

SUBJECT INFORMATION
HANDBOOK

Year 11 & HSC
2022-2023



St Leo's CATHOLIC COLLEGE

**The Principal
St Leo's Catholic College**

May 2021

Dear Students,

Choosing your course of study for next year or even planning for the next couple of years is both exciting and challenging. In the early stages of secondary school there was a broad curriculum where every student was encouraged to learn as many subject areas as possible. Now at the senior end of the school you are invited to specialise and to pursue the subjects that interest you most.

You will also need to be committed to your studies whilst maintaining a healthy balance of other activities and positive relationships with your family and friends. Your commitment to study will make it a priority. These two years will allow you to travel a number of pathways to reach (a maybe yet to be determined) goal.

As a senior student you will also be required to continue to strive to live out our Gospel values of Scripture, Prayer, Service and Community, to be the best that you can be so you can make your world a better place.

To gain full advantage from the College, it is expected that as a senior student you will become fully involved in the life of the school. Involvement is an important factor in your growth as a person. The College will make demands on you as a young adult. You will be responsible for driving your own studies - the controlled pressure coming from yourself; not your teachers, so that you will be a critical and reflective learner. At St Leo's there is no such thing as a part time student. You must be able to make the commitment of being a full-time student.

I encourage you to explore your talents and map out for yourself your own educational pathway. These days, you are provided with many options. You can choose a purely academic program leading to university, or you can choose to develop life skills by completing a more vocational pathway, or you can develop a program that has a mixture of both.

Wise choices are made when you take a number of proactive steps:

Look and reflect upon your

- interests,
- abilities,
- future plans,
- types of assessments and
- the Morrisby Testing information that you undertook a couple of weeks ago.

Avoid choosing subjects based on which subject is supposed to score well for university; what your friends are choosing or because a particular teacher teaches that subject currently.

You also need to take time to:

- reflect on your own strengths and the work you like to do. At the senior level of study it is important that you spend time enjoying your study because you perform best when you gain personal satisfaction from your study program.
- talk with your parents because they know you best. Involve them in your planning and ask them for their advice. They might suggest something to you that you hadn't thought of before.
- talk with your teachers as they have expertise in their field and know you as a student. They might provide you with some of their perceptions about yourself and make suggestions about what subjects might best suit your personality and your abilities.
- talk with others in the field that you are interested in pursuing. Ask them how they came to have an interest in that line of work? How did they get to where they are? Who motivated them and who mentored them? You might find that many different pathways have been taken to get them where they are now.

Above all, Take time to do the research and to reflect on your own strengths.

This Information Booklet is one of the starting points for your decision-making. We hope that this helps you to make realistic and positive choices about the next stage in your learning.

Legislative changes now require students to remain at school until they turn 17. Staying at school beyond Year 10 into Years 11 and 12 is now expected of the great majority of students in Australia unless they are either in full time work or are employed in an Apprenticeship or Traineeship.

The development of the Record of School Achievement (RoSA) has helped to shape how we now see Year 10 as the beginning of a new phase of senior schooling. What happens in Years 10, 11 and 12 all contribute to a much fuller recognition of students' achievement.

As you enter Year 11, remember that you are making a commitment to your studies as a senior student and you are also making a commitment to the expectations of the College. These commitments include; participating in all College activities, especially the liturgies, the community days and the retreats, and following the College's guidelines regarding attendance and uniform.

You will find as you become more mature, bonds of mutual respect grow between you and your teachers and that you will have greater participation in school affairs and more opportunity to develop individual talents. You are role models for junior students and as such, we have high expectations of you. The rewards are there if you make your contribution.

We look forward to working with you as you embark on this next stage of your life and your learning.



Mr A F Gleeson
Principal
May 2021 for 2022



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INTRODUCTION

The aim of this booklet is to provide you with information that will inform your decisions about the subjects you will study for your Higher School Certificate (HSC). You will have many opportunities in school to hear about, and discuss, the subjects that we offer in Years 11 and 12.

In addition to this, there are many people at school from whom you can seek advice: your teachers, the relevant KLA Leader, your Year Coordinator and the Dean of Curriculum. We are all here to help you make the right decisions, and you should not hesitate to speak to one of us if you would like our help.

What does the HSC offer?

The number of students staying at school to go to Year 11 and 12 has increased dramatically, more than doubling since the 1980's.

Secondary school students are seeking a HSC for a number of reasons:

- There are few full-time jobs available for early school leavers.
- Changes in the workplace and advancing technology require better-educated workers.
- Many employers see the HSC as an essential entry-level qualification.
- Competition for jobs has increased basic qualification levels.
- More school leavers expect interesting, well-paid careers.
- A wide range of subject choices (including VET).

In the past the HSC was seen as essential preparation for a University Course. Today, the HSC has many purposes. Students may decide to stay on to prepare for university, TAFE, a private college or the workplace.

Schools are changing to meet these new demands and the different expectations of the wide range of students completing the HSC.

The senior school study in NSW is divided into two courses of study, the Year 11 Course and the HSC Course. A student must study the Year 11 Course in a subject before being eligible to study the HSC Course in that subject.

At St Leo's Catholic College, students study Year 11 Courses in the first three terms of Year 11. If they satisfactorily complete a Year 11 Course, they are then able to study the corresponding HSC Course. The HSC examination and assessment in most subjects is based predominantly on work studied in the HSC Course.

The NSW Education Standards Authority (NESA) allows students to study for the HSC over a period of five years. Senior students wishing to explore this option further should consult the Director of Teaching and Learning.

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.

What types of courses can I select?

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

Board Developed Courses

The NESA develops these courses. There is a syllabus for each course, which contains:

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

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

Board Endorsed Courses

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

Content Endorsed Courses (CEC's) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.

The following are the only CEC courses on offer at St Leo's Catholic College in 2022 – 2023:

- Studies in Catholic Thought 1 Unit
- English Studies
- Mathematics Standard 1
- Sport Lifestyle & Recreation 1 unit (Year 11 Only)
- Photography 1 Unit (Year 11 only)

Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.

Some Board Endorsed Courses are one-year courses.

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

Languages at St Leo's Catholic College

Students wishing to include the study of languages other than those offered by the School in their Year 11 and HSC pattern of study can do so through the Saturday School of Languages or Open High School. The Saturday School of Community Languages teaches a variety of languages to students who wish to study their background community language and are unable to do so at St Leo's Catholic College. Provision can be made for students to include 2 units of Languages Other Than English into their units of study.

Please see the Dean of Curriculum & Professional Development for further details regarding any of these languages and enrolment details for Saturday School of Community Languages or the Open High School.

Vocational Education and Training courses - VET

Vocational Education and Training (VET) courses are nationally accredited courses that have been developed by NESA and offered as part of the HSC. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both HSC qualifications, which can contribute to their Australian Tertiary Admission Rank (ATAR) and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. On completion of their studies students receive special documentation showing the competencies gained. Students can include one VET course in their ATAR.

These courses are designed for all students and are taught by teachers at school or at TAFE. VET courses allow students to achieve work-related skills in a variety of industry areas. These include Business Services, Construction, Entertainment, Hospitality, Information Technology, Metal and Engineering, Primary Industry, Retail and Tourism. Note: Not all courses will be offered at school. If not, they can be accessed through TAFE. Details about specific Industry Framework and Non-Framework Courses are included in this booklet.

School-based part-time traineeships may also be available to students in Years 11 and 12. A traineeship is a work-based training program that combines work with structured training. Students are paid a training wage for both the work and training undertaken with a school, college or training provider. A part-time traineeship can be completed while doing the HSC. See the Assistant Principal for details.

(Source: <http://www.schools.nsw.edu.au/learning/yrk12focusareas/voced/>.)

More information about state training services is available at <http://www.training.nsw.gov.au>

Life Skills courses

A Special Program of Study may be applicable to a small percentage of students in Stage 6. There are currently nine life skills courses developed by NESA, these include; English Life Skills, Mathematics Life Skills, Personal Development, Health and Physical Education Life Skills, Citizenship and Society Life Skills, Science Life Skills, Creative Arts Life Skills, Technological and Applied Studies Life Skills, Work and Community Life Skills and HSIE Life Skills. Special Programs of Study are targeted at students with special needs and designed to meet their individual learning needs. There is no external examination for Life Skills courses and it is expected the majority of students undertaking these courses will have an intellectual disability. For these student's life skills courses can provide part of or all of a meaningful and relevant program preparing them for the range of environments that they may access upon leaving school.

To be eligible (except in special circumstances) students entering a Stage 6 Special Program of Study will have completed at least four generic life skills courses in Stage 5. Students wishing to enrol in a Special Program of Study in Stage 6 must go through an Individual Transition Process.

What are units?

A unit is the basic structure of all courses and is a measure of the time expected for a typical student to achieve the objectives and outcomes of a course. A 2-Unit subject will take approximately twice as long to complete as a 1-Unit subject. In the HSC examinations, each unit has a value of 50 marks. In a 2-Unit course, therefore, a student can gain a maximum of 100 marks; in a 1-Unit course they can gain a maximum of 50 marks

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

2 UNIT COURSE - This is the basic structure for all courses. It has a value of 100 marks.

EXTENSION COURSE - Extension study is available at St Leo's in English, Mathematics, History, Music, Science and Languages.

Extension courses build on the content of the 2-unit course and carry an additional value of 1 unit, requiring students to work beyond the standard of the 2-unit course.

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

1 UNIT COURSE - equals approximately 2 hours of class time each week or 60 hours per year.

Studies of Religion can be undertaken as either a 1 unit or a 2 unit course.

There are a number of 1-unit Board Endorsed Courses. These courses **do not** count in the ATAR.

SCIENCE

Year 11: Students can select up to three 2-unit courses from Biology, Chemistry, Physics, Earth & Environmental Science and Investigating Science.

Year 12: Students can elect to study up to seven units of Science courses. They maintain up to six units from Year 11 and may choose to add Extension Science (1 unit) to their subjects.

NOTE: Students must have completed a Year 11 Course in Science and be continuing at least one 2 unit course through the HSC Year to be able to add the Extension Science to their subjects for the HSC. Extension Science cannot be the only science course a student sits for the HSC.

REQUIREMENTS FOR THE AWARD OF THE HSC

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

- satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- sat for and made a serious attempt at the Higher School Certificate examinations.

Pattern of Study

You must study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the HSC course. Both the Year 11 course and the HSC course must include the following:

- at least six units of Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of 2-unit value or greater
- at least four subjects

Currently seven units of courses in Science can contribute to Higher School Certificate eligibility.

