



*Journeying with  
Compassion*

# **SUBJECT INFORMATION HANDBOOK**

**Year 11 and Year 12 Courses  
for the Higher School Certificate  
2027 – 2028**

*Issued June 2026*



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# PRINCIPALS INTRODUCTION

Dear Parents/Carers and Students of Year 10,

This handbook is designed to help you make the best decisions about your pattern of study for Year 11 2027 and Year 12 2028. Choosing how to continue with education past Year 10 is a significant milestone in your life journey. It is important that you take the time to consider your options. Listen carefully to the advice you will be given and make realistic assessments of your abilities and interests. Senior study requires increased commitment and application. All senior courses are demanding, but by choosing courses that you are able to engage in by meeting the Course Requirements, you will be able to to maximise your chances of an enjoyable, successful two years.

The HSC at Good Samaritan Catholic College is serious business. It requires students that are committed to personal best and focused on contributing as a team into the HSC Bucket. By making the choice to return into Stage 6 and complete your HSC at our College, you are committing yourself to two years of hard work, dedication and a never give up attitude when it comes to each of your subjects. As a senior student your actions both in and out of the classroom will reflect our College Values.

This handbook is divided into sections. Part A contains general information that you are advised to read carefully. The information contained in Parts B to E of the handbook is from the NSW Education Standards Authority (NESA) and it provides guidelines to assist you in your subject selection. Part F outlines the subject selection process. It is recommended that you consult the Universities Admission Centre (UAC) Guide if you are planning to apply for University. Through the subject selection process, your teachers at Good Samaritan Catholic College will also be happy to discuss options with you. Please note that some courses have specific Year 10 Grade requirements for entry into those courses. Students who do not meet those grade requirements need to choose other courses that reflect their current Year 10 Grades.

The staff members at Good Samaritan Catholic College are looking forward to continuing to work with you during the next two years. We hope to challenge you to strive for personal excellence and to become independent, self-motivated learners. The next two years will be a time for us to work together as we help and support one another to successfully complete Years 11 and 12. We are looking forward to having young women and men who can leave Good Samaritan Catholic College prepared to live full Christian lives in which you continue to exemplify our school motto of "Journeying with Compassion".

Yours faithfully,



Mr Pablo Grana  
College Principal

# **PART A**

## **MAKING SUBJECT CHOICES**

# MAKING SUBJECT CHOICES

## PATTERNS OF STUDY

### TERTIARY PATHWAY

### WORKPLACE & TRAINING PATHWAY



#### TERTIARY

12 Units of study

*Which includes:*  
2 Units of English

At least 1 Unit of Religious  
Education

1 Unit of a Board Endorsed  
Course (Subject to your choice  
of Religious Education Course)

8 Units from the remaining  
Board Developed Courses

**\*VET Courses of Hairdressing,  
Beauty (Year 12), Fitness and Early  
Childhood Education, School Based  
Education and Support and Care do  
not contribute to your ATAR pattern**

#### WPTP

12 Units of study

*Which includes:*  
2 Units of English Studies

1 Unit Studies in Catholic  
Thought

1 Unit of a Board Endorsed  
Course

8 Units from the remaining  
courses provided in the  
Workplace & Training Pathway  
table in this booklet

**\*Note students must choose 6 units  
of Board Developed Courses (BDC)**

## How should you choose your subjects?

- Demonstrated **ABILITY** in Years 7-10
- **INTEREST AND ENJOYMENT** in a particular subject
- Subject linked to future **CAREER** options
- Following the **ADVICE** of teachers
- Have **REALISTIC** expectations

# GUIDELINES AND REGULATIONS

**To be eligible for the Higher School Certificate students must meet the following NESA requirements:**

- be enrolled in a NSW Government school, a registered and accredited non-government school or a TAFE institution.
- study a permitted combination of courses.
- complete the requirements for each course, including any necessary practical, project work or work placement.
- complete all tasks in assessment programs.
- undertake the Higher School Certificate examinations with a genuine attempt.
- satisfactorily complete at least **12 units in the Year 11** and at least **10 units in the Year 12**.

Study pathway must include a minimum of:

- six units of Board Developed Courses.
- two units of a Board Developed Course in English.
- three courses of 2 unit value or greater, either Board Developed or Board Endorsed.
- four subjects.

On the NESA website you will find all the Higher School Certificate rules, requirements and advice. The NESA website also has detailed information on the Higher School Certificate, courses, syllabuses, and assessment and past examination papers.

[nsw.gov.au/education-and-training/nesa](http://nsw.gov.au/education-and-training/nesa)

**At Good Samaritan Catholic College, students must:**

- undertake one unit of Studies of Religion or Studies in Catholic Thought in both Year 11 and 12.
- display a **positive attitude to the school**, its **Catholic ethos** and school activities and regulations.
- demonstrate a **serious attitude and a genuine attempt in all your studies**. This includes:
  - complete homework tasks when required
  - follow a daily program of study and revision, which will involve three hours of study time each day.
- follow the school attendance policy in order to attain the outcomes of all courses studied.

***If a student fails to meet the outcomes of a course, then that course will not count towards study for the Higher School Certificate, thus placing the student's Higher School Certificate in jeopardy.***

The College recognises that some students may need to be engaged in part-time work. However if a student is engaged in working long hours, this can only be to the detriment of their study. We strongly recommend that a student work at their part time job for no more than 10 hours per week.

**The demands of both the Year 11 and Year 12 courses are significantly greater than Year 10 courses. There will need to be increased commitment to homework, assignments, reading and examination preparation. Students will certainly find it easier to make this commitment if they have chosen subjects wisely.**

# INFORMATION TO GUIDE YOUR SENIOR SUBJECT SELECTION

## NSW Education Standards Authority (NESA) Requirements for the Higher School Certificate

Courses studied by students for the Higher School Certificate are generally divided into two components:

- a) **Year 11 Course**
- b) **Year 12 Course**

*Students must satisfactorily complete the Year 11 course before they can enter a Year 12 course in a subject.*

- **The Year 11 Course:**
  - is to be regarded as "assumed knowledge" which has been covered by all candidates.
  - The exception of the above is Mathematics and English; in this case the Year 11 Course must be completed before the Extension component in any course can be commenced.
  - Students must achieve all outcomes in a subject in order to gain a Year 11 **Record of School Achievement (ROSA)**.
- The **Year 11 Record of School Achievement** will have all subjects studied in Year 11.
- The **Higher School Certificate Record of Achievement** will include Year 12 subjects, and will have all Year 11 subjects.

## COURSE UNIT VALUE

All courses offered for the Higher School Certificate have a unit value. The number of units indicates the length of time for which a course is taught each week, and the number of marks it counts for in the Higher School Certificate. The following is a guideline to help you understand the pattern of courses.

### **2 UNIT COURSE:**

The course is studied for approximately 120 hours per year and marked out of 100 for the Higher School Certificate.

### **3 UNIT COURSE:**

These courses are studied for approximately 180 hours per year.

### **EXTENSION COURSE:**

Extension courses build on the content of the 2 Unit course carrying 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. Students must study the Year 11 Extension Course (Extension 1) in these subjects before proceeding to the Year 12 extension courses (Extension 2). To undertake an Extended 2 course, a student must work above the standard of the Extension 1 course.

Year 12 extension courses in subjects other than English and Mathematics are available to students after completion of the Year 11 course who have demonstrated exceptional ability in the subject area.

### **1 UNIT COURSE:**

1 unit course is equivalent to approximately 60 hours of study per year and marked out of 50.

### **4 UNIT COURSE:**

4 unit is only offered for the Certificate III Beauty course at St Joseph Trade Skills. The prerequisite is the completion of the Year 11 Certificate II Hairdressing course. The 4 units count only in Year 12 and if you are following a WPTP.

# YEAR 11 AND YEAR 12 COURSES

Senior courses are divided into Year 11 and Year 12 components. Year 11 courses begin Term 1, Year 11 and conclude at the end of Term 3, Year 11. Year 12 courses begin when students have satisfactorily completed the requirements of the Year 11 course (generally Term 4 Year 11).

## TYPES OF COURSES

- **Board Developed courses** are the large number of courses set and at the end of the Year 12 course are externally examined by Education Standards that also contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). There is a syllabus for each course, which contains:
  - the course objectives, structure, content and outcomes
  - specific course requirements
  - assessment requirements
  - sample examination questions and marking guidelines
  - the performance scale
- **Board Endorsed courses** are developed by schools, TAFE and universities. They:
  - count towards your HSC but do not have an HSC examination
  - do not contribute towards the calculation of your ATAR
  - require school based assessment tasks to be completed, in order to submit a single school assessment task mark, that will appear on your Record of Achievement
- **Vocational Education and Training (VET)** - VET courses can be studied either at school or through TAFE NSW and other training providers. VET courses:
  - are Industry Curriculum Frameworks that require achievement of course competencies and have specific Industry requirements:
- **Human Services requires**
  - a minimum of three COVID-19 vaccinations and the annual flu vaccination are required to work in the Health Industry. You will need to provide evidence that your current vaccination status meets all necessary NSW Health vaccinations requirements to begin studies in this course.
  - undertake a Volunteers National Police check
  - have a mandatory work placement requirement in which students must complete a minimum number of hours in the workplace.
  - contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia.

There are **THREE** forms of Vocational Education and Training (VET) available at the College:

<b>INTERNAL</b> <b>Good Samaritan Catholic College</b>	<b>EXTERNAL</b> <b>St Joseph Trades Skills Centre</b>	<b>EXTERNAL</b> <b>TAFE</b>
<p>These VET Courses are timetabled classes during school hours.</p> <ul style="list-style-type: none"> <li>• Certificate III Business</li> <li>• Certificate II Construction Pathways</li> <li>• Certificate III in Information Technology</li> <li>• Certificate III Retail Services</li> <li>• Certificate II Hospitality Cookery</li> <li>• Certificate II Hospitality Food &amp; Beverage</li> </ul> <p><i>*Note Hospitality may be internal or external delivery.</i></p>	<p>These VET Courses are <b>timetabled classes from approximately 1:30pm to 5:45pm.</b></p> <ul style="list-style-type: none"> <li>• Certificate II Automotive Vocational Preparation</li> <li>• Certificate II Electro-technology – Career Start</li> <li>• Certificate II Hairdressing – Salon <b>(WPTP ONLY)</b> Assistant in Year 11 only, followed by Certificate III Beauty - Makeup in Year 12</li> <li>• Certificate II Hospitality Cookery</li> <li>• Certificate II Hospitality Food &amp; Beverage</li> <li>• Certificate III Travel, Tourism and Events</li> <li>• <b>Statement of Attainment towards a Certificate III Early Childhood Education and Care (WPTP ONLY)</b></li> <li>• Certificate III Individual Support–Ageing (Human Services)</li> <li>• <b>Statement of *Attainment towards a Certificate III Fitness (WPTP ONLY)</b></li> </ul> <p><i>*To complete the Certificate III, students must complete further modules at TAFE.</i></p> <p><i>*Note Hospitality may be internal or external delivery.</i></p>	<p>These are selected Board Developed or Board Endorsed Vocational Education and Training (VET) courses delivered at TAFE campuses.</p> <p>Course availability and details will be made available at your subject selection interview.</p> <p>Students will need to complete an expression of interest.</p> <p>Currently these courses run on a number of afternoons at various TAFE campuses from 1:30pm to 5:30pm.</p> <p>TAFE fees are subsidised by Sydney Catholic Schools.</p>

See course descriptions later in this book. **Each course requires students to complete a set number of hours of work placement each year.**

Students undertaking these courses will leave school with additional industry accreditation, no matter what option they choose in relation to the Higher School Certificate examination. The Courses can provide a strong foundation for further study in these areas either at TAFE or at University.

