



Stage 6

Senior Course Book

2024-2025

**Year 11 2024 &
Year 12 2025**

St Scholastica's College

Foreword

Congratulations on reaching the final stage of your secondary education. Stage 6 brings some challenges and also a range of wonderful opportunities. The breadth of subjects available offers broad curriculum choice that will cater for many varied interests.

The Higher School Certificate is a serious and valued credential that provides a bridge to the future for each of you. While it is far from the be-all and end-all, it does provide a wide array of opportunities through selected pathways. It is important to remember that having some solid goals for the future will assist you to navigate through your choices and the hard work of day-to-day classwork, homework, assessments and examinations, with guidance from staff and your family. There are often multiple pathways to an endpoint and few post-school options specify pre-requisite courses.

It is also important to remember that balance is key during this time. Conversations with Careers, Guidance and teaching staff are particularly important and please remember to seek support if needed.

The next two years will pass more quickly than you expect. You will complete your studies with approximately 70,000 other young people. When you do so, you will be young women ready to embrace the future capably and with confidence.

This Stage 6 Course Book is an excellent resource. A focus on building broad skills that will open up a range of opportunities in a changing world will be of great assistance to you. Choose your subjects wisely, based on interest, skills, aptitude and breadth and seek advice as required.

I sincerely hope that you will use your senior years at the College to make a fine contribution to the community; there will be many opportunities to do so. Keep your eyes focused forward and gather your support team around you.

I look forward very much to journeying with you, your teachers, and your families.

God bless.

Mrs Rayment

The Wisdom of Solomon 7: 7-12

- ⁷ And so I prayed, and understanding was given me; I entreated, and the spirit of Wisdom came to me.
- ⁸ I esteemed her more than sceptres and thrones; compared with her, I held riches as nothing.
- ⁹ I reckoned no precious stone to be her equal, for compared with her, all gold is a pinch of sand, and beside her, silver ranks as mud.
- ¹⁰ I loved her more than health or beauty, preferred her to the light, since her radiance never sleeps.
- ¹¹ In her company all good things came to me, and at her hands incalculable wealth.
- ¹² All these delighted me, since Wisdom brings them, though I did not then realise that she was their mother.

Foreword	2	Mathematics Standard 2 (2 Unit)	36
Contents	3	Mathematics Standard 1 (2 Unit)	37
Relevant Staff/Subject Areas:	4	Mathematics Advanced (2 Unit).....	38
Higher School Certificate.....	5	Mathematics Extension 1 (1 Unit)	39
Australian Tertiary Admission Rank (ATAR)	6	Mathematics Extension 2 (1 Unit)	40
Extension Courses	8	MUSIC	41
An Important Requirement: “All My Own Work”	8	Music 1 (2 Unit)	41
NESA Developed Courses for the HSC.....	9	Music 2 (2 Unit)	42
ENGLISH.....	10	Music Extension (1 unit)	43
English Standard (2 Unit)	10	PDHPE	44
English Studies.....	12	Community and Family Studies (2 Unit)	44
English Advanced (2 Unit)	14	Personal Development, Health and Physical Education (2 Unit).....	45
English Extension 1 (1 Unit)	16	RELIGION.....	46
English Extension 2 (1 Unit)	18	Studies of Religion I (1 Unit)	46
English EAL/D (2 Unit)	19	Studies of Religion II (2 Unit)	46
DRAMA	21	SCIENCE.....	47
Drama (2 Unit).....	21	Biology (2 Unit)	47
HSIE	22	Chemistry (2 Unit).....	48
Aboriginal Studies (2 Unit)	22	Earth and Environmental Science (2 Unit) ..	49
Business Studies (2 unit)	23	Investigating Science (2 Unit)	50
Economics (2 Unit)	24	Physics (2 Unit)	51
Geography (2 Unit).....	25	Science Extension (1 Unit)	52
History - Ancient (2 Unit)	26	Changes to Stage 6 Science Pattern and Pathways of Study	53
History - Modern (2 Unit).....	27	TAS	54
History Extension (1 Unit)	28	Design and Technology (2 Unit).....	54
Legal Studies (2 Unit)	29	Food Technology (2 Unit)	55
Society and Culture (2 Unit).....	30	Textiles and Design (2 unit)	56
LANGUAGES	31	Engineering (2 unit)	57
Italian Beginners (2 Unit)	31	Software Design and Development (2 unit)	58
Italian Continuers (2 Unit).....	31	VISUAL ARTS	59
Italian Extension (1 Unit).....	32	Visual Arts (2 Unit).....	59
Japanese Beginners (2 Unit).....	33	VET	60
Japanese Continuers (2 Unit)	33	Vocational Education and Training (VET)	60
Japanese Extension (1 Unit)	34	Hospitality – Cookery (2 Unit)	61
Secondary College of Languages.....	35	Glossary of Terms	64
NSW School of Languages.....	35		
MATHEMATICS	36		