The NESA publication, *Studying for the New South Wales Higher School Certificate*, contains all the HSC rules and requirements you will need to know. If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. If you **do not** wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

Satisfactory completion of courses

Satisfactory completion of courses involves participation in experiences that are integral requirements of the syllabus, for example, assignments, practical work, and participation in class. This includes the minimum requirement that a student must complete assessment tasks that contribute in excess of 50% of the available marks from that course.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that they have:

- followed the course issued by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

If the Principal determines that the above course completion criteria have not been met, a student will be given written warning in sufficient time to correct any problems regarding application or completion of courses. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then deem the student to be unsatisfactory in that course.

ASSESSMENT AND REPORTING

The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

Teachers are provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

The Moderated School-based assessment tasks will contribute to 50% of your HSC mark. St Leo's assessment marks will be based on your performance in assessment tasks you have undertaken during the course with the other 50% will come from the HSC examination.

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

The HSC Testamur: The official certificate confirming your achievement of all requirements for the award.

The Record of Achievement: This document lists the courses you have studied and reports the marks and bands you have achieved

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

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Eligibility for ATAR

HSC students must satisfactorily complete at least ten units of ATAR courses.

These ATAR courses must include:

- eight units from Category A courses (which includes English)
- four subjects

Calculation of the ATAR

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed courses comprising:

- the best two units of English; and
- the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.

Marks to be included in the ATAR calculations can be accumulated over a five-year period. If a course is repeated, only the last satisfactory attempt is used in the calculation of the ATAR.

Category A and Category B courses

All courses other than the following are Category A courses.

- Business Services
- Construction
- Entertainment Industry
- Information Technology
- Metal and Engineering
- Primary Industries
- Retail
- Tourism and Events
- Industrial Technology
- Hospitality

A student may take more than one of the above noted Category B courses, however, only 2 units may count towards the calculation of their ATAR.

CONSIDERATIONS WHEN SELECTING SUBJECTS

Years 11 and 12 demand your time, energy, and commitment. No one but you will be sitting in class, taking notes, studying, doing homework and assessment tasks or sitting the HSC examination.

Make the HSC work for you by choosing subjects that:

- interest you;
- you know you are good at;
- you enjoy and,
- will prepare you for your future.

After you leave school, there will be many different education and training opportunities available to you, giving you the chance to make the most of lifelong learning.

In addition, ensure that you do the following:

- Seek your teacher's advice on whether you should be considering English Extension 1 or Mathematics Extension 1.
- If you wish to study Mathematics, ask your Maths teacher for advice on whether you should choose Mathematics or Mathematics Standard.
- Read this booklet carefully so that you are clear about the subjects and courses being offered.
- Listen carefully to the Leaders of each Learning Area who will come to your special Year Assembly to speak to you about their particular subject area.
- Speak to your teacher, Leader of Learning Area, Mentor teacher or Dean of Curriculum if you have any questions. We are here to help you.
- Read the instructions on the Online Subject Choice Form carefully to ensure that you are choosing an appropriate combination of subjects.

Note: Not all subjects listed in this booklet may be offered depending on student subject selections.

SUBJECT SELECTION PROCESS

Term 2 Week 6

Thursday - the subject selection handbook will be digitally distributed to students and parents.

Friday - Year 10 will gather in the Mary Mackillop building for Periods 3-4 to view each course video. Students will then have the opportunity to ask questions of the relevant KLA Coordinator at its conclusion.

Term 2 Week 7

Tuesday - **students will receive an email, from Edval, with the following instructions:**

STEP 1: Click: spring.edval.education/login

STEP 2: Enter the following WebCode: XXXXXXX (each students will be given a unique webcode)

STEP 3: Select subjects you want, in order of your PREFERENCE

STEP 4: Click [Submit]

STEP 5: A summary sheet will be generated. This must be printed and signed by the parent/guardian and the student.

NB: watch the following video to assist you with the process [Edval-Choice](#)

Thursday - students to return their signed summary sheets to Reception.

Some rules to consider when making choices

- You can't have duplicate subjects.
- If you select English Extension you must select English Advanced
- If you select Mathematics Extension 1 you must select Mathematics Advanced
- Please select at least 2 units of the subjects: English Advanced, English Standard, English Studies.
- Please select at least 1 unit of the subjects: Studies in Catholic Thought, Studies of Religion 1, Studies of Religion 2.
- You can't have more than 2 units of the subjects: Mathematics Standard or Mathematics Advanced
- You need to select between 12 and 13 main units.
- You need to request at least 6 reserve units.

Appointments must be made for the week 10 interviews via a google form. All students MUST have a meeting. A link to this form will be sent to students at a later date.

Term 2 Week 8 - 9

KLA leaders check student preferences to ensure students are choosing courses that will best suit their demonstrated capabilities. If a member of the College determines that a student has chosen a course that may be too difficult or not suitable for them a meeting will be arranged to discuss this further.

Term 2 Week 10

Interviews will be conducted in Rome Gallery by KLA Leaders, College Leadership team and Mr Sammut to ensure each Year 10 student has the required pattern of study to achieve their goals. Interviews will be 15 minutes and parents can phone or Zoom in if requested.

Students must make appointments before Wednesday of Week 9.

Term 3

Where clashes exist students will be interviewed by the Director of Administration to determine a solution to the timetable clash.

FREQUENTLY ASKED QUESTIONS

1. What is the maximum number of units I can study?

The maximum number of units of study is 14. This is due to the constraints of the College timetable and what is considered a reasonable amount of time to successfully complete all units.

2. What is an “offline” class?

Some courses may run “offline”, which means that the scheduled classes fall outside of normal class time. The classes can take place before school or after school.

3. What is the 2 Unit Studies of Religion course about?

The 2 Unit Studies of Religion course extends upon the 1 unit course with the major addition being an extra study of a Religious Tradition. Students study the Religious Traditions of Christianity and Islam and in both the 1 Unit and the 2 Unit Studies of Religion courses. They also complete a study of Judaism in the 2 Unit Studies of Religion course.

4. What is the Studies in Catholic Thought course?

This is a continuation of the Religious Education program studied in Stage 4 and 5. This new course is an academically rigorous course that still requires a high level of commitment. This is a non ATAR course.

5. How do students receive the Catholic dimension in their Religious Education for Stage 6 at St Leo’s?

In the formal study of Studies of Religion and Studies in Catholic Thought. In addition to classroom study, Sacrament/Worship, Retreat, Prayer and Outreach experiences are mandatory for all students and complement the programme with the College giving these areas priority.

6. What is the major difference between English Studies, English Advanced and Standard English?

All of the courses provide students with the opportunity to study a diversity of texts. One module of the HSC English content is common to all three of these courses, however, students will study different texts in the different courses. English Advanced and English Standard have a focus on literary analysis and require students to consider conventional forms such as drama and poetry as well as contemporary forms such as multimodal texts.

The English Advanced course deals with much more sophisticated texts and concepts. English Advanced students typically enjoy reading, are willing to engage with lengthy classical texts and enjoy reading Shakespeare’s plays. English Advanced is a prerequisite for English Extension.

English Standard is still a suitable pathway to further study but the texts are typically more contemporary and are not as lengthy.

Although English Studies now has an optional ATAR examination, it is designed for students who do not wish to pursue university studies. It focusses on effective, accurate and appropriate general literacy, workplace texts and enjoyment of books and films.

7. What is the difference between Business Studies and Economics?

There is a difference of focus. Business Studies looks at Corporations and how they operate, whereas Economics uses national and global economies as its focus. Economics is seen as being more academically rigorous. The two subjects use some common ideas and terminology and can dovetail well as subject choices.

8. Is it acceptable to study 6 units of Science in Year 11?

Yes, however, unless you are an exceptional Science student it is not advised due to the demands of the practical and theory components of each course. Each year only 1 or 2 Preliminary students begin with 6 units, but very few continue with this many Science courses through to the HSC.

9. Does an Extension Course exist for Science?

Yes, students are able to study the new 1 unit Science Extension course in Year 12 if they have successfully completed a Preliminary Course Science to a high level. This means that students are able to study up to 7 units in year 12, however, this is not advised.

10. What is the difference between Mathematics Advanced and Mathematics Standard?

Mathematics Advanced is a more abstract, calculus based course designed to prepare students for Mathematics at university, whereas, Mathematics Standard has a greater focus on Mathematics that students can use in everyday life. Mathematics Advanced. In Mathematics Advanced, students have the opportunity to develop ways of thinking and use mathematics as a powerful way of viewing and modelling the world to investigate patterns, order, generality and uncertainty. The Mathematics Standard course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner.

11. What is the difference between Standard Mathematics 1 and 2?

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A). The Mathematics Standard 2 course is a more rigorous course than Mathematics Standard 1. All students studying the Mathematics Standard 2 course will sit for an HSC examination. Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.

12. How can I study a Language outside of school?

If a Language is not offered at the College, students can apply to study a Language through Open High School, Distance Education, Saturday School or as an online course.

Open High offers board approved courses. Students studying through Open High School are assigned a teacher who they work with via telephone and internet. Students are provided with course materials to support the learning of the language which they complete and return to the head teacher on a weekly basis. There is an additional cost to enrol in HSC courses, payable to Open High School.

Background Speakers have the additional option of studying the language through the School of Community Languages - Saturday School.

Please refer to the Languages section of this booklet for more information.

13. How does Year 11 and 12 (Stage 6) PDHPE differ from Year 7 – 10 PDHPE?

2 Unit PDHPE is an academically rigorous subject in which practical activities are undertaken where they support the learning of the health and human performance studies concepts. (Practical lessons comprise approximately 10% of course time only). There is a large amount of learning of both skills and content in this course. The PDHPE course is more similar in content to the elective Year 9/10 PASS course than the Year 10 PDHPE course. It is a challenging course, however, many students find it very interesting and are thus motivated to learn which in turn leads to great results.

14. Is it possible to achieve strong academic results in PDHPE?

PDHPE has been one of the fastest growing HSC subjects over the past ten years. PDHPE has a large candidature with a range of students studying it, many of whom are very capable students and achieve strong results. As with all Category A courses, PDHPE is a rigorous and demanding course. A result of 70% or higher in English is recommended as it assists students achieved in the written response section of the course. So, yes it is possible to achieve strong academic results in PDHPE.

15. Do students who select Music do more than play their instruments during classes? Do students have to perform on their own?