If you require more information on these courses you will need to see the Pathways Planner Mrs Randal.

- **Saturday School of Community Languages** is a Department of Education secondary school that offers language courses to students wishing to study their background language. Students are eligible to enroll if the language requested is their **background community language** and the language is not available in their home school in the year requested.

More detailed information on locations of schools and languages available for study can be found at the following address: <http://www.sscl.schools.nsw.edu.au>

Application forms will be available from Ms Khawaja in late November and will need to be completed and submitted to Saturday School, Darlinghurst before the end of Term 4.

# PATTERNS OF STUDY

## TERTIARY PATHWAY



### TERTIARY

12 Units of study

*Which includes:*

2 Units of English

At least 1 Unit of Religious  
Education

1 Unit of a Board Endorsed Course  
(Subject to your choice of  
Religious Education Course)

8 Units from the remaining Board  
Developed Courses

\*VET Courses of Hairdressing, Beauty  
(Year 12), Fitness and Early Childhood  
Education, School Based Education and  
Support and Care **do not** contribute to  
your ATAR pattern

## WORKPLACE & TRAINING PATHWAY



### WPTP

12 Units of study

*Which includes:*

2 Units of English Studies

1 Unit Studies in Catholic Thought

1 Unit of a Board Endorsed  
Course

8 Units from the remaining  
courses provided in the  
Workplace & Training Pathway  
table in this booklet

\*Note students must choose 6 units of  
Board Developed Courses (BDC)

## TERTIARY PATHWAY

For an University pathway, students must select:

- 2 units of English
- At least 1 unit of Religious Education
- 1 unit Board Endorsed Course
- 8 units from the remaining board developed courses.

**You will need 12 Units of study.**

**Note: If you select Studies of Religion (2 Unit), you do not require a 1 unit Board Endorsed course.**

Board Developed Courses	Board Endorsed and Developed Courses	
	<b>Maximum 2 Units</b> (ONE course) can be selected from this column.	<b>1 UNIT Courses</b>
<p><b>English courses</b> 2 Unit Advanced English 2 Unit Standard English</p> <p><b>Religious Education courses</b> 2 Unit Studies of Religion 1 Unit Studies of Religion</p> <p><b>Other Courses</b> 2 Unit Ancient History 2 Unit Biology 2 Unit Business Studies 2 Unit Chemistry 2 Unit Community &amp; Family Studies 2 Unit Design &amp; Technology 2 Unit Drama 2 Unit Earth &amp; Environmental Science 2 Unit Economics 2 Unit Enterprise Computing 2 Unit Food Technology 2 Unit Geography 2 Unit Industrial Technology (Graphics) 2 Unit Industrial Technology (Timber &amp; Furniture Products) 2 Unit Investigating Science 2 Unit Italian Beginners 2 Unit Italian Continuers 2 Unit Legal Studies 2 Unit Mathematics Advanced 2 Unit Mathematics Standard 2 Unit Modern History 2 Unit Music 1 2 Unit Personal Development, Health &amp; Physical Education 2 Unit Physics 2 Unit Visual Arts</p>	<p>2 Unit Automotive* <i>(Certificate II Automotive Vocational Preparation)</i></p> <p>2 Unit Business <i>(Certificate III Business Services)</i></p> <p>2 Unit Construction <i>(Certificate II Construction Pathways)</i></p> <p>2 Unit Information and Digital Technology <i>(Certificate III in Information Technology)</i></p> <p>2 Unit Hospitality* <i>(Certificate II Hospitality Cookery)</i></p> <p>2 Unit Electro-technology* <i>(Certificate II Electro-technology – Career Start)</i></p> <p>2 Unit Travel, Tourism and Events* <i>(Certificate III Events)</i></p> <p>2 Unit Human Services* <i>(Certificate III Individual Support–Ageing)</i></p> <p>2 Unit Retail Services <i>(Certificate III Retail Services)</i></p> <p style="font-style: italic;">*Note Hospitality may be delivered internally or externally dependent on numbers.</p>	<p>1 Unit Ceramics 1 Unit English Extension 1 1 Unit Exploring Early Childhood 1 Unit Mathematics Extension 1 1 Unit Photography, Videography &amp; Digital Imaging 1 Unit Sport, Lifestyle &amp; Recreation Studies 1 Unit Visual Design</p>

**\* This course is delivered at St Joseph Trades Skills Centre. Students will be required to attend one day per week, from approximately 1:30 - 5:45 pm.**

## WORKPLACE AND TRAINING PATHWAY

For a Workplace Training pathway, students must select:

- 2 units English Studies
- 1 unit Studies in Catholic Thought
- 1 unit Board Endorsed Course
- 8 units from the remaining courses.
- 6 units **must be Board Developed Course**

**You will need 12 Units of study.**

Board Developed Courses		Board Endorsed Courses
Examination Course	Non Examination Course	
<p><b>Courses</b></p> <p>2 Unit Industrial Technology (Graphics)                      2 Unit Industrial Technology (Timber &amp; Furniture Products)                      2 Unit Italian Beginners                      2 Unit Mathematics Standard</p>	<p><b>English Course</b>                      2 Unit English Studies</p> <p><b>Courses</b>                      2 Unit Sport, Lifestyle &amp; Recreation Studies                      2 Unit Exploring Early Childhood  <i>(Note: You cannot choose the same course in the 1 Unit equivalent)</i></p> <p><b>VET Courses</b>                      2 Unit Automotive*  <i>(Certificate II Automotive Vocational Preparation)</i></p> <p>2 Unit Business  <i>(Certificate III Business Services)</i></p> <p>2 Unit Construction  <i>(Certificate II Construction Pathways)</i></p> <p>2 Unit Information and Digital Technology  <i>(Certificate III in Information Technology)</i></p> <p>2 Unit Hospitality*  <i>(Certificate II Hospitality Food &amp; Beverage)</i></p> <p>2 Unit Travel, Tourism and Events*  <i>(Certificate III Events)</i></p> <p>2 Unit Human Services*  <i>(Certificate III Individual Support–Ageing)</i></p> <p>2 Unit Retail Services*  <i>(Certificate III Retail Services)</i></p>	<p><b>Religious Education Course</b>                      1 Unit Studies in Catholic Thought</p> <p><b>VET Courses</b>                      3 Unit Hairdressing*                      (Certificate II Hairdressing - Salon Assistant in Year 11 only, followed by Certificate III Makeup in Year 12)</p> <p>2 Unit Early Childhood Education &amp; Care* (Statement of Attainment towards a Certificate III in Early Childhood Education and Care)</p> <p>2 Unit Fitness*                      (Statement of Attainment towards a Certificate III Fitness)</p> <p>3 Unit School Based Education Support*                      (Statement of Attainment towards a Certificate III)</p> <p><b>1 Unit Courses</b>                      1 Unit Ceramics                      1 Unit Exploring Early Childhood                      1 Unit Photography, Videography &amp; Digital Imaging                      1 Unit Sport, Lifestyle &amp; Recreation Studies                      1 Unit Visual Design</p> <p><b>2 Unit Courses</b>                      2 Unit Visual Design</p>

**\* This course is delivered at St Joseph Trades Skills Centre. Students will be required to attend one day per week, from approximately 1:30 - 5:45 pm.**

# AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The Australian Tertiary Admissions Rank (ATAR) is as the name states a rank. It is used by the Universities to rank students for entry to a course. Students only need to opt for an ATAR if they are intending to go to University straight from school. The ATAR provides a measure of a student's overall academic achievements in the Higher School Certificate in relation to that of other students. The ATAR is calculated solely for use by universities and is not used for any other purpose. Universities use the ATAR either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to university. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05.

## Who calculates the ATAR?

The ATAR is calculated on behalf of the universities, is confidential and released by the Universities Admissions Centre (UAC) to

- Students who have requested an ATAR; and
- Universities to which the students have applied.

The ATAR is not provided to NESA or individual schools.

## Purpose of an ATAR

The purpose of the ATAR is to provide a measure of overall academic achievement in the Higher School Certificate, it is based on marks gained in Higher School Certificate courses. The NSW Higher School Certificate offers students a wide choice of courses, taken by different groups of students. The ATAR needs to be determined in such a way as to enable the comparison of students who may have taken different combinations of Higher School Certificate courses.

The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05. An ATAR of 50.00 indicates that the student is half-way up the cohort for that year. An ATAR of 75.00 indicates that a student is three-quarters of the way up the cohort for that year. An ATAR of 99.95 indicates that the student is ahead of 99.95% of their cohort that year.

Remember: The ATAR is a measure of overall academic achievement in the Higher School Certificate. It enables universities to rank applicants for tertiary selection in a fair and equitable way. **The ATAR is designed only for use in tertiary selection as a possible indicator of readiness for university study. There is no notion of pass or fail.**

**It is most likely that students will perform best in subjects in which they have an interest and ability and that will best suit their future needs.**

# GLOSSARY

<b>Assessments</b>	Schools provide an assessment of students' achievements in each course. Assessment Tasks measure performance in the whole course, but do not take into account interests, attitudes or conduct.
<b>ASQA</b>	Australian Skills Quality Authority
<b>AQF</b>	Australian Qualification Framework – the AQF is a comprehensive policy framework defining all qualifications recognized nationally in post-compulsory education and training within Australia. The qualification level depends on the depth, complexity and degree of autonomy involved in the work. The Australian Qualifications Framework comprises guidelines that define each qualification, together with principles and protocols covering articulation, issuing of a qualification and transition arrangements.
<b>ATAR</b>	Australian Tertiary Admissions Rank used to gain entry into a University course.
<b>BDC</b>	Board Developed Courses are developed by NESA. Courses are externally examined at the Higher School Certificate examination. (A list of these courses appears on the Entry Form).
<b>BEC/CEC</b>	Board Endorsed Courses are developed and administered by schools and/or colleges. NESA does not set external examinations for these courses. These courses are also referred to as Content Endorsed Courses (CEC).
<b>Competency/ standards/units of competency</b>	The specification of knowledge and skill and the application of that knowledge and skill to the standards of performance required in the workplace, expressed as a competency standard. They provide a description of the skills, knowledge and attitudes required to perform particular kinds of work. Competency standards also define the outcomes for training delivery, assessment and the issue of qualifications and Statements of Attainment under the Australian Recognition Framework.  Units of competency are composed of elements of competency. They include performance criteria (which specify the required level of performance), the range of variables (which indicates the context for performance) and the evidence guide (which indicates the context for assessment).  Competencies are developed nationally as an endorsed component of training packages or, where no relevant training package exists, as the basis for defining the learning outcomes of an accredited course.
<b>Components and Weighting</b>	For each course NESA produces a syllabus, a statement of course rules, an Assessment Guide and a list of prescribed texts, works and projects (where applicable). These documents can be accessed on the NESA website. In the Assessment Guide for each course the syllabus objectives have been divided into groups called components. The importance of each component, relative to the whole course, is indicated by a weighting expressed in percentage form.
<b>Courses</b>	Courses are of 3 types – Board Developed Courses, Board Endorsed Courses (ie Other Endorsed Studies Courses which include Content Endorsed Courses) and Curriculum Framework courses.
<b>HSC Course</b>	A course studied in Year 12 or when a student has met Year 11 Course requirements.
<b>Moderation of Assessments</b>	A school's spread of marks in the external examination forms a pattern which is used to adjust the student's assessment marks. This adjustment is called