Relevant Staff/Subject Areas:

Assistant Principal - Learning

Ms M Taborda

Head of Year

Mr Q Watson

Head of English

Ms J Durand

Head of Mathematics

Ms K Giannikos

Mr John Turk (Acting for 2023)

Head of Science

Ms R Julian

Head of Religious Education

Ms P Pope

Head of Aboriginal Studies Ancient History, Modern History, Society & Culture

Mr K Smith

Head of Business Studies, Economics, Geography, Legal Studies

Ms J Boland

Head of PDHPE

Ms L Palmer

Head of TAS

Ms L Tulevski

Head of Visual Arts

Ms H Templeton

Teacher-in-Charge of Drama

Ms L Sills

Head of Music

Ms C Miao

Teacher-in-Charge of Languages

Ms S Rumiz

Careers / VET Coordinator

Ms J Cousins

Higher School Certificate

The Higher School Certificate (HSC) is the credential issued to students in New South Wales who have completed post-compulsory schooling, remaining in school until the conclusion of Year 12. The HSC is divided into two distinct sections:

The Year 11 Course

- This course is usually completed in Year 11.
- Students completing this course at St Scholastica's College will need to select a minimum of 12 units.
- Students completing this course who leave school at the end of Year 11, before the completion of the HSC, are entitled to the Record of School Achievement (ROSA).
- Any changes to subjects require a form to be completed (collect from the Assistant Principal - Learning) and signed by parents, class teacher and the Careers Counsellor. This form is to be handed in to the assistant Principal - Learning no later than 31 March 2023. No changes to subjects are allowed after this date.

The Year 12 Course

- This Course is usually completed in Year 12.
- Students completing the Year 12 Course must select a *minimum* of 10 Units.
- A student must complete the Year 11 course in order to be eligible to study a Year 12 Course. Year 11 courses contain content which is a prerequisite for Year 12 Courses.

Required Pattern of Study

St Scholastica's College requires all students to study a minimum of **1 Unit of Religion**.

To qualify for the award of the Higher School Certificate students must study:

- At least two units of English
- At least four subjects
- At least three courses of 2 Unit value or greater
- At least six units of NESA Developed Courses

All Category B subjects that have a formal HSC examination can now contribute to the ATAR. At our College we offer the following Category B Subjects:

- English Studies
- Maths Standard 1
- Hospitality

Some subjects are **Content Endorsed Courses** (CEC). This means that their units can be counted in satisfying HSC requirements but cannot be counted for the calculation of the ATAR. At St Scholastica's College, we offer (if we get the class numbers). Some EVET/TVET subjects offered by TAFE NSW or Southern Cross Catholic College, Burwood are also CEC courses.

HSC Pathways

This mechanism provides flexibility for students who, for various reasons, do not intend to complete their HSC over the usual two-year period. Pathways offered to students include:

- **Accumulation:** Students may wish to accumulate study for the HSC over a period of 5 years.
- **Repeating Courses:** Students may repeat one or more courses but must do so within the 5-year period.
- **Recognition of Prior Learning (RPL):** Students who have studied courses elsewhere, for example at TAFE or overseas, may be able to count some of that study towards their HSC. This particularly applies to Vocational Education courses offered at the College where students are encouraged to seek RPL for course appropriate part-time work.
- **Acceleration:** Students who have ability in an area may progress through their study requirements at a faster rate.
- **Part-time Traineeships:** Students who have a traineeship, a job that combines paid work and training that leads to a recognised qualification, are also able to complete their HSC.

Australian Tertiary Admission Rank (ATAR)

The ATAR is calculated for the purpose of university selection only, by UAC – the Universities Admission Centre.

To be **eligible for an ATAR** a student must:

- Complete at least 10 units of NESA Developed Courses including at least 2 Units of English
- Study at least three courses of 2 Units or greater
- Study at least four subjects
- Must include at least 8 units of Category A subjects

UAC will calculate the ATAR based on an aggregate of scaled marks in 10 Units of NESA Developed Courses that include:

- The best two units of English
- The best eight units from the remaining units

These ATAR rules are important only if you wish to go to university and are additional considerations to the rules for eligibility for the Higher School Certificate.