In a word – Yes! The study of Music as an academic course which involves developing skills in all three key areas of Music each of which are equally weighted. These are Composition (writing Music), Aural (Listening Skills), Musicology (How Music is organised) and Performance (Playing/singing).

At times, students will have to perform on their own and sometimes it will be with a group depending on the skills being developed. Nerves are a normal part of being human and part of learning to play music is about learning to control or conquer nerves. We learn music by “doing” within a supportive environment.

16. If a student chooses Music do they have to be involved in the schools’ extra curricular music program? i.e. Ensembles, Choir and at concerts?

Performing, Composing, Aural and Musicology are key components of learning music. Pupils participating in music ensembles are exposed to a wider variety of musical styles and learn to work as a part of a team. Any opportunities pupils have to play and perform must be encouraged. For this reason, we highly recommend that all Music students participate in one of our music ensembles depending on their ability and instrument/voice.

17. Why do students learn the theory of music (Musicology) in the Music courses?

In Listening we learn how musical ideas are organised with reference to the concepts of Music, through a variety of styles. We also learn how different types of music are created and how this reflects the society of the time. This is essential knowledge to be a good composer or performer to ensure we are accurate in our playing and writing of music.

18. What is the difference between Music 1 and Music 2?

Music 2 is a very rigorous course that builds on the Stage 4 and 5 Music courses. The Music 1 curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

19. In Design and Technology, can a computing major-work be undertaken?

Yes. Students can produce a Major Design Project that is created using computing technologies such as a Multimedia presentation, Information Package or Graphic Design such as a magazine.

20. What is the difference between Design and Technology and Industrial Technology?

Industrial Technology (Timber) is a wood based course and students construct projects using timber and study the theory behind the Timber Industry and Business Management.

In Design and Technology students may create projects using other mediums such as computing technologies, plastics, textiles, mixed materials, graphics, architecture and metals and the students study the theory behind successful design, innovation, entrepreneurial activity and the process of design.

21. Do you need to be good at drawing to do well in Visual Arts? How much writing is involved in Art?

In a word – no! Making Art depends on developing creative ideas with a range of materials and doesn't hinge on being able to draw in a realistic style.

Visual Arts requires 50% time to be devoted to the study of works. In terms of lessons the emphasis is on studio time as the study of works is often incorporated into Art making tasks.

22. Can I study Visual Arts in Years 11 and 12 if I didn't study Art in Years 9 and 10?

The Stage 6 Visual Arts course is not a continuation of the Stage 5 Art Course. Many top HSC students have come into Year 11 without Stage 5 experience but with plenty of enthusiasm.

23. Do students only perform on their own in Drama?

No. Students in Drama are required in the HSC course to perform in a group devised performance as well as individual performances.

24. Will studying certain subjects over others get me a higher ATAR?

The University Admissions Centre (UAC) consistently states that students should not choose courses based on perceptions of the likely effect of scaling. The scaling process is designed to allow students to choose subjects that interest them, that give them the opportunity to utilise demonstrated abilities and that will be useful to them in their future career plans. The aim of the scaling process is to ensure that students who choose subjects according to these guidelines are not disadvantaged by their choice.

25. When do I start the Year 11 course and the HSC course?

NESA stipulates that students cannot start their study for the Year 11 courses until the first term of Year 11 (2022).

NESA stipulates that students cannot start their study for the Year 12 courses until the first day of Term 4 2022 or until the mandatory hours have been met for the Year 11 course.

26. What happens if I make a mistake in my choice of courses?

If you realise that you have made a mistake in choosing a particular course, it may be possible to change to another one. You will need to meet with the Dean of Curriculum or the Director of Administration to discuss the situation. Any change will be dependent on:

1. whether there is space in the class of the course you wish to join; some courses fill up very quickly, and there is no room for additional students
2. whether you will be able to catch up the work and assessment task(s) that you have missed
3. whether, in the opinion of the Dean of Curriculum and Leader of the Learning Area, you have the ability and required background knowledge for the proposed course. In general, students will not be permitted to start a new course after Week 5, Term 1 in Year 11 because of the difficulty involved in catching up the work that has been missed, as well as completing any outstanding assessment tasks. Any student request is, however, dealt with on an individual basis.

27. What percentage of my final HSC mark comes from school-based assessment?

In general, school-based assessment tasks completed in Year 12 (commencing in Term 4 of Year 11) comprise 50 per cent of the final HSC mark. Although there is a formal assessment program for each course in Year 11, the marks do not contribute to the final HSC mark. Students will be marked on their performance in assessment tasks at regular intervals throughout each course. The final HSC examinations, which take place in October and November in Year 12, comprise the other 50 per cent. At the beginning of Year 12, students will be given an HSC Assessment Booklet that outlines all the details and requirements of the internal assessment procedure.

Courses with major works or performances may have the HSC final mark determined differently. Please seek further advice on this if required.

28. What are the HSC Minimum Standards?

Students sitting their HSC exams need to meet a minimum standard of literacy and numeracy to receive their Higher School Certificate. Students will show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks.

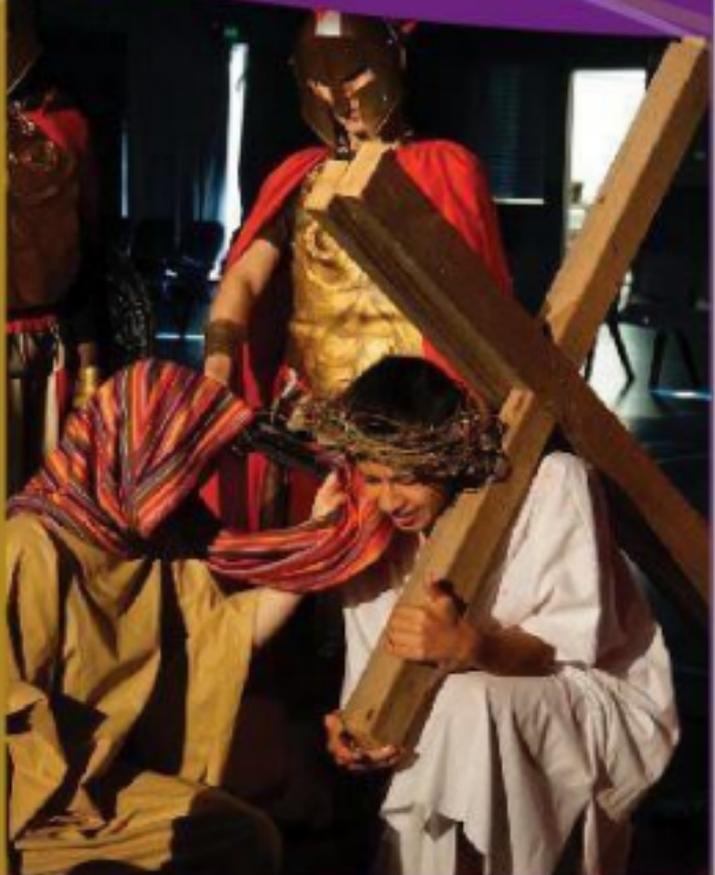
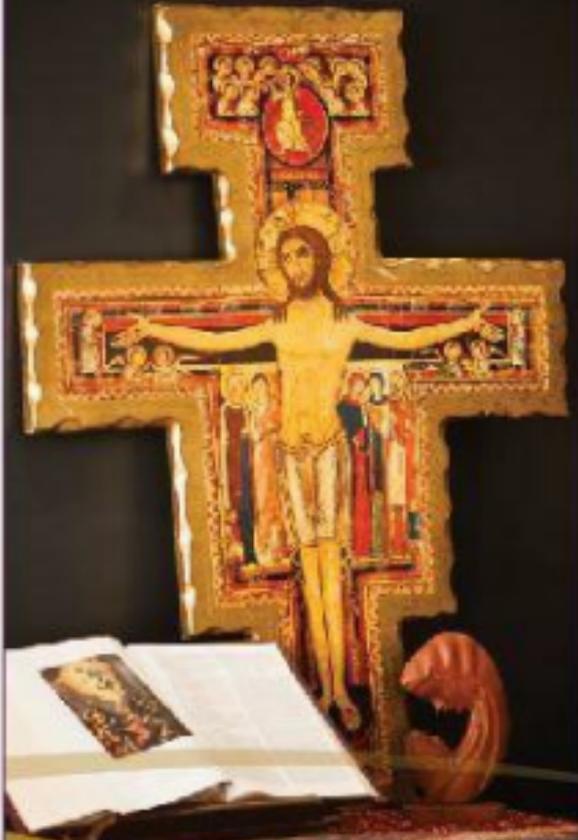
At St Leo's students complete these tests in Year 10 and 11. The vast majority of students pass the three tests in these years.

RELIGIOUS EDUCATION

Studies In Catholic Thought

Studies of Religion I

Studies of Religion II



Course: **Year 11 Studies in Catholic Thought**HSC
Studies in Catholic Thought

1 unit
Board Endorsed Course

Exclusions:
Studies of Religion I; Studies of Religion II

Course Description

The study of Studies in Catholic Thought develops students' understanding of the Catholic tradition. It offers students the opportunity to focus on Catholicism's significant contribution to the world; spiritually, ethically, politically and society.

Preliminary Course:

- The Human Person
 - Who is the Human Person?
 - The Catholic Church's understanding of what it is to be human, an exploration of Scriptural texts and the work of early philosophers, the links between early Greek thought and the Christian notion of being human.
- The Trinitarian God and Humanity
 - The emerging understanding of the Trinitarian God and Jesus as being both human and divine in response to the heresies in the early Church. The emerging concept in early Christian theology that the human person as rational and relational
- The Re-Imaging of Creation
 - The Catholic worldview of the human person and how this has shaped an understanding of the universe creation and led to scientific thought. Challenges to Catholic thinking in the Enlightenment of the Catholic response to the Post-Reformation Church and Vatican II

HSC Course: The Good Life

- Vice, Virtue and Salvation
 - The challenges of evil and suffering in the world. Pauline literature, theologians and encyclicals which have developed a Christian framework for understanding what is the good, how to be good and the gift of grace
- The Good Works
 - Ethical principles that underpin the Catholic tradition and inform the Catholic decision-making process. The redemptive power of faith in Christ. Various people through history who have embodied faith and good works
- The Common Good
 - The Gospel demands of Christian living. The Catholic approach to issues facing the human person. human society and the environment in a sequelae world, The challenge of evil and suffering in the world as well as the good.

Note: Studies in Catholic Thought course does not contribute to an ATAR.