	<p>moderation and it ensures that a student's assessment marks in any course can be compared to those marks gained by students at other schools in the State. The school's determination of the rank of its students in each course, and the relative differences between them will be retained throughout this process. The moderated assessment mark appears on the top of the subject report near to the external examination mark.</p>
<b>NTF</b>	National Training Framework
<b>Pathways</b>	Alternative patterns of study which can be followed to attain the HSC.
<b>Year 11 Course</b>	A course studied in Year 11. These courses are a prerequisite for Year 12 course study
<b>Tertiary</b>	Any further education pursued after secondary school.
<b>Unit Value</b>	<p>Each course is divided into units of study. The number of units is based on the amount of school time spent studying the course.</p> <p>1 Unit: A course of study that involves a teaching time equivalent to approximately 60 hours minimum duration.</p> <p>2 Unit: A course of study that involves a teaching time equivalent to approximately 120 hours minimum duration.</p> <p>Extension 1: A course of study that involves a teaching time equivalent to approximately 60 hours minimum duration.</p> <p>Extension 2: A course of study that involves a teaching time equivalent to approximately 60 hours minimum duration.</p> <p>1 unit of study is equivalent to a possible 50 marks and 60 hours minimum duration</p>
<b>VET</b>	Vocational Education and Training

**COURSE SUMMARIES FOR  
SUBJECTS OFFERED AT  
GOOD SAMARITAN  
CATHOLIC COLLEGE**

**2027 - 2028**

*Students and parents are advised that the viability of all Year 11 courses is subject to student numbers choosing the course to ensure that it can be staffed/timetabled for 2027.*

**PART B**

**BOARD**

**DEVELOPED**

**COURSES**

# ANCIENT HISTORY

**Status:** 2 Unit Board Developed

**Requirements:** Grade A - B in History

**Exclusions:** Nil

**Course Description:** Ancient History 11–12 focuses on developing student understanding of the ancient past and how it was shaped by people and events. The course offers students opportunities to engage with written and physical sources from the past, developing students' analysis and reasoning skills. Students will learn to understand historical causation and how societies change over time, recognise the different perspectives people hold about the past, develop analytical and reasoning skills to judge the significance of individuals and events, and construct clear, evidence-based historical arguments that support well-reasoned conclusions about historical development.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>Investigating Ancient History</li> <li>The Nature of Ancient History</li> <li>Case Studies</li> <li>Features of Ancient Societies</li> <li>Historical Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Core Study: Cities of Vesuvius - Pompeii and Herculaneum</li> <li>Ancient Societies</li> <li>Historical Personalities</li> <li>Historical Periods</li> </ul>

**Particular Course Requirements:** This course has a strong literacy focus. Students must have effective communication skills.

In the Year 11 course, students will complete an Historical Investigation. The Historical Investigation and choice of topics must not overlap or duplicate significantly any topic attempted for the Year 12 Ancient History or History Extension courses.

# BIOLOGY

**Status:** 2 Unit Board Developed

**Requirements:** Grade A - B in Science, Grade A - C in English

**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.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<p><b>Core Focus Areas:</b></p> <ul style="list-style-type: none"> <li>Cells as the Basis of Life</li> <li>Cells to Systems</li> <li>Evolution and ecosystems</li> </ul>	<p><b>Core Focus Areas:</b></p> <ul style="list-style-type: none"> <li>Heredity</li> <li>Diseases</li> <li>Biodiversity</li> <li>Biotechnology</li> </ul>

**Particular Course Requirements:** The Biology course has a substantial literacy focus with students that demonstrate the ability to communicate effectively at an advantage.

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 specific 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 multiple 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.

# BUSINESS STUDIES

**Status:** 2 Unit Board Developed

**Requirements:** Nil

**Exclusions:** Nil

**Course Description:** Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critical! about the role of business and its ethical responsibilities to society .

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>- <b>Nature of Business (20%)</b> the role and nature of business</li> <li>- <b>Business management (40%)</b> the nature and responsibilities of management</li> <li>- <b>Business Planning (40%)</b> establishing and planning a small to medium enterprise</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Operations (25%)</b> strategies for effective operations management</li> <li>- <b>Marketing (25%)</b> development and implementation of successful marketing strategies</li> <li>- <b>Finance (25%)</b> financial information in the planning and management of business</li> <li>- <b>Human Resources (25%)</b> human resource management and business performance</li> </ul>

**Particular Course Requirements:** This course has both a strong numeracy and literacy focus. Students must have effective communication and mathematical skills.

# CHEMISTRY

**Status:** 2 Unit Board Developed

**Requirements:** Grade A - B in Maths Extension, Grade A in Science

**Exclusions:** Nil

**Course Description:** 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.

The Year 12 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.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>• Working Scientifically Skills</li> </ul> <p><b>Core Modules:</b></p> <ul style="list-style-type: none"> <li>- Properties and Structure of Matter</li> <li>- Introduction to Quantitative Chemistry</li> <li>- Reactive Chemistry</li> <li>- Drivers of Reactions</li> </ul>	<ul style="list-style-type: none"> <li>- Working Scientifically Skills</li> </ul> <p><b>Core Modules:</b></p> <ul style="list-style-type: none"> <li>- Equilibrium and Acid Reactions</li> <li>- Acid/base Reactions</li> <li>- Organic Chemistry</li> <li>- Applying Chemical Ideas</li> </ul>

**Particular Course Requirements:** The Chemistry course has a substantial numeracy focus with students that demonstrate the ability to work at an advanced mathematics level at an advantage. 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 further development of one of more specific scientific concepts.

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

# COMMUNITY AND FAMILY STUDIES

**Status:** 2 Unit Board Developed

**Requirements:** Grade A - C in English

**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

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>• <b>Resource Management</b> Basic concepts of the resource management process (approximately 20% of course time).</li> <li>• <b>Individuals and Groups</b> The individual's roles, relationships and tasks within groups (approximately 40% of course time).</li> <li>• <b>Families and Communities</b> Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Research Methodology</b> Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> <li>• <b>Groups in Context</b> The characteristics and needs of specific community groups (approximately 25% of course time).</li> <li>• <b>Parenting and Caring</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> <li>• <b>Higher School Certificate Option Modules one</b> (approximately 25% of course time) Module selected is               <ul style="list-style-type: none"> <li>○ <b>Individuals and work</b> How workplace practices evolve in response to social and economic shifts, focusing on the skills needed to manage these changes and the importance of balancing diverse workplace patterns with family wellbeing.</li> </ul> </li> </ul>

**Particular Course Requirements:** Students are required to complete an Independent Research Project as part of the Year 12 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.

# DESIGN AND TECHNOLOGY

**Status:** 2 Unit Board Developed

**Requirements:** Well developed time management skills

**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 includes 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

### YEAR 11 COURSE

*Each of the content areas should be introduced and given appropriate emphasis through teaching and learning activities and a minimum of two design projects.*

**Designing and Producing**

The study of:

- design theory and practice
- design processes
- factors affecting designing and producing
- design and production processes in domestic, community, industrial and commercial settings
- technologies in industrial and commercial settings
- environmental and social issues
- creative approaches to design
- collaborative approaches to design
- project analysis
- marketing and market research
- techniques, materials, tools and other resources
- the realisation of ideas through the manipulation of techniques, materials tools and other resources
- work health and safety
- evaluation
- project management
- factors affecting management
- communication
- research methods
- interpreting and presenting data
- ethics in research
- manufacturing and production
- computer-based technologies.

**As part of this study, students will complete a minimum of two design projects.**

### YEAR 12 COURSE

*Each of the content areas is addressed through the major design project, case study and through other teaching and learning activities.*

**Innovation and Emerging Technologies**

The study of:

- designs and design practice
- factors which may impact on successful innovation
- entrepreneurial activity
- the impact of emerging technologies
- the impact on Australian society
- historical and cultural influences
- ethical and environmental issues
- creativity.

As part of this study, students will complete a case study of an innovation which includes reference to the above factors.

**Designing and Producing**

The study of:

**Project proposal and project management**

- identification and exploration of the need
- areas of investigation
- criteria to evaluate success
- action, time and finance plans

**Project development and realisation**

- design theory and practice
- creativity
- research
- development and evaluation of ideas
- study of practices in industrial and commercial settings
- production techniques
- communication
- safe working practices
- selection and use of resources

**Project evaluation**

- criteria for evaluation
- analysis of evaluation
- impact of the major design project on the individual, society and the environment.

**As part of this study, students will complete a major design project.**

**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. Students should have well literacy skills and well developed time management skills to accommodate a major project. Ideally students have studied a Technology subject in Stage 5. This course is for ATAR students only.

# DRAMA

**Status:** 2 Unit Board Developed

**Requirements:** Students must be willing to perform in front of an audience.

**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 Drama 11–12 Syllabus provides opportunities for students to become informed dramatic practitioners through the central and interrelated practices of making, performing and critically reflecting. Students explore dramatic contexts, elements and processes, building their knowledge of dramatic conventions, forms and styles to extend and enrich their own creative and critical works.

In the **Ensemble Performance**, students will collaboratively devise and stage an Ensemble performance which draws on the focus area: Approaches to drama and theatre. The performance will be 8 to 12 minutes in duration and is performed by no fewer than 3 and no more than 6 students.

Students will submit an original Individual project in one of the following dramatic forms: Design (costume OR promotion OR set), Director's folio, Performance, Scriptwriting, Short film. All Individual project options are submitted works except the Performance, which is a performance examination.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"><li>• Forms and styles</li><li>• Improvising and devising</li><li>• Scripts in practice</li></ul>	<ul style="list-style-type: none"><li>• Australian Drama and Theatre</li><li>• Approaches to Drama and Theatre</li><li>• Individual Project</li></ul>

**Particular Course Requirements:**

The Year 11 course informs learning in the Year 12 course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.