Vocational Education

A feature of the HSC has been the recognised importance of studies in the area of Vocational Education and Training. Students at St Scholastica's College have been studying courses in this area for many years and will continue to do so. The advantage offered by vocational courses is that they allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation.

AQF qualifications are recognised by industry and employers throughout Australia. The courses involve a minimum period which students must spend in the workplace. AQFII is generally regarded by industry as the minimum entry requirement for effective employment. Students who complete VET courses in school will have the advantage of having qualifications that make them immediately employable. In the past, students who have studied such courses have gained only a partial accreditation towards such qualifications.

St Scholastica's will offer access to a range of Vocational Education courses. Each course delivers different advantages to the student.

NESA Developed VET Courses delivered at school

Hospitality is a 240-hour course, studied in both Years 11 and 12, will offer the student the ability to achieve Certificate level AQF II, as well as contribute to the number of NESA Developed Courses a student selects. If students elect to sit for the HSC examination in this area, they may also use this subject as part of their ATAR calculation. This course is assessed by competency rather than by the allocation of marks. When a student demonstrates competence, it will be recorded in the student's individual log and then reported to NESA.

TAFE Delivered TVET and Externally Delivered EVET

Students who are interested in studying a vocational subject may elect to study courses delivered by TAFE NSW or Southern Cross Vocational College, Burwood. These courses involve the students being placed in cluster classes with students from other high schools. EVET /TVET is offered in a wide range of vocational subject areas. Students who wish to pursue an EVET course will be required to pay the cost of the course fees and in some cases a percentage of this fee maybe subsidised. This is dependent on Government Grants.

All NESA Board Developed VET courses, whether offered at St Scholastica's, Southern Cross Vocational College, Burwood or by TAFE NSW **can be used in** the calculation of the ATAR. Therefore, for year 12 2025, two (2) or more units from such courses may be included in a student's ATAR calculation.

Extension Courses

If you are picking up a new extension subject in Year 12 it must count as your 11th or 12th unit, until you can demonstrate that you can cope with the extension course work (usually end of Term 1, HSC year).

The HSC offers students an opportunity to extend their study in certain key subject areas. Extension Units will be offered to students in the following subject areas:

Mathematics:

Mathematics Extension 1 studied in Year 11 and HSC years.

Mathematics Extension 2 studied in the HSC year ONLY.

English:

Extension 1 Studied in Year 11 and HSC years.

English Extension 2 Studied in HSC year ONLY.

History:

Students studying Ancient and / or Modern History are able to study a single History extension unit in the HSC year ONLY.

Science:

Students studying any of the Science courses are able to study a single Science extension unit in the HSC year ONLY.

Music:

Students who demonstrate particular ability may be offered Extension Music. This is offered in the HSC year ONLY.

Languages:

Students who demonstrate particular ability may pursue extension courses in some languages where the *Continuers* course is studied. Extension language courses offered during the HSC year ONLY.

Vocational Courses:

Students studying Vocational courses may study up to 4 Units in a particular framework.

An Important Requirement: “All My Own Work”

NESA has an important requirement for eligibility for the Higher School Certificate. Students must complete a program of work, before commencing the HSC Course, which is designed to teach them about avoiding plagiarism in the completion of HSC assessment tasks; using appropriate methods to acknowledge sources; respecting copyright and working collaboratively. This program is known as “All My Own Work”.

All students will complete this compulsory program before the commencement of Year 11 and the ideas will be reinforced often.

NESA Developed Courses for the HSC

English	HSIE
English Standard English Advanced English Studies Year 11 English Extension 1 English EAL/D (<i>HSC English Extension 2</i>)	Aboriginal Studies Business Studies Legal Studies Economics Geography Society and Culture History Modern History Ancient (<i>HSC History Extension</i>)
Science	Mathematics
Biology Chemistry Earth and Environmental Science Investigating Science Physics (<i>HSC Science Extension</i>)	Mathematics Standard 2 Mathematics Advanced Mathematics Extension 1 (<i>HSC Mathematics Extension 2</i>) (<i>HSC Mathematics Standard 1</i>)
TAS	PDHPE
Design and Technology Food Technology Textiles and Design Engineering Software Design and Development Multi Media Studies	Personal Development, Health and Physical Education Community and Family Studies
RE	Visual Arts
Studies of Religion I Studies of Religion II Studies in Catholic Thought	Visual Arts Visual Design (Content Endorsed Course)
Languages	Music
Italian Beginners Italian Continuers (<i>HSC Italian Extension</i>) Japanese Beginners Japanese Continuers (<i>HSC Japanese Extension</i>)	Music 1 Music 2 (<i>HSC Music Extension</i>)
All Languages	Drama
All other languages are available through: - NSW School of Languages - Secondary College of Languages	Drama
VET	
- Hospitality	