Benefits of Studies of Catholic Thought

Studies in Catholic Thought is a exploration of the Catholic faith and of Christianity within a liberal arts framework. It will explore the theology, Scripture and philosophy that underpin the understanding of the human person within the Catholic tradition and the Christian life of virtue that follows.

The course seeks to develop a deeper understanding of the social doctrine of the Catholic Church and the Catholic ascetic tradition with a view to enabling students to be immersed in the wider Catholic tradition.

Studies in Catholic Thought will develop students' ability to use inquiry skills and reason through engagement with Catholic teachings and literature.

While the concepts and terminology of Studies in Catholic Thought may seem challenging, they relate essentially to a person's understanding of what it means to be human, the world around them and the questions that arise about God as a result. As such the content is tailored and related to the experiences and ability levels of the students undertaking the course.

Course: **Year 11 Studies of Religion I**
HSC Studies of Religion I

1 unit for each of Year 11 and HSC
Board Developed Course

Exclusions:
Studies of Religion II

Course Description

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

Preliminary Course

- Nature of Religion and Beliefs
- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Two Religious Traditions Studies: Christianity and Islam
 - Origins
 - Principal beliefs
 - Sacred texts and writings
 - Core ethical teachings
 - Personal devotion/expression of faith/observance.

HSC Course

- Religion and Belief Systems in Australia post-1945
- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Two Religious Tradition Depth Studies* on Christianity and Islam covering:
 - Significant People and Ideas
 - Ethical Teachings
 - Significant Practices
- HSC Exam Structure (90 minutes):
 - Section 1 - 15 marks - 10 Multiple Choice and One Short Answer Question
 - Section 2 - 15 Marks - Short Answer Questions
- Section 3 - 20 Marks - One Essay Question

Benefits of Studies of Religion I

Studies of Religion I enables students to undertake a phenomenological depth study of two religious traditions: Christianity and Islam, as well as exploring Aboriginal Spiritualities. This course is distinct from the style of Religious Education studies in Stages 4 & 5 and is effectively an anthropological study of the role of Religion and its influence on individuals and societies.

In an increasingly pluralist and secular society, a respectful understanding of diverse religious traditions and the worldview of their adherents is becoming a valuable asset for employers. Students will also explore paths to peace including Ecumenism and Interfaith Dialogue and their important role in multi-faith Australia.

Students should approach Studies of Religion as a serious academic course and not a 'spare' unit as a backup for their ATAR. St Leo's 1 Unit students regularly achieve exemplary results with the course contributing toward a students' ATAR..

Course: **Year 11 Studies of Religion II**
HSC Studies of Religion II

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions:
Studies of Religion I

Course Description

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

Preliminary Course

- Nature of Religion and Beliefs
- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Three Religious Traditions Studies: Judaism, Christianity and Islam
 - Origins
 - Principal beliefs
 - Sacred texts and writings
 - Core ethical teachings
 - Personal devotion/expression of faith/observance.
- Religions of Ancient Origin
 - The response to the human search for ultimate meaning in two religions of ancient origin from:
 - Aztec or Inca or Mayan
 - Celtic
 - Nordic
 - Shinto
 - Taoism
 - an Indigenous religion from outside Australia
 - Religion in Australia pre-1945

HSC Course

- Religion and Belief systems in Australia post-1945
- Religious expression in Australia's multi-cultural and multi-faith society since 1945
- Aboriginal spiritualities
- Three Religious Tradition Depth Studies from:
 - Significant People and Ideas
 - Ethical Teachings
 - Significant Practices
- Religion and Peace
- The distinctive response of Christianity and Islam to the issue of peace.
- Religion and Non-Religion
- The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.
- HSC Exam Structure (3 hours):
 - Section 1 - 30 marks - 20 Multiple Choice and Two Short Answer Questions
 - Section 2 - 30 Marks - Short Answer Questions
 - Section 3 - 20 Marks - One Essay Question
 - Section 4 - 20 marks - One Essay Question

ENGLISH

English Studies

English Standard

English Advanced

English Extension 1

English Extension 2 (Year 12)



Course: **Year 11 English Studies**
HSC English Studies

2 units for each of Year 11 and HSC Board Developed Course

Exclusions:

English (Standard); English(Advanced); English (Extension)

Course Entry Guidelines

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English(Standard) course and who intend to proceed from school directly into employment or vocational training. Due to changes in the English Studies course, before choosing this course, the following should be understood:

- English Studies is a Stage 6 Board Developed Course (Category B)
- Students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses
- Students choosing not to sit for the English Studies |HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA
- To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A course in their pattern of study.

Course Description

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

Preliminary Course

- The module 'Achieving through English; English in education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students will study 2 - 4 additional syllabus modules (selected based on their needs and interests),
- Students may also study an optional teacher-developed module.

HSC Course

- The HSC Common Content consists of one module Texts and Human Experiences which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills.
- Students will study 2-4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course Schools may develop and offer one 20-hour modules of their own design for the Preliminary year.

Particular Course Requirements

In each of the Preliminary and HSC Course students are required to:

- Read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- Undertake study of at least one substantial print text and at least one substantial multi-modal text
- Be involved in planning, research and presentation activities as part of one individual and/or one collaborative project.
- Engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year

<p>Course: Year 11 English (Standard) HSC English (Standard)</p>	
<p>2 units for each of Year 11 and HSC Board Developed Course</p>	<p>Exclusions: English (Advanced); English (ESL); English (Extension); English Studies</p>
<p>Course Description</p> <p>In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.</p> <p>In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.</p> <p>In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.</p>	
<p>Content</p> <p>Year 11</p> <p>The course has two sections:</p> <ul style="list-style-type: none"> • Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study. • Two additional modules: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning. <p>Year 12</p> <p>The course has two sections:</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. • Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. 	
<p>Course Requirements</p> <p>Across the English Standard Stage 6 Course students are required to study: a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</p> <ul style="list-style-type: none"> • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • texts with a wide range of cultural, social and gender perspectives. <p>Year 11</p> <p>Students are required to study:</p> <ul style="list-style-type: none"> • one complex multimodal or digital text in Module A (this may include the study of film) • one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts • a wide range of additional related texts and textual forms. <p>Year 12</p> <p>Students are required to study:</p> <ul style="list-style-type: none"> • at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts • at least two additional prescribed texts from the list provided in Module C: The Craft of Writing • at least one related text in the Common module: Texts and Human Experiences. 	

<p>Course: Year 11 English Advanced HSC English Advanced</p>	
<p>2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.</p>	<p>Exclusions: English Standard; English Studies</p>
<p>Course Description</p> <p>In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.</p> <p>In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.</p>	
<p>Content</p> <p>Year 11</p> <p>The course has two sections:</p> <ul style="list-style-type: none"> • Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study. • Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. <p>Year 12</p> <p>The course has two sections:</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. • Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes. 	
<p>Course Requirements</p> <p>Across the English Advanced Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • texts with a wide range of cultural, social and gender perspectives. <p>Year 11</p> <p>Students are required to study:</p> <ul style="list-style-type: none"> • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts • a wide range of additional related texts and textual forms. <p>Year 12</p> <ul style="list-style-type: none"> • Students are required to study: • at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text <u>or</u> may be selected from one of the categories already used • at least two additional prescribed texts from the list provided in Module C: The Craft of Writing • at least one related text in the Common module: Texts and Human Experiences. 	

<p>Course: HSC English Extension 1 HSC English Extension 2</p>	
<p>1 unit of study for each of Preliminary and HSC Prerequisites: (a) English Advanced (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12 (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2</p>	<p>Exclusions: English Standard; English Studies;</p>
<p>Course Description In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.</p> <p>In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.</p> <p>In HSC English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.</p> <p>In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.</p>	
<p>Main Topics Covered Preliminary English (Extension) Course The course has one mandatory section: Module: Texts, Culture and Value as well as a related research project.</p> <p>HSC English Extension Course 1 English Extension 1 course - the course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p> <ul style="list-style-type: none"> ● Literary homelands ● Worlds of upheaval ● Reimagined worlds ● Literary minds capes ● Intersecting worlds <p>HSC English Extension Course 2 The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.</p>	
<p>Particular Course Requirements Across Stage 6 the selection of texts should give students experience of the following as appropriate:</p> <ul style="list-style-type: none"> ● texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia ● a range of Australian texts, including texts by Aboriginal and/or Torres Strait authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples ● a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film media, multimedia and digital texts. 	



MATHEMATICS

Mathematics Standard 1 (Year 12)

Mathematics Standard 2

Mathematics Advanced

Mathematics Extension 1

Mathematics Extension 2 (Year 12)



<p>Course: Year 11 Mathematics Standard HSC Mathematics Standard 1</p>	
<p>2 units for each of Year 11 and 2 units HSC content Endorsed Course</p> <p>Prerequisites: The Mathematics Standard 1 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and Mathematics Standard Year 11 course content.</p>	<p>Exclusions: Students may not study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.</p>
<p>Course description</p> <ul style="list-style-type: none"> • The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A). • Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol. ◊ • Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. • To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included. • All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework. <p>The study of Mathematics Standard 1 in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. • provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs. • provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training. 	
<p>Content</p> <p>The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:</p>	
<p>Year 11</p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> • Formulae and Equations • Linear Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> • Applications of Measurement • Working with Time <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> • Money Matters <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Data Analysis • Relative Frequency and Probability 	<p>Year 12</p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> • Types of Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> • Right-angled Triangles • Rates • Scale Drawings <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> • Investment • Depreciation and Loans

<p>Course: Year 11 Mathematics Standard HSC Mathematics Standard 2</p>	
<p>2 units for each of Year 11 and 2 units HSC Board Developed Course</p> <p>Prerequisites: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2</p>	<p>Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course. Students who have followed the Mathematics Standard pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course; Mathematics</p>
<p>Course description</p> <ul style="list-style-type: none"> • The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A). • All students studying the Mathematics Standard 2 course will sit for an HSC examination. • All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework. <p>The study of Mathematics Standard 2 in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs • provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies • provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training. 	
<p>Content</p> <p>The Mathematics Standard Year 11 course comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:</p>	
<p>Year 11</p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> • Formulae and Equations • Linear Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> • Applications of Measurement • Working with Time <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> • Money Matters <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Data Analysis • Relative Frequency and Probability 	<p>Year 12</p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> • Types of Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> • Non-right-angled Trigonometry • Rates and Ratios <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> • Investments and Loans • Annuities <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Bivariate Data Analysis • The Normal Distribution <p>Topic: Networks</p> <ul style="list-style-type: none"> • Network Concepts • Critical Path Analysis