In preparing for the **Ensemble Performance**, the published Course Prescriptions include a topic list, which is used as a starting point.

The **Individual Project** is negotiated between the student and the teacher at the beginning of the Year 12 course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years.

Students must ensure that they **do not** choose a text or topic they are studying in Drama in the written component or in any other Year 12 course when choosing Individual Projects.

# EARTH AND ENVIRONMENTAL SCIENCE

**Status:** 2 Unit Board Developed

**Requirements:** Grade A - C in Science

**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 formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource 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.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>● Working Scientifically Skills</li> </ul> <p><b>Core Modules:</b></p> <ul style="list-style-type: none"> <li>● Earth's Resources</li> <li>● Plate Tectonics</li> <li>● Energy Transformations</li> <li>● Human Impacts</li> </ul>	<ul style="list-style-type: none"> <li>● Working Scientifically Skills</li> </ul> <p><b>Core Modules:</b></p> <ul style="list-style-type: none"> <li>● Earth's Processes</li> <li>● Hazards</li> <li>● Climate Science</li> <li>● Resource Management</li> </ul>

**Particular Course Requirements:** The Earth and Environmental Science course has a substantial literacy focus with students that demonstrate the ability to communicate effectively at an advantage. 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 of 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 mandated in both Year 11 and Year 12 and is an integral part of the learning process.

# ECONOMICS

**Status:** 2 Unit Board Developed

**Requirements:** Grade A - B in English and Study Senior Mathematics

**Exclusions:** Nil

**Course Description:** The Economics 11–12 course develops students' understanding of how households, businesses and governments make choices about allocating scarce resources and how these decisions shape the production, consumption and distribution of goods and services. It builds knowledge of key economic questions and the interdependence of different sectors, while strengthening analytical skills to evaluate causes and consequences of economic issues, judge the effectiveness of government policies and propose solutions. Students also learn to communicate economic ideas clearly using data, and apply economic principles to real-world problems affecting efficiency, equity and societal wellbeing.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>- Introduction to Economics</li> <li>- Markets</li> <li>- Household and Business Sector</li> <li>- Financial Sector</li> <li>- Government Sector</li> <li>- International Sector</li> </ul>	<ul style="list-style-type: none"> <li>- Economic issues in the Australian economy</li> <li>- Economic management of the Australian economy</li> <li>- Australia and the global economy</li> </ul>

**Particular Course Requirements:** This course has both a strong numeracy and literacy focus. Students must have effective communication and mathematical skills.

## ENGLISH (ADVANCED)

**Status:** 2 Unit Board Developed

**Requirements:** Grade A - B in English. May also require a majority of outcomes to be a Grade B.

**Exclusions:** English (Standard); English (Studies); English (EAL/D)

**Course Description:** In the Year 11 English (Advanced) course, students critically explore, examine, and analyse a range of complex texts, including prose fiction, drama, poetry, nonfiction, film, media, and digital texts, as well as Australian texts. They engage with the ways ideas, experiences, and values are constructed through textual form, and how these reflect or challenge different perspectives. In the Year 12 English (Advanced) 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. This course is designed for students who are confident readers and writers, and who enjoy working with texts that are conceptually challenging and rich in literary merit.

### MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<p><b>The course has three Focus Areas:</b></p> <ul style="list-style-type: none"> <li>● Reading to Write: Transition to English Advanced</li> <li>● Narratives that Shape Our World</li> <li>● Critical Study of Literature</li> </ul>	<p><b>The course has four Focus Areas:</b></p> <ul style="list-style-type: none"> <li>● Texts and Human Experiences</li> <li>● Textual Conversations</li> <li>● Critical Study of Literature</li> <li>● The Craft of Writing</li> </ul>
<p><b>Particular Course Requirements in the Year 11 English (Advanced) Course require students to study:</b></p> <ul style="list-style-type: none"> <li>- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, and digital texts</li> <li>- a wide range of additional related texts and textual forms.</li> </ul>	
<p><b>Particular Course Requirements in the Year 12 English (Advanced) Course require the close study of:</b></p> <ul style="list-style-type: none"> <li>- at least four types of prescribed text, one drawn from each of the following categories: prose fiction; poetry; drama; and film, media, or nonfiction. At least one of the texts selected must be authored by Shakespeare.</li> </ul>	

## ENGLISH (STANDARD)

**Status:** 2 Unit Board Developed

**Requirements:** Grade A - C in English. May also require a majority of outcomes to be a Grade B.

**Exclusions:** English (Advanced); English (EAL/D); English (Extension); English (Studies)

**Course Description:** In the Year 11 English (Standard) course, students learn about language and literature by exploring and experimenting with how events, experiences, and ideas are represented in and through texts. Students study a range of texts, including prose fiction, drama, poetry, nonfiction, film, media, and digital texts, as well as Australian texts. In the Year 12 English (Standard) course, students build on this foundation by reflecting on and evaluating the effectiveness of texts for different audiences and purposes. This course supports students in developing clear and purposeful communication skills through accessible and relatable texts.

### MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<p><b>The course has three Focus Areas:</b></p> <ul style="list-style-type: none"> <li>● Reading to Write: Transition to English Standard</li> <li>● Contemporary Possibilities</li> <li>● Close Study of Literature</li> </ul>	<p><b>The course has four Focus Areas:</b></p> <ul style="list-style-type: none"> <li>● Texts and Human Experiences</li> <li>● Language, Identity and Culture</li> <li>● Close Study of Literature</li> <li>● The Craft of Writing</li> </ul>
<p><b>Particular Course Requirements in the Year 11 English (Standard) Course require students to experience the following:</b></p> <ul style="list-style-type: none"> <li>● a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media, and digital texts</li> <li>● texts that are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>● a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>● texts with a wide range of cultural, social, and gender perspectives.</li> </ul>	
<p><b>Particular Course Requirements in the Year 12 English (Standard) Course require students to closely study:</b></p> <ul style="list-style-type: none"> <li>● at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry; and drama, film, media, or nonfiction.</li> </ul>	

# ENGLISH STUDIES

**Status:** 2 Unit Board Developed (*Workplace and Training Pathway*)

**Requirements:** Nil, no external HSC exam

**Exclusions:** English (Standard); English (Advanced); English (EAL/D); English (Extension)

**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 their experiences and understanding, access and assess information, and synthesise knowledge for a variety of practical and real-world purposes. The course focuses on functional literacy and communication, equipping students with skills essential for employment, active citizenship, and everyday life. In this course, students consolidate their English literacy skills to enhance their personal, social, educational, and vocational lives.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<p><b>The course has three Focus Areas:</b></p> <ul style="list-style-type: none"> <li>● Reading to Write: Transition to English Studies</li> <li>● An additional 2–3 elective Focus Areas</li> </ul>	<p><b>The course has four Focus Areas:</b></p> <ul style="list-style-type: none"> <li>● Narrative and Human Experiences</li> <li>● Writing for a Purpose</li> <li>● An additional 2 elective Focus Areas</li> </ul>
<p><b>Particular Course Requirements in the Year 11 English (Studies) Course require students to:</b></p> <ul style="list-style-type: none"> <li>● read, view, listen to, and compose a wide range of texts including print and multimodal texts</li> <li>● study one substantial multimodal text, which may be film or media</li> <li>● study one substantial print text, which may be prose fiction, nonfiction, poetry, or drama.</li> </ul>	
<p><b>Particular Course Requirements in the Year 12 English (Studies) Course require students to:</b></p> <ul style="list-style-type: none"> <li>● study a wide range of texts, with one substantial text drawn from each of the following categories:</li> <li>● a print text, which may be prose fiction, nonfiction, poetry, or drama</li> <li>● a multimodal text, which may be film or media.</li> <li>● For Narrative and Human Experiences, students are required to study:                             <ul style="list-style-type: none"> <li>● one text from the prescribed text list.</li> </ul> </li> <li>● For Writing for a Purpose, students are required to study:                             <ul style="list-style-type: none"> <li>● at least four short texts from the prescribed text list.</li> </ul> </li> </ul>	

# ENGLISH EXTENSION I

**Status:** 1 Unit Board Developed

**Requirements:** Grade A in English and concurrent study of English (Advanced).

**Exclusions:** English (Standard); English (EAL/D); English (Studies)

**Course Description:** In the Year 11 English Extension 1 course, students explore how aspects and concerns of texts from the past have been carried forward, borrowed, and/or appropriated into contemporary culture. They examine how and why cultural values are maintained and transformed. Throughout the English Extension 1 and 2 courses, students create a sustained composition and document their reflections on this creative process. By engaging with these courses, students develop the skills to work independently, experimenting with language forms, features, and structures while engaging with complex levels of conceptualisation. This course is designed to be distinct from Advanced or Standard English, offering a deeper exploration of literary and cultural analysis.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<p><b>The course has one mandatory Focus Area:</b></p> <ul style="list-style-type: none"> <li>● Texts, Culture and Value, as well as a related research project.</li> </ul>	<p>The course has one Focus Area, Literary Worlds, with five associated electives.</p> <p>Students must complete ONE of the following electives:</p> <ul style="list-style-type: none"> <li>● Elective 1: Confessional Worlds</li> <li>● Elective 2: Historical Worlds</li> <li>● Elective 3: Hybrid Worlds</li> <li>● Elective 4: Natural Worlds</li> <li>● Elective 5: Shakespearean Worlds</li> </ul>
<p><b>Particular Course Requirements in the Year 11 English (Extension 1) Course require students to:</b></p> <ul style="list-style-type: none"> <li>● examine a key text from the past and its manifestations in one or more recent cultures</li> <li>● explore, analyse, and critically evaluate different examples of such texts in a range of contexts and media</li> <li>● undertake a related research project.</li> </ul>	
<p><b>Particular Course Requirements in the Year 12 English (Extension 1) Course require students to:</b></p> <ul style="list-style-type: none"> <li>● study three prescribed texts in one elective. At least two of these texts are required to be extended print texts, which may include poetry</li> <li>● study one related text for the elective.</li> </ul>	

# ENTERPRISE COMPUTING

**Status:** 2 Unit Board Developed

**Requirements:** Nil

**Exclusions:** Nil

**Course Description:** The Enterprise Computing course is a new course that offers content to equip students with the necessary knowledge and skills to succeed in the constantly evolving world of computing. This course allows students to effectively use and manage digital tools and technologies in commercial and other settings. The course comprises a combination of mandatory and elective units, including "Introduction to Enterprise Computing," "Enterprise Computing Infrastructure," and "Enterprise Computing Project Management." These units provide a solid foundation in the principles and practices of enterprise computing and the tools and technologies required to design, implement, and manage complex computing systems. The course also emphasises an entrepreneurial mindset, specialised communication skills, and the application of system, design, and computational thinking skills. The Enterprise Computing course provides students wanting to enter the computing, business, and design world with a wide range of essential skills and knowledge to succeed in these evolving and highly competitive industries.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>Interactive Media and the User Experience</li> <li>Networking Systems and Social Computing</li> <li>Principles of Cybersecurity</li> </ul>	<ul style="list-style-type: none"> <li>Data Science</li> <li>Data Visualisation</li> <li>Intelligent Systems</li> <li>Enterprise Project</li> </ul>

**Particular Course Requirements:**

YEAR 11	YEAR 12
<ul style="list-style-type: none"> <li>Knowledge and understanding of course content 50%</li> <li>Knowledge and skills in the practical application of the content 50%</li> <li>Literacy Skills</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content 50%</li> <li>Knowledge and skills in the practical application of the content 50%</li> <li>Literacy Skills</li> </ul>

# FOOD TECHNOLOGY

**Status:** 2 Unit Board Developed

**Requirements:** Nil

**Exclusions:** Nil

**Course Description:** The Year 11 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 Year 12 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

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>Food Availability and Selection (30%)</li> <li>Food Quality (40%)</li> <li>Nutrition (30%)</li> </ul>	<ul style="list-style-type: none"> <li>The Australian Food Industry (25%)</li> <li>Food Manufacture (25%)</li> <li>Food Product Development (25%)</li> <li>Contemporary Nutrition Issues (25%)</li> </ul>

**Particular Course Requirements:** There is no required study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a requirement for the study of the 2 unit Year 12 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. Students are expected to have high literacy skills in English.

