-endorsed (1 unit)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Undertake the process of inquiry to examine the core teachings of the Catholic Church • Communicate an understanding of Catholic theology, philosophy, ethics and practice
Course outline:	<p>Studies in Catholic Thought seeks to develop students knowledge and understanding of the Catholic Faith and of Christianity. It will explore teachings that underpin the understanding of the human person within the Catholic tradition and the Christian life of virtues that follows. The course seeks to develop a deeper understanding of the social teachings of the Catholic Church and the Catholic tradition with a view to enabling students to be immersed in the wider Catholic tradition. At the same time, the course will develop students' ability to use inquiry skills and reason through engagement with Catholic teachings and literature.</p>

Units	Assessment components
<p>Preliminary HSC</p> <ul style="list-style-type: none"> • Who is a Human Person? • The Trinitarian God and Humanity • The Re-Imagining of Creation <p>HSC</p> <ul style="list-style-type: none"> • Virtue, Vice, Salvation • The Good Works • The Common Good 	<p>Preliminary and HSC Courses</p> <ul style="list-style-type: none"> • Knowledge and understanding of course content • Using Scripture and Catholic Church documents • Analysis, synthesis and evaluation based on evidence from Scripture, theology, philosophy and other relevant sources • Inquiry and research skills • Communication of religious ideas and understanding in appropriate forms <p>(No External HSC Assessment - all assessment is school-based)</p>

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
Nil	Nil	3-day Retreat	To be confirmed
HSC		HSC	
Nil	Nil	Nil	Nil

Studies of Religion 1

Status:	NESA-developed (Category A) (1 unit)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Higher-order thinking, reading and writing skills • Gather, analyse and synthesise information about religion • Evaluate and apply findings from research about religion • Communicate complex information, ideas and issues particularly in a variety of writing styles • Most suited to students who study Advanced English or those who can read and write very well in Standard English
Course outline:	To promote an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society

Units	Assessment components
Preliminary HSC <ul style="list-style-type: none"> • Nature of religion and beliefs, including Australian Aboriginal beliefs • Islam as a living religious system • Christianity as a living religious system HSC <ul style="list-style-type: none"> • Religion and Belief Systems in Australia post-1945 • Significant person, practices and ethical teachings of Islam • Significant person, practices and ethical teachings of Christianity 	Preliminary HSC <ul style="list-style-type: none"> • Knowledge and understanding • Source-based skills • Investigation and research • Communication in appropriate forms HSC <ul style="list-style-type: none"> • Knowledge and understanding • Source-based skills • Investigation and research • Communication in appropriate forms

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
Cambridge Studies of Religion Stage 6	To be confirmed	3-day Retreat	To be confirmed
HSC		HSC	
Cambridge Studies of Religion Stage 6	To be confirmed	ACU HSC SOR Seminar Day	To be confirmed

Studies of Religion 2

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> Higher-order thinking, reading and writing skills Gather, analyse and synthesise information about religion Evaluate and apply findings from research about religion Communicate complex information, ideas and issues particularly in a variety of writing styles. Due to the significant amount of essay writing associated with the 2U course, it is advised that a student wishing to select SOR2U has chosen Advanced English as part of her pattern of study
Course outline:	To promote an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society

Units	Assessment components
Preliminary HSC <ul style="list-style-type: none"> Nature of religion and beliefs, including Australian Aboriginal beliefs Religions of Ancient Origins Islam as a living religious system Judaism as a living religious system Christianity as a living religious system Religion in Australia pre-1945 HSC <ul style="list-style-type: none"> Religion and Belief Systems in Australia post-1945 Religion and Non-Religion Significant person, practices and ethics of Islam Significant person, practices and ethics of Judaism Significant person, practices and ethics of Christianity Religion and Peace 	Preliminary HSC <ul style="list-style-type: none"> Knowledge and understanding Source-based skills Investigation and research Communication in appropriate forms HSC <ul style="list-style-type: none"> Knowledge and understanding Source-based skills Investigation and research Communication in appropriate forms

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
Cambridge Studies of Religion Stage 6	To be confirmed	3-day Retreat	To be confirmed
HSC		HSC	
Cambridge Studies of Religion Stage 6	To be confirmed	ACU HSC SOR seminar day	To be confirmed

Textiles and Design

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Completion of the Stage 5 Textiles Technology and/or Design and Technology Course • Creative Flair and an interest in Design • Strong graphic and communication skills • Demonstrate the ability to manage a major project independently
Course outline:	Textiles and Design Stage 6 is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items. This stage 6 course investigates the science and technology of textiles through a study of properties and performance, allowing students to make informed consumer choices in the textiles area. Technological and practical skills are developed and enhanced through the use of textile-related technologies, including those that are computer-based. The concept of design elements and principles, as being both functional and aesthetic and as part of the creative design process, are examined within the specialised field of textiles.