<p>Course: Year 11 Mathematics Advanced</p>	
<p>2 units Year 11 (Preliminary) Board Developed Course. 2 units Year 12 (HSC) Board Developed Course.</p> <p>Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:</p> <ul style="list-style-type: none"> ▪ Algebraic techniques ▪ Surds and indices ▪ Equations ▪ Linear relationships ▪ Trigonometry and Pythagoras' theorem <ul style="list-style-type: none"> ▪ Single variable data analysis <p>and at least some of the content from the following substrands of Stage 5.3:</p> <ul style="list-style-type: none"> ▪ Non-linear relationships ▪ Properties of Geometrical Shapes. 	<p>Exclusions: Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p>
<p>Course Description</p> <ul style="list-style-type: none"> ● The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. ● The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. ● All students studying the Mathematics Advanced course will sit for an HSC examination. <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> ● enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely ● provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs ● provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning ● provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role ● provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. 	
<p>Content</p> <p>The Mathematics Advanced Year 11 course content is composed of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are:</p>	
<p>Year 11</p> <p>Topic: Functions</p> <ul style="list-style-type: none"> ● Working with Functions <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> ● Trigonometry and Measure of Angles ● Trigonometric Functions and Identities <p>Topic: Calculus</p> <ul style="list-style-type: none"> ● Introduction to Differentiation <p>Topic: Exponential and Logarithmic Functions</p> <ul style="list-style-type: none"> ● Logarithms and Exponentials <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> ● Probability and Discrete Probability Distributions 	<p>Year 12</p> <p>Topic: Functions</p> <ul style="list-style-type: none"> ● Graphing Techniques <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> ● Trigonometric Functions and Graphs <p>Topic: Calculus</p> <ul style="list-style-type: none"> ● Differential Calculus ● Integral Calculus <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> ● Modelling Financial Situations <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> ● Descriptive Statistics and Bivariate Data Analysis ● Random Variables

Course: **Year 11 Mathematics Extension 1**
HSC Mathematics Extension 1

1 unit Year 11 (Preliminary) Board Developed Course. 1 unit Year 12 (HSC) Board Developed Course.

Prerequisites:

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry.

Exclusions:

Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

Course Description

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Content

The Mathematics Extension 1 Year 11 course content is composed of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics and Subtopics are:

Year 11

Topic: Functions

- Further Work with Functions
- Polynomials

Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Topic: Calculus

- Rates of Change
- Working with Combinatorics

Year 12

Topic: Proof

- Proof by Mathematical Induction

Topic: Vectors

- Introduction to Vectors

Topic: Trigonometric Functions

- Trigonometric Equations

Topic: Calculus

- Further Calculus Skills Applications of Calculus

Topic: Statistical Analysis

- The Binomial Distribution

<p>Course: HSC Mathematics Extension 2</p>	
<p>1 unit Year 12 (HSC) Board Developed Course</p> <p>Prerequisites: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.</p>	<p>Exclusions: Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p>
<p>Course Description</p> <ul style="list-style-type: none"> • The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. • The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum. • All students studying the Mathematics Extension 2 course will sit for an HSC examination. <p>The study of Mathematics Extension 2 in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. • provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. • provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts. • provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level. • provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics. 	
<p>Content</p> <p>The Mathematics Extension 2 course consists of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:</p> <p>Year 12</p> <p>Topic: Proof</p> <ul style="list-style-type: none"> • The Nature of Proof • Further Proof by Mathematical Induction <p>Topic: Vectors</p> <ul style="list-style-type: none"> • Further Work with Vectors <p>Topic: Complex Numbers</p> <ul style="list-style-type: none"> • Introduction to Complex Numbers • Using Complex Numbers <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Further Integration <p>Topic: Mechanics</p> <ul style="list-style-type: none"> • Applications of Calculus to Mechanics 	

SCIENCE

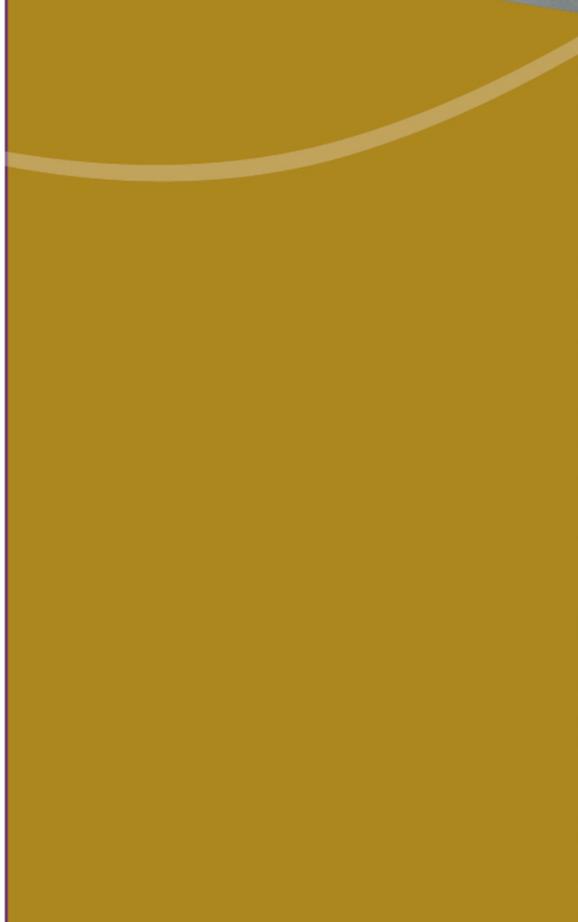
Biology

Chemistry

Investigating Science

Physics

Extension Science



Course: Year 11 Biology HSC Biology	
2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Nil
Course Description The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity. The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.	
Content Year 11 The Year 11 course consists of four modules. Module 1: Cells as the Basis of Life Module 2: Organisation of Living Things Module 3: Biological Diversity Module 4: Ecosystem Dynamics Year 12 The Year 12 course consists of four modules. Module 5: Heredity Module 6: Genetic Change Module 7: Infectious Disease Module 8: Non-infectious Disease and Disorders	
Course Requirements Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. Fieldwork is also mandated in Year 11 and is an integral part of the learning process.	

Course: Year 11 Chemistry HSC Chemistry	
2 unit Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.</p> <p>The HSC course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals. Both courses include the ability to use mathematics to solve chemical problems.</p>	
<p>Preliminary Course</p> <p>Year 11</p> <p>The Year 11 course consists of four modules:</p> <p>Module 1: Properties and Structure of Matter</p> <p>Module 2: Introduction to Quantitative Chemistry</p> <p>Module 3: Reactive Chemistry</p> <p>Module 4: Drivers of Reactions</p> <p>HSC Course</p> <p>The HSC course consists of four modules.</p> <p>Module 5: Equilibrium and Acid Reactions</p> <p>Module 6: Acid/base Reactions</p> <p>Module 7: Organic Chemistry</p> <p>Module 8: Applying Chemical Ideas</p>	
<p>Course Requirements</p> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and HSC courses and must occupy a minimum of 35 hours of course time each year.</p>	

Course: **Year 11 Earth & Environmental Science**
HSC Earth & Environmental Science

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions:
Nil

Course Description

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formations of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resources management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

Topics Covered

Preliminary Course

The Year 11 course consists of four modules:

Module 1: Earth's Resources

Module 2: Plate Tectonics

Module 3: Energy Transformations

Module 4: Human Impacts

HSC Course

The Year 12 course consists of four modules:

Module 5: Earth's Processes

Module 6: Hazards

Module 7: Climate Science

Module 8: Resource Management

Particular Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity or a series of investigation/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. Field work is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

Course: **Year 11 Investigating Science**
HSC Investigating Science

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions:
Nil

Course Description

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and science research in the modern world.

Content

Year 11

The Year 11 course consists of four modules.

Module 1: Cause and Effect - Observing

Module 2: Cause and Effect - Inferences and Generalisations

Module 3: Scientific Models

Module 4: Theories and Laws

Year 12

The Year 12 course consists of four modules.

Module 5: Scientific Investigations

Module 6: Technologies Module

Module 7: Fact or Fallacy?

Module 8: Science and Society

Course Requirements

Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

<p>Course: Year 11 Physics HSC Physics</p>	
<p>2 units for each of Year 11 and HSC Board Developed Course</p>	<p>Exclusions: Nil</p>
<p>Course Description The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects. The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the universe. Both courses include the ability to use mathematics to solve physics problems.</p>	
<p>Content</p> <p>Year 11 The Year 11 course consists of four modules. Module 1: Kinematics Module 2: Dynamics Module 3: Waves and Thermodynamics Module 4: Electricity and Magnetism</p> <p>Year 12 The Year 12 course consists of four modules. Module 5: Advanced Mechanics Module 6: Electromagnetism Module 7: The Nature of Light Module 8: From the Universe to the Atom</p>	
<p>Course Requirements Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>	

Course: **Science Extension (HSC only)**

1 unit for Year 12 (HSC).
Board Developed Course.

Exclusions:

Nil

Note: Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

Content

Science Extension has a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of working scientifically within the course content to form the framework for the Scientific Research Project.

Content

Year 12

The HSC course consists of four modules.

Module 1: The Foundations of Scientific Thinking

Module 2: The Scientific Research Proposal

Module 3: The Data, Evidence and Decisions

Module 4: The Scientific Research Report

Course Requirements

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.



HUMAN SOCIETY AND ITS ENVIRONMENT

Ancient History

Business Studies

Economics

Geography

Legal Studies

Modern History

Society and Culture



Course: Year 11 Ancient History
HSC Ancient History

2 unit
Board Developed Course

Exclusions:
Nil

Course Description

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

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

Preliminary Course

The Year 11 course comprises three sections:

Investigating Ancient History

Students undertake at least one option from “The Nature of Ancient History”, and at least two case studies

Feature of Ancient Societies

Students study at least two ancient societies

Historical Investigation

HSC Course

The course comprises a study of:

- Part I: Core: Cities of Vesuvius - Pompeii and Herculaneum.
- Part II: One Ancient Society
- Part III: One Personality in their Time
- Part IV: One Historical Period

The course also requires study from at least two of the following areas:

- Egypt
- Near East
- Greece
- China
- Rome

The core study, *Cities of Vesuvius - Pompeii and Herculaneum*, is a Roman study.