# GEOGRAPHY

**Status:** 2 Unit Board Developed

**Requirements:** Nil

**Exclusions:** Nil

**Course Description:**

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>- Earth's natural systems</li> <li>- People, patterns and processes</li> <li>- Human-environment interactions</li> <li>- Geographical Investigation</li> </ul>	<ul style="list-style-type: none"> <li>- Global sustainability</li> <li>- Rural and urban places</li> <li>- Ecosystems and global biodiversity</li> </ul>

**Particular Course Requirements:** Students complete a Geographical Investigation in the Year 11 course and 12 hours of fieldwork are mandatory in both the Year 11 and Year 12 courses.

# HEALTH & HUMAN MOVEMENT SCIENCE

**Status:** 2 Unit Board Developed

**Requirements:** Grade A - C in English

**Exclusions:** Nil

**Course Description:**

The Health and Movement Science 11-12 Syllabus is shaped by five key propositions. Year 11 is organised into two focus areas: Health for Individuals and Communities, and The Body and Mind in Motion. Year 12 is organised into two focus areas: Health in an Australian and Global Context, and Training for Improved Performance.

Depth studies are embedded in both Years 11 and 12, along with a Collaborative Investigation in Year 11. The syllabus content is underpinned by the skills of collaboration, analysis, communication, creative thinking, problem-solving, and research. These skills, along with the propositions of focusing on educational purpose, taking a strengths-based approach, valuing movement, developing health literacy, and including a critical inquiry approach, encircle the syllabus structure.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<p><b>Core Topics:</b></p> <ul style="list-style-type: none"> <li>● Health for Individuals and Communities <b>40 hours</b></li> <li>● The Body in Motion <b>40 hours</b></li> <li>● Collaborative investigation <b>20 hours</b></li> <li>● Depth studies (a minimum of two) <b>20 hours</b></li> </ul>	<p><b>Core Topics:</b></p> <ul style="list-style-type: none"> <li>● Health in an Australian and Global Context <b>45 hours</b></li> <li>● Training for Improved Performance <b>45 hours</b></li> <li>● Depth studies (a minimum of two) <b>30 hours</b></li> </ul>

**Particular Course Requirements:**

**Year 11:** In addition to core studies, students complete the collaborative investigation and a minimum of **two** depth studies.

**Year 12:** In addition to core studies, students complete a minimum of **two** depth studies.

The course has a strong literacy focus and students must have effective communication skills.

# INDUSTRIAL TECHNOLOGY - GRAPHICS

**Status:** 2 Unit Board Developed

**Requirements:** Well developed time management skills. Mainly for students who are on a tertiary pathway.

**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 Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <li>● Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)</li> <li>● Design – elements and principles, types of design, quality, influences affecting design (10%)</li> <li>● 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%)</li> <li>● Production – display a range of skills through the construction of a number of projects (40%)</li> <li>● Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)</li> </ul>	<p>The following sections are taught in relation to the relevant focus area through the development of a major project and a study of the relevant industry:</p> <ul style="list-style-type: none"> <li>● Development of a Major Project (60%) – Design, Management and Communication – Production</li> <li>● Industry Study (15%)</li> <li>● Industry Related Manufacturing Technology (25%)</li> </ul>

**Particular Course Requirements:** In the Year 11 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 Year 11 course content. Students also undertake the study of an individual business within a focus area industry. In the Year 12 course, students design, develop and construct a Major Project with a management folio. Students should have well developed time management skills to accommodate a major project. Ideally students have studied a Technology subject in Stage 5. This course is for ATAR students only.

# INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNITURE TECHNOLOGIES

**Status:** 2 Unit Board Developed

**Requirements:** Well developed time management skills.

**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 Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

## MAIN TOPICS COVERED

### YEAR 11 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%)

### YEAR 12 COURSE

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

- Development of a Major Project (60%) – Design, Management and Communication – Production
- Industry Study (15%)
- Industry Related Manufacturing Technology (25%)

**Particular Course Requirements:** In the Year 11 course, students must design, develop and construct a pre designed project. Each project will include a management folio. This project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry. In the Year 12 course, students' design, develop and construct a Major Project with a management folio. Students should have well developed time management skills to accommodate a major project. Ideally students have studied a Technology subject in Stage 5. This course is for ATAR students only.

# INVESTIGATING SCIENCE

**Status:** 2 Unit Board Developed

**Requirements:** Grade A - C in Science

**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 scientific research in the modern world.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<b>Core Modules: Working Scientifically Skills</b> <ul style="list-style-type: none"> <li>Cause and Effect - Observing</li> <li>Cause and Effect – Inferences and Generalisations</li> <li>Scientific Models</li> <li>Theories and Laws</li> </ul>	<b>Core modules: Working Scientifically Skills</b> <ul style="list-style-type: none"> <li>Scientific Investigations</li> <li>Technologies</li> <li>Fact or Fallacy?</li> <li>Science and Society</li> </ul>

**Particular Course Requirements:** The Investigating Science course has a strong focus on scientific methodology and literacy with students that demonstrate an aptitude for scientific writing at an advantage. 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 allow for the further development of one of 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.

# ITALIAN BEGINNERS

**Status:** 2 Unit Board Developed

**Requirements:** Nil

**Exclusions:** More than 100 Hours of previous Italian Studies. Italian Continuers.

Other eligibility rules apply to the study of this subject. Check with your teacher or NESAs ACE Manual

**Course Description:** The Italian Beginners Stage 6 is a 2-year course which has been designed for students who wish to begin their study of Italian at senior secondary level. This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian. Topics covered provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.

## MAIN TOPICS COVERED

THE PERSONAL WORLD	THE ITALIAN SPEAKING COMMUNITIES
<ul style="list-style-type: none"> <li>Family life, home and neighbourhood</li> <li>Education and work</li> <li>Friends, recreation and pastimes</li> <li>Holidays; travel and tourism</li> <li>Future plans and aspirations</li> </ul> <p>Exploring this topic will enable students to use Italian to express and share ideas about experiences and activities relating to daily life and transactions in their own world.</p>	<ul style="list-style-type: none"> <li>People, places and communities</li> <li>Travel and tourism</li> <li>Italian influence in the world</li> </ul> <p>Studying this topic will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where Italian is spoken.</p>

**Particular Course Requirements:**

The range of topics will be explored through the integrated use of the four skills:

- Speaking and Listening (Objective 1) - Interacting
- Reading (Objective 2) - Understanding Texts
- Writing (Objective 3) - Producing Texts

# ITALIAN CONTINUERS

**Status:** 2 Unit Board Developed

**Requirements:** Stage 5 Italian

**Exclusions:** Italian Beginners

**Course Description:** The Italian Continuers Stage 6 is a 2 year course which has been designed for students who wish to continue their study of Italian at senior secondary level. This course provides opportunities for students to develop their skills and knowledge of Italian. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.

## MAIN TOPICS COVERED

THE INDIVIDUAL	THE ITALIAN-SPEAKING COMMUNITIES	THE CHANGING WORLD
<ul style="list-style-type: none"> <li>Personal identity</li> <li>Relationships</li> <li>Health and leisure, education and future aspirations</li> </ul>	<ul style="list-style-type: none"> <li>Lifestyle in Italy and abroad</li> <li>The arts and entertainment</li> <li>Youth and social issues</li> </ul>	<ul style="list-style-type: none"> <li>The world of work:</li> <li>Communication</li> <li>Tourism and hospitality</li> </ul>

### Particular Course Requirements:

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Italian and English.

**Objective 1** – exchange information, opinions and experiences in Italian

**Objective 2** – express ideas through the production of original texts in Italian

**Objective 3** – analyse, process and respond to texts that are in Italian

**Objective 4** – understand aspects of the language and culture of Italian-speaking communities.

# LEGAL STUDIES

**Status:** 2 Unit Board Developed

**Requirements:** Grade A - C in English

**Exclusions:** Nil

**Course Description:** The Legal Studies 11–12 course enables students to develop knowledge and understanding of the domestic and international legal systems and how they have been shaped over time. Students investigate the key features of the law and understand how the law interacts with aspects of society. Students will develop an understanding of legal foundations, including how laws are created, changed and applied in society; explore the criminal justice system, international relations and human rights; build analytical and reasoning skills to judge how effectively the law achieves justice for individuals, groups and society; and learn to construct clear, evidence-based legal arguments.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>Investigating the Law</li> <li>Disputes under the Law</li> <li>Changing the Law</li> <li>Experiences with the Law</li> </ul>	<ul style="list-style-type: none"> <li>Core I: The Criminal Justice System</li> <li>Core II: International Relations and Human Rights</li> <li>Two options from: Consumer Law; Family Law; Housing Law; Workplace Law; Peace, Conflict and the Law.</li> </ul>

**Particular Course Requirements:** This course has a strong literacy focus. Students must have effective communication skills.

# MATHEMATICS STANDARD 1 (HSC year only)

**Status:** 2 Unit Board Developed (*Workplace and Training Pathway OR Tertiary Pathway*)

**Requirements:** Year 11 Mathematics Standard. For Tertiary Pathway Students, they must complete the external HSC Examination.

**Exclusions:** Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard 1.

**Course Description:**

The Year 11 course is undertaken by all students intending to study either the Year 12 Mathematics Standard 1 course or the Year 12 Mathematics Standard 2 course.

Mathematics Standard 11-12 focuses on enabling students to use mathematics to make informed decisions in their daily lives. Students develop understanding and competence through real-world applications of mathematics.

Mathematics Standard 1 provides opportunities for students to build confidence and make mathematics meaningful. Students develop their mathematical knowledge and understanding through applying and modelling to prepare for post-school employment or further training.