Units	Assessment components
Preliminary HSC <ul style="list-style-type: none"> • Design • Properties and Performance of Textiles • Australian Textile, Clothing, Footwear and Allied Industries HSC <ul style="list-style-type: none"> • Design • Properties and Performance of Textiles • Australian Textile, Clothing, Footwear and Allied Industries • Major Textiles Project 	Preliminary HSC <ul style="list-style-type: none"> • Knowledge and understanding of textiles and the textile industry • Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies Note: Student will complete two design projects HSC <ul style="list-style-type: none"> • Knowledge and understanding of textiles and the textile industry • Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies Note: Students will complete a Major Design Project

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>Nelson Textiles and Design Preliminary and HSC</i> (Lynda Peters and Christine Castle)	Specialist Textiles resources and materials not covered in subject levy	Textstyle HSC Showcase	To be confirmed
HSC		HSC	
<i>Nelson Textiles and Design Preliminary and HSC</i> (Lynda Peters and Christine Castle)	Specialist Textiles resources and materials not covered in subject levy	Textstyle HSC Showcase	To be confirmed

Visual Arts

Status:	NESA-developed (Category A) (2 units)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Elective Visual Art in Stage 5 is an advantage. • Ability to critically analyse artworks through written tasks
Course outline:	<p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>

Units	Assessment components
<p>Preliminary HSC</p> <ul style="list-style-type: none"> • artworks in at least two expressive forms and use of a process diary • a broad investigation of ideas in art making, art criticism and art history. <p>HSC Course:</p> <ul style="list-style-type: none"> • development of a body of work and use of a process diary • a minimum of five Case Studies (4–10 hours each) • deeper and more complex investigations in art making, art criticism and art history. 	<p>Preliminary HSC</p> <ul style="list-style-type: none"> • Artmaking (50%) • Art criticism and art history (50%) <p>HSC</p> <p>Internal Assessment</p> <ul style="list-style-type: none"> • Artmaking (50%) • Art criticism and art history (50%) <p>External Assessment</p> <ul style="list-style-type: none"> • Written examination: <ul style="list-style-type: none"> - Section I - short-answer questions (25%) - Section II - candidates answer one extended response question (25%) • Body of Work (50%)

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<i>Senior Artwise</i> (Glenis Israel)	Specialist art resources and materials not covered by subject levy	<ul style="list-style-type: none"> • Site Excursion • Excursion to the Biennale of Sydney 	<ul style="list-style-type: none"> • To be confirmed
Course Cost	\$210		
HSC		HSC	
<i>Senior Artwise</i> (Glenis Israel)	Specialist art resources and materials not covered subject levy	<ul style="list-style-type: none"> • Gallery and exhibition visits 	<ul style="list-style-type: none"> • To be confirmed
Course Cost	\$210		

Visual Design

Status:	Content-endorsed (1 unit)
Relevant skills and capabilities:	<ul style="list-style-type: none"> • Elective Visual Art in Stage 5 is an advantage. • An interest in Visual Design
Course outline:	<p>This course provides students with opportunities to exploit the links between art and design and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.</p> <p>Through the critical and historical study of designed images and objects students are able to analyse and make informed judgments about the designed works that surround them - works which reflect and construct the image they have of themselves, others and their world.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.</p>

Units	Assessment components
Modules may be selected in any of the four broad fields of: <ul style="list-style-type: none"> • graphic design • wearable design • product design • interior/exterior design <p><i>The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Work Health and Safety Module is mandatory in any course.</i></p>	Preliminary & HSC <ul style="list-style-type: none"> • Designing and Making (70%) • Critical and Historical Studies (30%)

Additional requirements			
Resources	Projected costs	Excursions	Projected costs
Preliminary HSC		Preliminary HSC	
<ul style="list-style-type: none"> • Course Cost 	<ul style="list-style-type: none"> • \$110 	To be confirmed	To be confirmed
HSC		HSC	
<ul style="list-style-type: none"> • Course Cost 	<ul style="list-style-type: none"> • \$110 	To be confirmed	To be confirmed