Particular Course Requirements

Year 11 Preliminary Course

In the Year 11 course, students undertake a least TWO case studies:

- one must be from Egypt, Greece, Rome or Celtic Europe, and
- one must be from Australia, Asia, the Near East or the Americas

Course: Year 11 Business Studies HSC Business Studies	
2 unit Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> ● Nature of business: the role and nature of business ● Business management: the nature and responsibilities of management ● Business planning: establishing and planning a small to medium enterprise <p>HSC Course</p> <ul style="list-style-type: none"> ● Operations: strategies for effective operations management ● Marketing: development and implementation of successful marketing strategies ● Finance: financial information in the planning and management of business ● Human resources: human resource management and business performance 	

Course: Year 11 Economics HSC Economics	
2 unit Board Developed Course	Exclusions: Nil
<p>Course Description</p> <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. 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>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> ● Introduction to Economics: the nature of economics and the operation of an economy ● Consumers and Business: the role of consumers and business in the economy ● Markets: the role of markets, demand, supply and competition ● Labour Markets: the workforce and role of labour in the economy ● Financial Markets: the financial market in Australia including the share market ● Government in the Economy: the role of government in the Australian economy. <p>HSC Course</p> <ul style="list-style-type: none"> ● The Global Economy – Features of the global economy and globalisation ● Australia's Place in the Global Economy – Australia's trade and finance ● Economic Issues – issues including growth, unemployment, inflation, wealth and management. ● Economic Policies and Management – the range of policies to manage the economy. 	

**Course: Year 11 Geography
HSC Geography**

2 unit
Board Developed Course

Exclusions:
Nil

Course Description

Geography provides students with opportunities to investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and actions that can be taken to shape future society. Through fieldwork and a variety of case studies about biophysical and human geography issues, students develop their knowledge and understanding about the spatial and ecological dimensions of geography. Students undertake Geographical inquiry throughout the preliminary and HSC courses.

Preliminary Course

The preliminary course examines the following topics:

- Biophysical Interactions
- Global Challenges
- Senior Geography Project

HSC Course

The HSC course examines the following topics:

- Ecosystems at Risk
- Urban Places
- People and Economic Activity

Course: Year 11 Legal Studies HSC Legal Studies	
2 unit Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
<p>Preliminary Course</p> <p>The preliminary course is divided in three parts as follows:</p> <ul style="list-style-type: none"> ● Part I: The Legal System ● Part II: The Individual and the Law ● Part III: The Law in Practice <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p> <p>HSC Course</p> <ul style="list-style-type: none"> ● Core Part I: Crime ● Core Part II: Human Rights ● Part III: Two options <p>Two options are chosen from:</p> <ul style="list-style-type: none"> ● Consumers ● Global environment and protection ● Family ● Indigenous peoples ● Shelter ● Workplace ● World order <p>The themes and challenges for each topic are integrated into the content in all parts of the course.</p>	

Course: Year 11 Modern History
HSC Modern History

2 unit
Board Developed Course

Exclusions:
Nil

Course Description

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

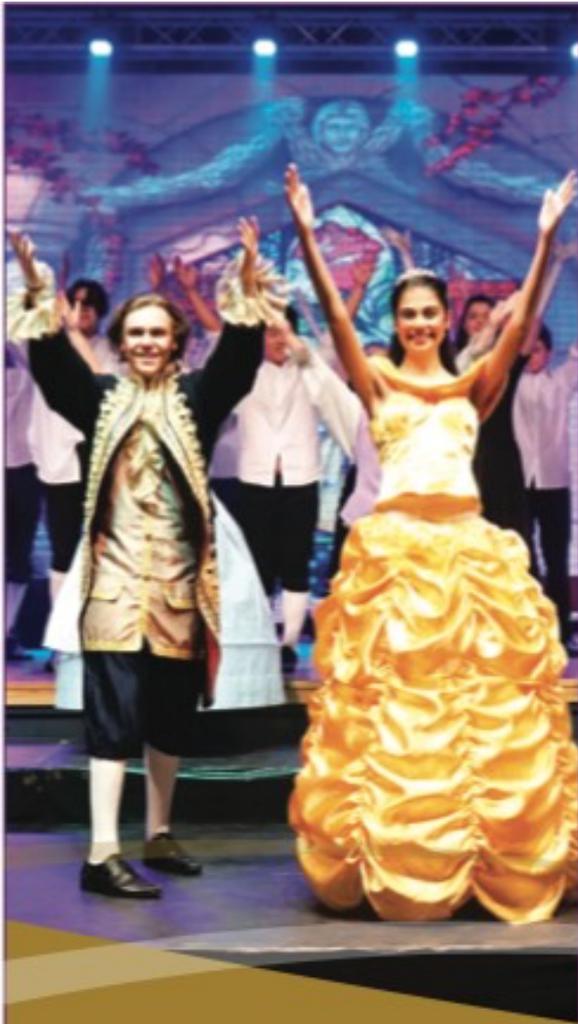
Preliminary Course

- Part I: Investigating Modern History including one option from The Nature of Modern History and at least two case studies
- Part II: Historical Investigation: The investigation can be either integrated into any aspect of the Preliminary course and need not be completed as one project. It may be conducted individually or as part of a group. The investigation must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.
- Part III: Core Study: Shaping the Modern World

HSC Course

- Part I: Core Study: Power and Authority in the modern World 1919-1946
- Part II: National Studies
- Part III: Peace and Conflict
- Part IV: Change in the Modern World
- A source-based and skills based approach is to be used.

Course: Year 11 Society & Culture HSC Society & Culture	
2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. Society and Culture is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse social theories and complementary and contrasting viewpoints about people, societies and cultures. Society and Culture promotes an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication.</p> <p>The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> • The Social and Cultural World – the interactions between persons and groups within societies • Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings • Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them <p>HSC Course</p> <p>Core</p> <ul style="list-style-type: none"> • Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study • The Personal Interest Project (PIP) – an individual research project <p>Depth Studies</p> <p>Two to be chosen from:</p> <ul style="list-style-type: none"> • Popular Culture – the interconnection between popular culture, society and the individual • Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity • Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures • Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours. 	
<p>Particular Course Requirements</p> <p>Completion of a Major Work: The Personal Interest Project which is marked by NESA.</p>	



CREATIVE ARTS AND PERFORMING ARTS

Dance

Drama

Music 1

Music 2

Visual Arts

Photography, Video & Digital Media



Course: **Year 11 Dance**
HSC Dance

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions:

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

Dance is an artform that has been used throughout history by many different cultures to communicate meaning through movement. The study of dance as an artform acknowledges the interrelationship between the practical and theoretical aspects of dance, such as the making and performing of the movement, and the appreciation of its meaning. The Dance course allows students to achieve the best they can within their own personal physical capabilities and limitations. Through the study of dance as an artform, students learn to critically analyse, respond to, value, and make discerning judgments about Dance.

Preliminary Course

Students engage in physical training and preparation of the body (Dance Technique) and apply this understanding and skill to a number of dance 'works'. Students also develop knowledge, understanding and skill in the theories, principles, processes and practices of dance composition. Students study seminal artists and develop personal responses to their 'works', whilst valuing their contributions to the development of dance over time. Each component of the course includes;

- Performance 40%, Composition 30% and Appreciation 30%.

HSC Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology.

- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance & Technology

Particular Course Requirements

The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses.

The published Course Prescriptions, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

Course: **Year 11 Drama**
HSC Drama

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions:

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

Students study the practice of theatre through self-devising original pieces, studying and staging the works of professional theatre-makers and critically evaluating their own practices and the work of others. In Drama, students engage with these components through collaborative and individual experiences.

Preliminary Course

Students do not need to have studied Dance in Stage 5 to undertake this course. Students study the practices of Making, Performing and Critically Studying in Drama. Students utilise the elements of performance, and explore ways to enhance their performances through improvisational techniques, production elements and design. Throughout the course, students also consider a historical understanding of the ways theatre has developed to both reflect and change society.

Content Covered:

- Improvisation, Playbuilding, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

HSC Course

The HSC course builds on the understanding in the Preliminary course and provides students with a deeper understanding of Drama as a performance artform. Two topic areas are covered, Australian Drama & Theatre and an elective in Studies in Theatre. These theoretical studies are approached through practical workshops, analysis and discussion of the characters, issues, styles and performance of chosen set texts. Students collaborate to devise and enact a short Group Performance, and must also complete an Individual Project where they demonstrate their expertise in a particular area related to drama and theatre. They choose one project option from Performance, Design, Critical Analysis, Script-writing or Video Drama.

Content Covered:

- Australian Drama and Theatre (Core content): Dramatic Traditions in Australia
- Studies in Theatre: Multi Discipline Theatre
- Group Performance (Core content)
- Individual Project

Particular Course Requirements

Students do not need to have studied Drama in Stage 5 to undertake this course.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course.

Students selecting Drama are required to keep a logbook of the development of each of the components Group Performance and Individual Project.

Course: **Year 11 Music Course 1**
HSC Music Course 1

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions:

Music 2 and Music Extension; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

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. It accommodates the widely differing needs and abilities of students, ranging from the broadly based, to the desire to specialise, by allowing flexibility in the topic choice and areas of study. Students may enter the course from the Mandatory course as well as from the Additional Study course.

Preliminary Course

In the Preliminary course, 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. Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

Performance 25%
Composition 25%
Musicology 25%
Aural 25%

HSC Course

In the HSC course, 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.

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.

Performance 10%
Composition 10%
Musicology 10%
Aural 25%

Particular Course Requirements

HSC course

Students may need to take private or group tuition. Students are required to participate in the school musical ensembles when they have attained some proficiency.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work.

Course: **Year 11 Music Course 2**
HSC Music Course 2

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions:

Music 1; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

The aim of Music 2 is to provide students with the opportunity to build on their musical knowledge and skills, and to emerge as musically sensitive and critical individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

Preliminary Course

In the Preliminary course, 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. Students study a Mandatory Topic (Music 1600-1900) covering a range of content and one Additional Topic in each year of the course

Performance 25%
Composition 25%
Musicology 25%
Aural 25%

HSC Course

Students study a Mandatory topic (Music of the last 25 years – Australian focus) In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology.

All students will be required to develop a composition portfolio for the core composition.

Performance 20%
Composition 20%
Musicology 20%
Aural 20%
Elective 20%

Particular Course Requirements

HSC course

Students must take private instrumental tuition. Students are required to participate in the school musical ensembles when they have attained some proficiency.

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 NSW Education Standards Authority (NESA) to validate authorship of the submitted work.