**Through the study of Mathematics Standard 1, students:**

- develop their knowledge, understanding and skills in Working mathematically and in communicating concisely and systematically
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling and use these models to solve problems related to their present and future needs
- gain an appropriate mathematical background for post-school employment or further training.

Please note: There may be movement into this course for Tertiary students after review of data and approved by KLA Coordinator and Curriculum Coordinator at the end of Term 3, Year 11.

## MAIN TOPICS COVERED

YEAR 11 COURSE		YEAR 12 COURSE	
Area of Study	Focus Area	Area of Study	Focus Area
Algebra	Formulas and equations Linear relationships	Algebra	Algebraic relationships
Financial mathematics	Earning money Managing money	Financial mathematics	Investment Depreciation and loans
Measurement	Applications of measurement Time and Location	Measurement	Right angled triangles Ratio and rates
Networks	Networks, paths and trees	Statistics	Bivariate data analysis Relative frequency and probability
Statistics	Data analysis		

**Particular Course Requirements:**

The course has a strong literacy and numeracy focus. Students must have effective communication skills and strong problem solving and numeracy skills.

# MATHEMATICS STANDARD 2

**Status:** 2 Unit Board Developed

**Requirements:** For students who intend to study the Mathematics Standard 2 course, it is recommended that they study ALL CORE outcomes from the Mathematics Years K-10 Syllabus, particularly:

- Non-Linear Relationships A
- Variation and Rates of Change A
- Trigonometry A and B
- Financial Mathematics A and B

It is also recommended that students study the following PATH topics:

- Equations C
- Trigonometry C
- Volume B

Requirement: Grade A, B, C in Year 10 Mathematics Extension/Core class (subject to teacher recommendation)

**Exclusions:** Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard 2.

**Course Description:**

- The Year 11 course is undertaken by all students intending to study either the Year 12 Mathematics Standard 1 course or the Year 12 Mathematics Standard 2 course.
- Mathematics Standard 11-12 focuses on enabling students to use mathematics to make informed decisions in their daily lives. Students develop understanding and competence through real-world applications of mathematics.
- Mathematics Standard 2 provides a pathway for students to extend their mathematical thinking by examining more complex content, and through applications and modelling.

**Through the study of Mathematics Standard 2, students:**

- develop their knowledge, understanding and skills in Working mathematically and in communicating concisely and systematically
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling and use these models to solve problems related to their present and future needs
- develop an understanding of, and skills in, further aspects of mathematics for concurrent HSC studies
- gain an appropriate mathematical background for a wide range of educational and employment aspirations.

## MAIN TOPICS COVERED

YEAR 11 COURSE		YEAR 12 COURSE	
Area of Study	Focus Area	Area of Study	Focus Area
Algebra	Formulas and equations Linear relationships	Algebra	Algebraic relationships
Financial mathematics	Earning money Managing money	Financial mathematics	Investment and loans Annuities
Measurement	Applications of measurement Time and Location	Measurement	Trigonometry Ratio and rates
Networks	Networks, paths and trees	Networks	Network flow Critical path analysis
Statistics	Data analysis	Statistics	Bivariate data analysis Relative frequency and probability The normal distribution

**Particular Course Requirements:** The course has a strong literacy and numeracy focus. Students must have effective communication skills and strong problem solving and numeracy skills.

# MATHEMATICS ADVANCED

**Status:** 2 Unit Board Developed

**Requirements:** For students who intend to study the Mathematics Advanced course, it is recommended that they study the Stage 5 PATH topics of the Mathematics Years K-10 Syllabus. These include but are not limited to:

- Trigonometry C and D
- Functions and Other Graphs Logarithms
- Non-Linear Relationships C
- Equations C
- Indices C
- Variations and Rates of Change A and B

Requirement: Grade A (subject to teacher recommendation) in Year 10 Mathematics Extension class.

**Exclusions:** Mathematics Standard

**Course Description:**

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

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.

**Through the study of Mathematics Advanced 11-12, students:**

- develop knowledge, understanding and skills in Working mathematically and communicating concisely and precisely
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling
- gain an appropriate mathematical background for future pathways which involve mathematics and its applications at the tertiary level.

## MAIN TOPICS COVERED

YEAR 11 COURSE		YEAR 12 COURSE	
Area of Study	Focus Area	Area of Study	Focus Area
Functions	Working with functions Graph transformations	Functions	Further graph transformations and modeling
Trigonometric functions	Trigonometry and measure of angles Trigonometric identities and equations	Sequences and series	Sequences and series
Calculus	Introduction to differentiation	Calculus	Differential calculus Integral calculus Applications of calculus
Exponential and logarithmic functions	Exponential and logarithmic functions	Statistical analysis	Random variables
Statistical analysis	Probability and data	Financial mathematics	Financial mathematics

**Particular Course Requirements:** The course is calculus based. Students must have effective algebraic manipulation skills and exceptional mathematical knowledge.

# MATHEMATICS EXTENSION 1

**Status:** 1 Unit Board Developed

**Requirements:** For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5 PATH topics of the Mathematics Years K-10 Syllabus. These include but are not limited to:

- Trigonometry C and D
- Functions and Other Graphs Logarithms
- Non-Linear Relationships C
- Equations C
- Indices C
- Variations and Rates of Change A and B

Requirement: Grade A (by invitation only) in Year 10 Mathematics Extension class.

**Exclusions:** Mathematics Standard

**Course Description:**

Mathematics Extension 1 focuses on the development of students' mathematical arguments and proofs, and use of mathematical models. The course allows students to develop a thorough knowledge and understanding of and competence in further aspects of mathematics as an extension of the Mathematics Advanced 11-12 course.

**Through the study of Mathematics Extension 1, students:**

- develop thorough knowledge, understanding and skills in Working mathematically and in communicating concisely and precisely
- develop rigorous mathematical arguments and proofs, and use mathematical models extensively develop awareness of the interconnected nature of mathematics, its beauty and its functionality
- gain an appropriate mathematical background for future pathways that may involve mathematics and its applications.

## MAIN TOPICS COVERED

### YEAR 11 COURSE

Area of Study	Focus Area
Functions	Further work with functions Polynomials
Trigonometric functions	Further trigonometry
Combinations	Permutations and combinations The binomial theorem

### YEAR 12 COURSE

Area of Study	Focus Area
Proof	Proof by mathematical induction
Vectors	Introduction to vectors
Trigonometric functions	Inverse trigonometric functions
Calculus	Further calculus skills Further applications of calculus
Statistical analysis	The binomial distribution and the sampling distribution of the mean

**Particular Course Requirements:** The course is calculus based. Students must have effective algebraic manipulation skills and exceptional mathematical knowledge.

# MODERN HISTORY

**Status:** 2 Unit Board Developed

**Requirements:** Grade A - B in History

**Exclusions:** Nil

**Course Description:** Modern History 11–12 focuses on developing students' understanding about the history of the world in which they live, and the people, events and forces that have shaped it. The course offers students opportunities to engage with sources from the past, developing their analysis and reasoning skills. Students will learn to understand historical causation and how societies change over time, recognise the range of perspectives people hold about the past, develop analytical and reasoning skills to judge the significance of key individuals and events, and construct clear, evidence-based historical arguments that support well-reasoned conclusions about modern historical development.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>- Investigating Modern History</li> <li>- The Nature of Modern History</li> <li>- Case Studies</li> <li>- The Shaping of the Modern World</li> <li>- Historical Investigation</li> </ul>	<ul style="list-style-type: none"> <li>- Core Study: Democracy and dictatorship 1919-1939</li> <li>- National Studies</li> <li>- Peace and Conflict</li> <li>- Change in the Modern World</li> </ul>

### Particular Course Requirements:

This course has a strong literacy focus. Students must have effective communication skills.

In the Year 11 course, students will complete an Historical Investigation. The Historical Investigation and choice of topics must not overlap or duplicate significantly any topic attempted for the Year 12 Modern History or History Extension courses.

# MUSIC 1

**Status:** 2 Unit Board Developed

**Requirements:** Musical ability, well developed time management skills

**Exclusions:** Music 2

### Course Description:

In the Year 11, students will develop their knowledge and understanding of the concepts and techniques of music such as duration, pitch, dynamics and expressive techniques, tone colour, texture, structure through different learning experiences of performance, composition, musicology and aural within the a range of styles, periods and genres.

In the Year 12 course will deepen knowledge and understanding of the concepts of music and skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>● Contexts of Music</li> <li>● Creative Practice</li> <li>● Music in Focus</li> </ul>	<ul style="list-style-type: none"> <li>● Music of the Last 25 Years (Australian Focus)</li> <li>● Music Across Cultures, Traditions and Time</li> <li>● Music for Screen, Stage and Story</li> </ul>

### Particular Course Requirements:

For the Year 12 course:

In addition to **core studies** in performance, musicology, aural skills and composition, students will select **one** elective from performance, musicology or composition.

Students **must** be prepared to perform music as part of their assessment activities.

# PHYSICS

**Status:** 2 Unit Board Developed

**Requirements:** Grade A in Science, Grade A - B in Maths Extension

**Exclusions:** Nil

**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.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<p><b>Core Focus Areas:</b></p> <ul style="list-style-type: none"> <li>• Fundamentals of mechanics</li> <li>• Waves</li> <li>• Electricity and Magnetism</li> </ul>	<p><b>Core Focus Areas:</b></p> <ul style="list-style-type: none"> <li>• Advanced mechanics</li> <li>• Electromagnetism</li> <li>• Nature of Light</li> <li style="padding-left: 40px;">Matter, energy and the cosmos</li> </ul>

**Particular Course Requirements:** The Physics course has a substantial numeracy focus with students that demonstrate the ability to work at an advanced mathematics level at an advantage.

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 of 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.