Course: Year 11 Visual Arts HSC Visual Arts									
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.								
Course Description The Visual Arts course offers a broad range of artmaking experiences in a wide range of media across a number of forms. Creative activities are the result of students' engagement with their own ideas, independent choices and an awareness of the work and influences of other artists. Media investigations are complemented by an historical and critical study of international and Australian artworks and cultures that support the students to understand the broader relationships of the artworld.									
Preliminary Course Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. <table> <tr> <td>Artmaking</td> <td>50%</td> </tr> <tr> <td>Art criticism and art history</td> <td>50%</td> </tr> </table> HSC Course 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. <table> <tr> <td>Artmaking</td> <td>50%</td> </tr> <tr> <td>Art criticism and art history</td> <td>50%</td> </tr> </table>		Artmaking	50%	Art criticism and art history	50%	Artmaking	50%	Art criticism and art history	50%
Artmaking	50%								
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Art criticism and art history	50%								
Particular Course Requirements Preliminary Course: <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. HSC Course: <ul style="list-style-type: none"> • development of a Body of Work and use of a process diary • a minimum of five Case Studies (4–8 hours each) • deeper and more complex investigations in art making, art criticism and art history. 									

Course: Year 11 Photography, Video and Digital Imaging HSC Photography, Video and Digital Imaging	
Content Endorsed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
<p>Course Description</p> <p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the field of photography and/or video and/or digital and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critics and historical investigations of photography and/or video and/or digital imaging.</p>	
<p>Topics Covered</p> <p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> ● Wet Photography ● Video ● Digital Imaging <p>Modules include:</p> <ul style="list-style-type: none"> ● Introduction to the Field ● Developing a Point of View ● Traditions, Conventions, Styles and Genres ● Manipulated Forms ● The Arranged Image ● Temporal Accounts <p>An Occupational Health and Safety Module is mandatory. 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.</p>	
<p>Particular Course requirements</p> <p>Students are required to keep a diary throughout the course.</p>	

LANGUAGES

French Beginners

German Beginners

Japanese Beginners

Japanese Continuers

Saturday School of
Community Languages



Course: Year 11 French Beginners HSC French Beginners	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: French Continuers; French Extension. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria.
Course Description In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. 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. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.	
Topics covered <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 	

Course: Year 11 German Beginners HSC German Beginners	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: German Continuers; German Extension Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria.
Course Description In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in German. Topics studied through two interdependent perspectives, the personal world and the German-speaking communities, provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture. Students' skills in, and knowledge of German will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.	

Topics Covered

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

Particular Course Requirements: Nil

**Course: Year 11 Japanese Beginners
HSC Japanese Beginners**

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions:

Japanese Continuers; Japanese Extension;
Japanese In Context; Japanese and Literature.
Strict eligibility rules apply to the study of this
subject. Check with your teacher or refer to
Languages courses Eligibility Criteria.

Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Main Topics Covered

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

Particular Course Requirements: Nil

<p>Course: Year 11 Japanese Continuers HSC Japanese Continuers</p>									
<p>2 units for each of Preliminary and HSC Board Developed Course</p>	<p>Exclusions: Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to NESA's Languages courses Eligibility Criteria.</p>								
<p>Course Description</p> <p>The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.</p> <table border="0"> <thead> <tr> <th>Prescribed Themes</th> <th>Mandatory Topics</th> </tr> </thead> <tbody> <tr> <td>The individual</td> <td> <ul style="list-style-type: none"> • Personal world • Daily life • Leisure • Future plans </td> </tr> <tr> <td>The Japanese-speaking communities</td> <td> <ul style="list-style-type: none"> • Travelling in Japan • Living in Japan • Cultural life </td> </tr> <tr> <td>The changing world</td> <td> <ul style="list-style-type: none"> • The world of work • Current issues </td> </tr> </tbody> </table> <p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> • Conversation • Responding to an aural stimulus • Responding to a variety of written material • Writing for a variety of purposes • Studying the culture of Japanese-speaking communities through texts. 		Prescribed Themes	Mandatory Topics	The individual	<ul style="list-style-type: none"> • Personal world • Daily life • Leisure • Future plans 	The Japanese-speaking communities	<ul style="list-style-type: none"> • Travelling in Japan • Living in Japan • Cultural life 	The changing world	<ul style="list-style-type: none"> • The world of work • Current issues
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<p>Particular Course Requirements</p> <p>Nil</p>									

Saturday School of Community Languages

The Saturday School of Community Languages gives students the opportunity to study the language they speak at home, if a course in that language is not offered at their own school or college.

The school is a public secondary school which operates only on Saturdays. Approximately 4500 students in Years 7-12, from both government and non-government schools and TAFE colleges, are enrolled.

Saturday School students follow Board of Studies syllabuses in 24 languages. These languages are accessible as part of their School Certificate and Higher School Certificate.

What languages can you study?

Arabic, Armenian, Bengali (Bangla), Chinese, Croatian, Dutch, Filipino, Hindi, Hungarian, Italian, Japanese, Khmer, Korean, Macedonian, Modern Greek, Maltese, Persian (Farsi and Dari), Polish, Serbian, Spanish, Turkish, Ukrainian, Vietnamese.

What are the benefits?

Studying the language you speak at home:

- helps students maintain rewarding relationships with their parents/caregivers, grandparents, relatives and other community members;
- promotes in students a sense of cultural identity, resulting in heightened self-confidence and self-esteem;
- provides an opportunity for students to develop high levels of skill in the language they speak at home;
- improves students' performance across the curriculum; and
- places students in a better position to take advantage of employment opportunities.

How do I enrol?

Enrolment forms are available from your School Principal and from www.curriculumsupport.education.nsw.gov.au/secondary/languages/sscl/

Open High School

A range of 12 languages are on offer – please see their website www.theopenhs-d.schools.nsw.edu.au

CSBB Blended Courses

This year CSBB is offering Italian Beginners as an online course. There is no fee involved in taking this course. For more information please see the Dean of Curriculum.



PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Community & Family Studies

Exploring Early Childhood

Personal Development, Health and
Physical Education

Sport Lifestyle and Recreation Studies



Course: Year 11 Community & Family Studies HSC Community & Family Studies	
2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Nil
Course Description Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.	
Main Topics Covered Preliminary Course <ul style="list-style-type: none"> ● Resource Management Basic concepts of the resource management process (approximately 20% of course time). ● Individuals and Groups: The individual's roles, relationships and tasks within groups (approximately 40% of course time). ● Families and Communities: Family structures and functions and the interaction between family and community (approximately 40% of course time). HSC Course <ul style="list-style-type: none"> ● Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). ● Groups in Context: The characteristics and needs of specific community groups (approximately 25% of course time). ● Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). HSC Option Modules Select one of the following (approximately 25% of course time): <ul style="list-style-type: none"> ● Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan. ● Social Impact of Technology: The impact of evolving technologies on individuals and lifestyle. ● Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments. 	
Particular Course Requirements Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.	

Course: **Year 11 Exploring Early Childhood**

1 unit Board Developed Course

Exclusions:
Nil

Course Description

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community. The study of this course will enable students to develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years.

Main Topics Covered
Preliminary Course

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children's services.

As this course has a practical as well as a theoretical base, it is considered important and highly desirable that students have the opportunity to interact with young children on a regular basis. The purpose of this interaction is to observe children, and to gain experience in understanding and relating to individual children. This is best achieved in informal settings, such as the home, with friends or relatives.

Particular Course Requirements

The core studies are compulsory. There are three parts to the core:

Part A: Pregnancy and Childbirth (15 hours)

Part B: Child Growth and Development (20 hours)

Part C: Promoting Positive Behaviour (10 hours)

One Optional module: The optional module can occupy 15-30 hours (indicative time) of study

Course: **Year 11 Personal Development, Health and Physical EducationHSC**
Personal Development, Health and Physical Education

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions:
Nil

Course Description

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. First Aid and Fitness choices are the options for the Preliminary course. In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake study on improved performance and safe participation by learning about advanced approaches to training and sports medicine concepts.

Preliminary Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students select two of the following options:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students select two of the following options:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

Particular Course Requirements

In addition to core studies, students select two options in each of the Preliminary and HSC courses.

Course: **Year 11 Sport, Lifestyle and Recreation Studies**
HSC Sport, Lifestyle and Recreation Studies

Content Endorsed Course

Exclusions:

Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Course Description

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.



TECHNOLOGICAL AND APPLIED STUDIES

Design & Technology

Engineering Studies

Food Technology

Industrial Technology – Timber

Information Processes & Technology



Course: **Year 11 Design & Technology**
HSC Design & Technology

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions:
Nil

Course Description

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and include evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

Main Topics Covered

Preliminary Course

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC Course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

**Course: Year 11 Engineering Studies
HSC Engineering Studies**

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions: Nil

Course Description:

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

Main Topics Covered

Preliminary Course

Students undertake the study of four compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: Engineering Fundamentals, Engineered products and Braking Systems
- one focus module relating to the field of Biomedical Engineering.

HSC Course

Students undertake the study of four compulsory modules:

- two application modules relating to the fields of Civil Structures and Personal and Public Transport
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements

Engineering Report

Preliminary Course

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

HSC Course

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

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

Course: Year 11 Food Technology HSC Food Technology	
2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Nil
Course Description The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas. The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry, production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.	
Main Topics Covered Preliminary Course <ul style="list-style-type: none"> ● Food Availability and Selection ● Food Quality ● Nutrition ● HSC Course <ul style="list-style-type: none"> ● The Australian Food Industry ● Food Manufacture ● Food Product Development ● Contemporary Nutrition Issues 	
Particular Course Requirements There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.	

Course: Year 11 Industrial Technology: Timber Products and Furniture Industries
HSC Industrial Technology: Timber Products and Furniture Industries

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions:

Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Course Description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Area is Timber Products and Furniture Technologies.

Main Topics Covered

Preliminary Course

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

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

Particular Course Requirements

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

Course: Year 11 Information Processes & Technology HSC Information Processes & Technology	
2 unit Board Developed Course	Exclusions: Computing Applications CEC
Course Description Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.	
Main Topics Covered Preliminary Course <ul style="list-style-type: none"> ● Introduction to Information Skills and Systems ● Tools for Information Processes ● Developing Information Systems HSC Course <ul style="list-style-type: none"> ● Project Management ● Information Systems and Databases ● Communication Systems ● Option Strands – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems. 	
Particular Course Requirements There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.	

Course: Year 11 Software Design & Development
HSC Software Design and Development

2 unit
Board Developed Course

Exclusions:

Course Description

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

The HSC course builds on the Preliminary course and involved the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

Main Topics Covered

Preliminary Course

- Concepts and Issues in the Design and Development of Software (30%)
- Introduction to Software Development (50%)
- Developing Software Solutions (20%)

HSC Course

- Development and Impact of Software Solutions (15%)
- Software Development Cycle (40%)
- Developing a Solution Package (25%)
- Options (20%) – Study ONE of the following options:
 - Programming paradigms OR
 - The interrelationship between software and hardware

Particular Course Requirements

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite to the study of the HSC course.

It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.



VOCATIONAL EDUCATION AND TRAINING (VET)

Construction

Active Volunteering

Hospitality

Board Developed Courses
(Framework courses)

Board Developed Courses
(Non-Framework courses)

School Based Apprenticeships
& Training (SBATs)



VOCATIONAL EDUCATION AND TRAINING COURSES

The following VET Courses Delivered at St Leo's

- Construction
- Active Volunteering
- Hospitality - Kitchen Operations

BOARD DEVELOPED COURSES (Framework courses)

These courses give you credit towards the HSC and may **count towards an ATAR** if you complete the 240 hour course, mandatory work placement and undertake the optional HSC exam:

- Automotive
- Business services
- Electrotechnology: Electrical
- Financial Services
- Hospitality: Kitchen Operations
- Human Services
- Information & digital technology
- Metals and Engineering
- Horticulture
- Retail Services
- Tourism, Travel and events

BOARD ENDORSED COURSES (Non-Framework courses)

Endorsed by NESA and can count towards the units for the Year 11/HSC but **do not** contribute to an ATAR.

- Community services; Introduction to children services
- Community services; Social work
- Fashion, design and technology
- Furniture making
- Hair and beauty services
- Plumbing
- Property Services
- Screen and Media; Animation, Film and Radio, Film and Television, Multimedia
- Sports, Fitness and Recreation



NATIONALLY RECOGNISED
TRAINING
VERSION: APRIL 2020

ACTIVE VOLUNTEERING

CHC24015 Certificate II in Active Volunteering

This VET Board Endorsed course aims to provide students with the foundation knowledge and the elementary skills required to work as a volunteer in pastoral, social justice, career, enterprise and work programs.

- The qualification is recognised as an entry-level qualification for volunteer workers, under direct and regular supervision within clearly defined guidelines.

Hours	120 hours - ONLINE Delivery	Training Package	CHC
Type	VET Board Endorsed Course	Work Placement	Mandatory 20 hours
Unit Value	2 Unit Preliminary or HSC	SBAT	N/A
Specialisation	No	Recognition	National AQF and HSC Qualification
HSC Exam	No	ATAR	No

ASSESSMENT

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

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

FURTHER STUDY

- CHC34015 - Certificate III in Active Volunteering
- CHC32015 Certificate III in Community Services

PERSONAL REQUIREMENTS

- Able to work methodically, accurately and neatly
- Good oral and written communication skills
- Able to work as part of a team
- Work independently
- Neat personal appearance.

JOB ROLES IN INDUSTRY

Involvement in the volunteer industry provides opportunities to:-

- Apply knowledge & understanding of WHS requirements
- Develop communication skills and the ability to work with diverse people
- Update knowledge and understanding of the needs and welfare of Aboriginal and/or Torres Strait Islander and young people
- Assist with the implementation of activities and strategies that contribute to lifelong learning and well-being.
- Organise work schedules to meet outcomes

STUDENT OUTCOMES FOR CERTIFICATE II IN ACTIVE VOLUNTEERING

These are the outcomes of graduates surveyed six months after completing their training.

All statistics are supplied by <https://www.myskills.gov.au/>



CONSTRUCTION

CPC20211 Certificate II in Construction Pathways

Version: March 2019

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2 unit Preliminary 2 unit HSC
Specialisation	Yes
HSC Exam	Yes
ATAR	Yes
Work placement	Mandatory 70 hours
SBAT	Opportunity to complete a School Based Apprenticeships or a Traineeship and gain credit towards the HSC
RECOGNITION	National and HSC Qualification

ABOUT

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction.

This Certificate II is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

JOB ROLES

Trades' assistants work with carpentry tradespeople by handling construction materials, using tools and equipment, erect and dismantle formwork for footings and slabs on ground.

ASSESSMENT

Assessment strategies may include:

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



FURTHER STUDY

Apprenticeship, for example in

- Carpentry
- Bricklaying
- Wall and Floor Tiling
- Solid Plastering
- Builder

PERSONAL REQUIREMENTS

- Enjoy practical work
- Able to cope with the physical demands of the job
- Able to work with your hands
- Good sense of balance and ability to work at heights
- Good at mathematics
- Good health and eyesight
- Able to work as part of a team.



CAREER PATHWAYS

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. It is designed to introduce learners to the trade callings in the construction industry and provide credit towards a construction apprenticeship.

DUTIES AND TASKS OF A CARPENTER

Carpenters may perform the following tasks:

- Construct formwork into which concrete is poured
- Set out an outline of the building on the ground of the site, using string and pegs to allow for excavations
- Build floors, wall frameworks (timber or metal) and roofs, and lay timber floors
- Read plans and specifications to determine the dimensions, materials required and installation processes to be followed
- Install metal and timber windows, sashes and doors
- Construct and erect prefabricated units, such as cottages and houses
- Cut materials with hand and power tools, and assemble, nail, cut or shape parts
- Install door handles, locks, hardware, flooring underlay, insulating material and other fixtures
- Maintain and sharpen tools



STUDENT OUTCOMES for Certificate II in Construction Pathways

These are the outcomes of graduates surveyed six months after completing their training for Certificate II in Construction Pathways.

All statistics are supplied by the [National Centre for Vocational Education Research](http://www.nvra.gov.au)



<http://www.myskills.gov.au/>

<http://training.gov.au>

HOSPITALITY – KITCHEN OPERATIONS

SIT20416 Certificate II in Kitchen Operations

Version: April 2019

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2 unit Preliminary 2 unit HSC
Specialisation	Yes
HSC Exam	Yes
ATAR	Yes
Workplacement	Mandatory 70 hours
SBAT	Opportunity to complete a School Based Apprenticeship or a Traineeship and gain credit towards the HSC
RECOGNITION	National and HSC Qualification

ABOUT

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.

Skills and knowledge will prepare the students in providing effective hospitality service to customers.

JOB ROLES

Possible job titles include:

- Breakfast cook
- Catering assistant
- Café cook
- Fast-food cook
- Sandwich hand



ASSESSMENT

Assessment strategies may include:

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



PERSONAL REQUIREMENTS

- Enjoy practical work
- Good hand-eye coordination
- Able to work quickly and safely with minimal supervision
- Good personal hygiene
- Free from skin allergies to foods and detergents
- Good communication skills
- Able to work under pressure
- Able to work as part of a team.

FURTHER STUDY

After achieving SIT20416 Certificate II in Kitchen Operations, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries, for example:

- Certificate III in Commercial Cookery
- Certificate III in Catering Operations
- Certificate III in Hospitality (Restaurant and Front of House)
- Certificate III in Tourism

CAREER PATHWAYS

Chef, Caterer, Restaurateur/Restaurant/Cafe Owner

DUTIES AND TASKS OF A KITCHEN HAND

Kitchen hands may perform the following tasks:

- Wash and clean utensils and dishes and make sure they are stored appropriately
- Handle, sort, store and distribute food items
- Wash, peel, chop, cut and cook foodstuffs, and help prepare salads and desserts
- Sort and dispose of rubbish and recycling
- Organise laundering of kitchen linen
- Clean food preparation equipment, floors and other kitchen tools or areas.



CONTRIBUTION TO THE AUSTRALIAN ECONOMY

Statistics sourced from Australian Bureau of Statistics and Australian Government Department of Industry, Innovation and Science

Accommodation and Food Services



\$40.6 billion
Gross value added



967,000
People employed in the



90,283
Businesses trading in the

Courses Available Externally

TAFE Delivered VET Courses – TVET

These TAFE delivered courses provide students with industry recognition and articulation to higher level TAFE Courses. Students attend TAFE for a 4-hour block (2pm – 6pm) usually on either a Monday or Tuesday. Accounting also offers the option of attending one evening per week.

Please note that these courses have their own course costs and as a result come at an additional cost to parents.

There are three categories of TAFE courses for Year 11 and 12 students. They are:

1. **Industry Curriculum Framework Courses** – These courses have the same AQF qualifications, ATAR contribution, assessment and work placement requirements as outline in the school delivered VET courses. If a VET course is not offered at school it can be studied at TAFE, for example: Automotive, Electrotechnology, Human Services, Retail, Primary Industries or Tourism. Students must commence these courses in Year 11 and continue in Year 12 for contribution to ATAR.
2. **Board Developed Accounting** – The Accounting course has been developed by the Board of Studies and as such can be used in the calculation of the student’s ATAR. Students must commence this course in Year 11 and continue in Year 12 for contribution to ATAR.
3. **Non- Framework Courses** – Both Year 11 and Year 12 students can study non-framework courses. These courses count as 2 units of study, but do not contribute to the calculation of the student’s ATAR. If successfully completed, students will gain recognition into further TAFE courses in similar areas.

Go to the following web address to access the TEVT Subject guide for 2022

<https://www.tafensw.edu.au/documents/60140/76288/TVET-Brochure.pdf>

School Based Apprenticeships and Traineeship

A traineeship gives students employment opportunities and training before they leave school.

At the successful conclusion of a school based part-time traineeship, students will have a HSC, a nationally recognised TAFE qualification, a certificate of proficiency and possibly a job with excellent opportunities for further training and career development.

Possibilities for part time traineeships exist in the Retail industry through McDonalds, KFC and major retailers. Apprenticeships may be possible in all trades with self-sourced employers.

Outside School Providers

St Leo’s Catholic College has access to a number of “outside” providers of various courses for Stage 6 students.

These providers are: The Open High School (based at Randwick) and Saturday School of Community Languages.

The subject offerings vary from year to year and it is best to check their website for the latest information and details.

The Dean of Curriculum, coordinates students that wish to enrol in these “Outside School” providers.

Please note that these courses have their own course costs and as a result come at an additional cost to parents.

Also – students who do take up these courses are expected to take on this course in addition to their 12 units of study here at St Leo’s College. Their progress will be monitored at the end of Term One to determine if their current pattern of study can be reviewed.

Please see the Dean of Curriculum , if you have any questions or further information.