# STUDIES OF RELIGION I

**Status:** 1 Unit Board Developed

**Requirements:** Grade A - C in Religious Education, Grade A - C in English

**Exclusions:** Studies of Religion II, Studies in Catholic Thought

**Course Description:** Studies of Religion I unit promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society. Students in this course need to have extensive writing skills and a genuine interest in this subject.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>- <i>Nature of Religion and Beliefs</i></li> <li>- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.</li> <li>- <i>Two Religious Traditions Studies from:</i> Buddhism, Christianity, Hinduism, Islam, Judaism.</li> <li>- Origins - Principal beliefs</li> <li>- Sacred texts and writings</li> <li>- Core ethical teachings</li> <li>- Personal devotion/expression of faith/observance.</li> </ul>	<p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>- Religion and Belief Systems in Australia post-1945</li> <li>- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</li> <li>- <i>Two Religious Tradition Depth Studies from:</i></li> <li>- Buddhism, Christianity, Hinduism, Islam, Judaism</li> <li>- Significant people and ideas</li> <li>- Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics</li> <li>- Significant practices in the life of adherents.</li> </ul>

**Particular Course Requirements:** Grade A - C in Religious Education and Grade A - C in English.

# STUDIES OF RELIGION II

**Status:** 2 Unit Board Developed

**Requirements:** Grade A - B in Religious Education, Grade A - High B in English

**Exclusions:** Studies of Religion I, Studies in Catholic Thought

**Course Description:** Studies of Religion II unit promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society. Students in this course need to have extensive writing skills and a genuine interest in this subject.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>● <i>Nature of Religion and Beliefs</i> <ul style="list-style-type: none"> <li>○ The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.</li> </ul> </li> <li>● <i>Three Religious Traditions Studies from:</i> Buddhism, Christianity, Hinduism, Islam, Judaism           <ul style="list-style-type: none"> <li>○ Origins - Principal beliefs</li> <li>○ Sacred texts and writings</li> <li>○ Core ethical teachings</li> <li>○ Personal devotion/expression of faith/observance.</li> </ul> </li> <li>● <i>Religions of Ancient Origin</i> <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> <li>● <i>Religion in Australia pre-1945</i> <ul style="list-style-type: none"> <li>○ The arrival, establishment and development of religious traditions in Australia prior to 1945.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <i>Religion and Belief Systems in Australia post-1945</i></li> <li>● Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</li> <li>● <i>Three Religious Tradition Depth Studies from:</i> Buddhism, Christianity, Hinduism, Islam, Judaism</li> <li>● Significant people and ideas</li> <li>● A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics</li> <li>● Significant practices in the life of adherents.</li> <li>● <i>Religion and Peace</i></li> <li>● The distinctive response of religious traditions to the issue of peace.</li> <li>● <i>Religion and Non-Religion</i></li> <li>● The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.</li> </ul>

**Particular Course Requirements:** The course has a strong literacy focus. Students must have effective communication skills. Grade A-B in Religious Education and Grade A/High B in English.

# VISUAL ARTS

**Status:** 2 Unit Board Developed

**Reuirements:** Artistic ability, strong writing skills and time management skills

**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:**

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the Year 12 course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The course concepts, The Frames, The Conceptual Framework and Practice are taught throughout Artmaking, Art History and Criticism. Visual Arts is both a practical and theoretical course with equal weighting stipulated to both components.

The **Year 11** course is broadly focused, providing students an opportunity to investigate and develop their artmaking, and explore ideas in art history and criticism. This course caters for students who have completed the Stage 5 courses as well as those who did not.

The **Year 12** course provides for deeper and more complex investigations of artmaking through their own development of Body of Work, that is a sustained investigation in an area of artmaking they are interested in. In Art History and Art Criticism, students explore 5 case studies which focus both on interpretation and depth of knowledge.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>● Students may study units such as                             <ul style="list-style-type: none"> <li>○ <b>Near and Far:</b> Exploring students' relationships with physical or figurative landscapes</li> <li>○ <b>Transformation:</b> exploring practice between 2D, 3D and 4D through social and cultural concepts</li> </ul> </li> <li>● Students in the Year 12 Course                             <ul style="list-style-type: none"> <li>○ Explore the nature of practice in art making, art criticism and art history through different investigations</li> <li>○ Understand the role and function of artists, artworks, the world and audiences in the art world</li> <li>○ Investigate the different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>○ Students explore how to develop meaning and focus and interest in their work</li> <li>○ Building understandings over time through various investigations and working in different forms.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Artmaking:</b> <ul style="list-style-type: none"> <li>○ Students focus on their own artmaking in the Body of Work</li> <li>○ Students choose between 12 expressive forms</li> </ul> </li> <li>● <b>Art History and Criticism:</b> <ul style="list-style-type: none"> <li>○ Students study 5 different case studies determined by student need and interest</li> </ul> </li> <li>● Students in the Year 12 Course                             <ul style="list-style-type: none"> <li>○ Comprehensive understanding of their practice in art making, art criticism, and art history</li> <li>○ Develop their own informed points of view in increasingly independent ways</li> <li>○ Use different interpretive frameworks in their investigations</li> <li>○ Deeper understanding the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations</li> <li>○ Develop more sophisticated meaning and focus in their work.</li> </ul> </li> </ul>

**Particular Course Requirements:**

In **Year 11** students are required to complete at least artworks within two expressive forms and use of a process diary, a broad investigation of ideas in art making, art criticism and art history.

In **Year 12** must document their process and practice in a diary.

# **PART C**

**VOCATIONAL EDUCATION**

**& TRAINING (VET)**

**BOARD DEVELOPED**

**COURSES**

# Automotive



# Business Services



# Construction



# Electrotechnology



# Tourism, Travel and Events



# Hospitality - Cookery



# Hospitality - Food & Beverage



# Human Services



# Retail Services



# **PART D**

**2 UNIT**

## **BOARD ENDORSED COURSES**

**(Workplace and Training Pathway only)**

# Fitness



# Furniture Making Pathways



# Early Childhood Education & Care



# **PART D**

**3 UNIT**

**BOARD ENDORSED**

**COURSES**

**(Workplace and Training Pathway only)**

# Hairdressing



# School Based Education Support



# **PART D**

**4 UNIT**

## **BOARD ENDORSED COURSES**

**(Workplace and Training Pathway only)**

# Beauty Services



# **PART E**

## **CONTENT**

## **ENDORSED**

## **COURSES**

**(1 Unit)**

**(2 Unit Workplace and Training Pathway only)**

# CERAMICS

**Status:** 1 Unit Content Endorsed Course

**Requirements:** Nil

**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:**

Ceramics is the art and technique of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces. Students learn contemporary applications of ceramics which are constantly expanding. This is a predominately practical based course with two components: **Making** and **Critical and Historical Investigations**

Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design. This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>● Modules include:                             <ul style="list-style-type: none"> <li>- Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory.</li> <li>- Hand building</li> <li>- Sculptural Forms</li> </ul> </li> <li>● Students also learn about                             <ul style="list-style-type: none"> <li>- Kilns</li> <li>- Glaze Technology</li> <li>- Casting</li> <li>- Surface Treatment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● NO Year 12 course – Year 11 only</li> </ul>

**Particular Course Requirements:**

Students are required to keep a diary throughout the course to document their practice, process and progress.

## EXPLORING EARLY CHILDHOOD (1 UNIT)

**Status:** 1 Unit Content Endorsed Course (CEC)

**Requirements:** Nil

**Exclusions:** Exploring Early Childhood (2 Unit)

**Course Description:** Our society is increasingly recognising that children's experiences in the early childhood years form 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:

- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact on young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction, research and analysis and decision-making and evaluation
- respect for the individuality and uniqueness of young children and families
- an appreciation of the value and importance of supportive and responsible relationships with young children

### MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
The course runs for 60 hours over the course of Year 11. The course structure includes a 45 hour Core component and one 15 hour module <ul style="list-style-type: none"> <li>● Pregnancy and Childbirth (Core 1)</li> <li>● Child growth and development (Core 2)</li> <li>● Promoting positive behaviour (Core 3)</li> <li>● Food and nutrition (option)</li> </ul>	

**Particular Course Requirements:** Nil

## EXPLORING EARLY CHILDHOOD (2 UNIT)

**Status:** 2 Unit Content Endorsed Course (CEC)

**Requirements:** Nil

**Exclusions:** Exploring Early Childhood (1 Unit)

**Course Description:** Our society is increasingly recognising that children's experiences in the early childhood years form 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:

- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact on young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction, research and analysis and decision-making and evaluation
- respect for the individuality and uniqueness of young children and families

an appreciation of the value and importance of supportive and responsible relationships with young children

### MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>● The course runs for 240 hours across Year 11 and Year 12 – 120 hours in Year 11 and 120 hours in Year 12. Between 7 and 13 modules of study are completed.</li> </ul>	

**Particular Course Requirements:** Nil

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

**Status:** 1 Unit Content Endorsed Course

**Requirements:** Nil

**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:**

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. This is a predominately practical based course with two components: **Making** and **Critical and Historical Investigations**

The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed practice. The course is designed to enable students to gain an increasing skill and independence in their representation of ideas in photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations. 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 **critical and historical investigations** of photography and/or video and/or digital imaging.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>● Student's study TWO – THREE units in year 11 and may include units such as:                             <ul style="list-style-type: none"> <li>○ Introduction to the Field and An Occupational Health and Safety Module is mandatory</li> <li>○ Video</li> <li>○ Digital Imaging.</li> <li>○ Developing a Point of View</li> <li>○ Traditions, Conventions, Styles and Genres</li> <li>○ Manipulated Forms</li> <li>○ The Arranged Image</li> <li>○ Temporal Accounts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● NO Year 12 course – Year 11 only</li> </ul>

**Particular Course Requirements:**

Students are required to keep a diary throughout the course to document their practice, process and progress.

# SPORT, LIFESTYLE AND RECREATION STUDIES (1 UNIT)

**Status:** 1 Unit Content Endorsed Course (CEC)

**Requirements:** Nil

**Exclusions:**

- Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.
- Sport, Lifestyle and Recreation Studies (2 Unit)

**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 affect quality of performance
- an ability to analyse and implement strategies to promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

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

- Aquatics
- Athletics
- First Aid and Sport Injuries
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Sports Coaching and Training
- Social Perspectives of Games and Sport
- Healthy Lifestyle
- Games and Sports Application
- Resistance Training

## COURSE STRUCTURE

YEAR 11 COURSE	YEAR 12 COURSE
The course runs for 60 hours over the course of Year 11. Between 2 and 3 modules of study are completed: <ul style="list-style-type: none"> <li>● Outdoor recreation</li> <li>● Games and Sport Application</li> </ul>	NO Year 12 course – Year 11 only

**Particular Course Requirements:** Nil

# SPORT, LIFESTYLE AND RECREATION STUDIES (2 UNIT)

**Status:** 2 Unit Content Endorsed Course (CEC)

**Requirements:** Nil

**Exclusions:**

- Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.
- Sport, Lifestyle and Recreation Studies (1 Unit)

**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 affect quality of performance
- an ability to analyse and implement strategies to promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

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

- Aquatics
- Athletics
- First Aid and Sport Injuries
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Sports Coaching and Training

## COURSE STRUCTURE

### YEAR 11 COURSE

### YEAR 12 COURSE

- The course runs for 240 hours over the course of Year 11 and Year 12 – 120 hours in Year 11 and 120 hours in Year 12. Between 6 and 12 modules of study are completed.

**Particular Course Requirements:** Nil

# STUDIES IN CATHOLIC THOUGHT

**Status:** 1 Unit Content Endorsed Course

**Requirements:** Nil

**Exclusions:** Studies of Religion I, Studies of Religion II

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

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<p><b>The Human Person</b>  <b>Who is a Human Person?</b></p> <ul style="list-style-type: none"> <li>Students break open the Catholic Church's understanding of what it is to be human through an exploration of Scriptural texts and the work of early philosophers.</li> </ul> <p><b>The Trinitarian God and Humanity</b></p> <ul style="list-style-type: none"> <li>Students begin to explore the emerging understanding of the nature of the Trinitarian God and the nature of Jesus as being both human and divine.</li> </ul> <p><b>The Re-imagining of Creation</b></p> <ul style="list-style-type: none"> <li>Students begin to explore how the Catholic understanding of the human person has shaped an understanding of the universe, creation, the human relationship with God, self and others, and how this led to early scientific thought.</li> </ul>	<p><b>The Good Life</b>  <b>Virtue, Vice, Salvation</b></p> <ul style="list-style-type: none"> <li>Students investigate the challenge of evil and suffering in the world. Students consider where God is in both 'the good' and 'the evil'.</li> </ul> <p><b>The Good Works</b></p> <ul style="list-style-type: none"> <li>Students engage with the ethical principles that underpin the Catholic tradition and inform the Catholic decision making process, and look to the understanding of the redemptive power of faith in Christ.</li> </ul> <p><b>The Common Good</b></p> <ul style="list-style-type: none"> <li>Students explore the understanding of the gospel demands of Christian living, and develop an understanding of the moral life as a part of the life of Catholics.</li> </ul>
<p><b>Particular Course Requirements: Nil</b></p>	

# VISUAL DESIGN 1 UNIT

**Status:** 1 Unit Content Endorsed Course

**Requirements:** Nil

**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.
- Visual Design (2 Unit)

**Course Description:**

This course provides students with opportunities to explore design by designing and making images and objects in which beautiful and meaningful as well as being useful, functional and design focused. This is a predominately practical based course with two components: **Making** and **Critical and Historical Investigations**

The course is designed to enable students to gain increasing skills and independence in how to represent their ideas in design. They learn to **make**, understand and value graphic design, wearable design, product design, and interior/exterior design, engage different interpretations and explanations. Students will develop knowledge, skills and understanding of design through the **making** of works that demonstrate conceptual understanding, functionality and technical skills. They will also develop knowledge, skills and understanding of **critical and historical investigations** of design through investigating designers and design briefs.

Students can explore practices such as graphics, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<p>Students study TWO units in year 11 and may include units such as</p> <ul style="list-style-type: none"> <li>• <b>Street Cred:</b> Exploration of Graphic Design where we look at Street Art, clothing and object design such as skate boards and how they are marketed. This includes the mandatory Occupational Health and Safety Module.</li> <li>• <b>Inside/Out:</b> Interior and exterior architectural design</li> <li>• Other possible modules                             <ul style="list-style-type: none"> <li>○ graphic design</li> <li>○ wearable design</li> <li>○ product design</li> <li>○ interior/exterior design</li> </ul> </li> </ul>	<p>- Not studied in year 12 – year 11 ONLY</p>

**Particular Course Requirements:**

Students are required to keep a diary throughout the course to document their practice, process and progress.

# VISUAL DESIGN 2 UNIT

**Status:** 2 Unit Content Endorsed Course

**Requirements:** Nil

**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.
- Visual Design (1 Unit)

**Course Description:**

This course provides students with opportunities to explore design by designing and making images and objects in which beautiful and meaningful as well as being useful, functional and design focused. This is a predominately practical based course with two components: **Making** and **Critical and Historical Investigations**

The course is designed to enable students to gain increasing skills and independence in how to represent their ideas in design. They learn to **make**, understand and value graphic design, wearable design, product design, and interior/exterior design, engage different interpretations and explanations. Students will develop knowledge, skills and understanding of design through the **making** of works that demonstrate conceptual understanding, functionality and technical skills. They will also develop knowledge, skills and understanding of **critical and historical investigations** of design through investigating designers and design briefs.

Students can explore practices such as graphics, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

## MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> <li>● Students study TWO units in year 11 and may include units such as                             <ul style="list-style-type: none"> <li>○ <b>Street Cred:</b> Exploration of Graphic Design where we look at Street Art, clothing and object design such as skate boards and how they are marketed. This includes the mandatory Occupational Health and Safety Module.</li> <li>○ <b>Inside/Out:</b> Interior and exterior architectural design</li> <li>○ Other possible modules                                     <ul style="list-style-type: none"> <li>■ graphic design</li> <li>■ wearable design</li> <li>■ product design</li> <li>■ interior/exterior design</li> <li>■ Individual/Collaborative Project</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● In Year 12 students FOUR units and may include units relating to modules such as                             <ul style="list-style-type: none"> <li>- graphic design</li> <li>- wearable design</li> <li>- product design</li> <li>- interior/exterior design</li> </ul>                             Individual/Collaborative Project                         </li> </ul>

**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.

# **PART F**

## **VOCATIONAL PATHWAYS AND PACKAGES**

# INTRODUCTION

To assist students in choosing subjects for a Vocational Pathway, the following packages which match specific career aspirations have been designed. Each package includes grouped subjects of those most relevant to the careers indicated based on the courses offered in Stage 6 at Good Samaritan Catholic College. In addition, students may wish to choose a two unit TVET Subject. Please note that these packages are suggestions for Year 11 Course selections.

## PACKAGE 1: FOOD

This package would benefit those students interested in a career in the **food industry** such as a:

- Chef
- Kitchen Hand
- Barista
- Food Service Manager

### Suggested Subjects:

VET: Hospitality (Cookery)	2 Units
Food Technology	2 Units
VET: Business Services	2 Units
English Studies	2 Units
Mathematics Standard	2 Units
Studies in Catholic Thought	1 Unit
Choose One Board Endorsed Subject	1 Unit

Total Units 12 Units

## PACKAGE 2: CONSTRUCTION INDUSTRY INCLUDING ELECTRICAL

This package would benefit those students interested in a career in the **construction industry** such as a:

- Carpenter
- Plumber
- Construction Manager
- Builder
- Electrician

### Suggested Subjects:

VET: Construction Pathways	2 Units
Industrial Technology: Timber Products	2 Units
VET: Electrotechnology / Furniture Making	2 Units
English Studies	2 Units
Mathematics Standard	2 Units
Studies in Catholic Thought	1 Unit
Choose One Board Endorsed Subject	1 Unit

Total Units 12 Units

### PACKAGE 3: FITNESS INDUSTRY

This package would benefit those students interested in a career in **fitness and personal training** such as a:

- Coach
- Gym Assistant
- Aerobics Instructor
- Personal Trainer

#### Suggested Subjects:

VET: Fitness	2 Units
VET: Retail and/or	2 Units
VET: Business Services and/or	2 Units
VET: Events	2 Units
English Studies	2 Units
Mathematics Standard	2 Units
Studies in Catholic Thought	1 Unit
Choose One Board Endorsed Subject	1 Unit

Total Units 12 Units

### PACKAGE 4: RETAIL

This package would benefit those students interested in a career in the **retail industry** such as a:

- Receptionist
- Shop Assistant
- Salesperson
- Custom Service Manager
- Promotion Representative

#### Suggested Subjects:

VET: Retail Services	2 Units
VET: Business Services and/or	2 Units
VET: Events	2 Units
English Studies	2 Units
Mathematics Standard	2 Units
Studies in Catholic Thought	1 Unit
Choose One Board Endorsed Subject	1 Unit

Total Units 12 Units

## PACKAGE 5: OFFICE EMPLOYMENT

This package would benefit those students interested in a career in **business/office employment** such as a:

- Training Officer
- Clerk
- Self Proprietor
- Manager

### Suggested Subjects:

VET: Business Services	2 Units
Business Studies	2 Units
VET: Events	2 Units
English Studies	2 Units
Mathematics Standard	2 Units
Studies in Catholic Thought	1 Unit
Choose One Board Endorsed Subject	1 Unit

Total Units 12 Units

## PACKAGE 6: CHILDREN'S SERVICES

This package would benefit those students interested in a career in **Children's Services** such as a:

- Child care worker
- Youth worker
- Preschool assistant
- Case worker

### Suggested Subjects:

VET: Business Services	2 Units
English Studies	2 Units
Community and Family Studies	2 Units
Mathematics Standard	2 Units
VET: Early Childhood Education and Care	3 Units
Studies in Catholic Thought	1 Unit

Total Units 12 Units

## PACKAGE 7: HAIRDRESSING

This package would benefit those students interested in a career in **Hairdressing and/or Beauty Therapy**.

### Suggested Subjects:

VET: Hairdressing in Yr 11, followed by VET Beauty 2 units in Yr 12	3 Units
VET: Business Services	2 Units
English Studies	2 Units
Mathematics Standard	2 Units
VET Retail Services	2 Units
Studies in Catholic Thought	1 Unit

Total Units: Year 11: 12 units. Year 12: 11 units.

## PACKAGE 8: HEALTH SERVICES (ATAR POSSIBLE)

This package would benefit those students interested in a career in **Nursing Assistant, Patient Care Assistance, Ward Assistant.**

### Suggested Subjects:

VET: Human Services	2 Units
Biology	2 Units
English Standard	2 Units
Mathematics Standard	2 Units
Food Technology	2 Units
Studies in Catholic Thought	1 Unit
Choose One Board Endorsed Subject	1 Unit
Total Units	12 Units

## PACKAGE 9: AUTOMOTIVE

This package would benefit those students interested in a career in **Automotive Trades Assistant, Vehicle Service Assistant.**

### Suggested Subjects:

VET: Automotive	2 Units
VET: Retail	2 Units
VET: Business Services	2 Units
English Studies	2 Units
Mathematics Standard	2 Units
Studies in Catholic Thought	1 Unit
Choose One Board Endorsed Subject	1 Unit
Total Units	12 Units

# **PART G**

## **SUBJECT SELECTION PROCESSES**

# SUBJECT SELECTION PROCESS

Students have been involved in an intensive program during Term Two to investigate interests and attributes, possible career pathways and post school opportunities to fulfill possible career goals.

The following process needs to be followed by all students to complete final Subject Selection.

1. Engage with the subject information available on the College Website.
2. Complete the online Subject Selection Form through the link emailed to students.
3. Attend a Subject Selection Interview with a member of the College Leadership Team in Week 4 of Term Three.
4. You will be advised via a formal letter in Week 1 Term 3 the member of the College Leadership Team who will be conducting the Subject selection Interview. Students and parents will need to book an interview time through Compass - Conferences.
5. As part of the subject selection process, you must bring a hard copy of your subject choices printout.
6. During the Subject Selection Interview with your parents and the College Executive member, your subject choices/pathways will be reviewed to ensure that choices are appropriate and reflect requirements from Semester One and data such as your grades in recent school reports and any other information the College has on your current progress.
7. Your Subject selection choices will need to be approved by the College Executive member.
8. Year 11 2027 Subject Lines will then be constructed.
9. Students and parents are advised that the viability of all Year 11 courses is subject to student numbers choosing the course to ensure that it can be timetabled and staffed for 2027.
10. Notification of Subjects for Year 11 2027 will be sent to parents/guardians at the beginning of Term 4 2026. This confirmation must be signed by parents/guardians and student and returned to the PC teacher.