English Standard (2 Unit)

2 units for Year 11 and Year 12

NESA Developed Course

Exclusions: English Advanced; English Studies; English EAL/D; English Extension

Course Description

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts. In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

Content

Year 11

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* in which students explore and examine texts and analyse aspects of meaning.

Year 12

The course has two sections:

- The HSC Common Content consists of one module, *Texts and Human Experiences*, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

Across the English Standard Stage 6 Course students are required to study:

- A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.
- A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples.
- Texts with a wide range of cultural, social and gender perspectives.

Year 11

Students are required to study:

- One complex multimodal or digital text in Module A (this may include the study of film).
- One substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.
- A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- A wide range of additional related texts and textual forms.

Year 12

Students are required to study:

- At least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts.
- At least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*.
- At least one related text in the *Common module: Texts and Human Experiences*.

English Studies

2 units for Year 11 and Year 12

NESA Developed Course.

Exclusions: English Advanced; English Standard; English EAL/D; English Extension

Course Entry Guidelines

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.
- Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses.
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC.
- The status of ATAR eligibility is not yet determined.

Course Description

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

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

Content

Year 11

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

Year 12

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

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Course Requirements

Across the English Studies Stage 6 Course students are required to study:

- A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.
- A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples.
- Texts with a wide range of cultural, social and gender perspectives.

Year 11 and Year 12

Students are required to:

- Read, view, listen to and compose a wide range of texts including print and multimodal texts.
- Study at least one substantial print text (for example a novel, biography or drama).
- Study at least one substantial multimodal text (for example film or a television series).
- Be involved in planning, research and presentation activities as part of one individual and/or collaborative project.
- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year.
- Engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Year 12

In addition to the above requirements, students in Year 12 **only** are required to:

- Study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

English Advanced (2 Unit)

2 units for Year 11 and Year 12

NESA Developed Course.

Exclusions: English Standard; English Studies; English EAL/D

Course Description

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction. In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

Content

Year 11

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

Year 12

The course has two sections:

- The HSC Common Content consists of one module Texts and Human Experiences, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

Across the English Advanced Stage 6 Course students are required to study:

- A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.
- A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples.
- Texts with a wide range of cultural, social and gender perspectives.

Year 11

Students are required to study:

- A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- A wide range of additional related texts and textual forms.

Year 12

Students are required to study:

- At least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text or may be selected from one of the categories already used.
- At least two additional prescribed texts from the list provided in Module C: The Craft of Writing.
- At least one related text in the Common module: Texts and Human Experiences.

English Extension 1 (1 Unit)

1 unit for Year 11 and Year 12

NESA Developed Course.

Prerequisites:

(a) English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

Exclusions: English Standard; English Studies; English EAL/D.

Course Description

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

Content

Year 11

The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.

Year 12

English Extension 1 course – The course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are:

- Literary homelands
- Worlds of upheaval
- Reimagined worlds
- Literary mindscapes
- Intersecting worlds

English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Course Requirements

Across Stage 6 the selection of texts should give students experience of the following as appropriate:

- Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.
- A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples.

- A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

Year 11

Students are required to:

- Examine a key text from the past and its manifestations in one or more recent cultures.
- Explore, analyse and critically evaluate different examples of such texts in a range of contexts and media.
- Undertake a related research project.

Year 12

In the English Extension 1 course students are required to study:

- At least **three** prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document).
- At least TWO related texts.

English Extension 2 (1 Unit)

If you are picking up a new extension subject in Year 12 it must count as your 11th or 12th unit, until you can demonstrate that you can cope with the extension course work (usually end of Term 1, HSC year).

1 unit for Year 12

NESA Developed Course.

Prerequisites:

(a) English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

Exclusions: English Standard; English Studies; English EAL/D.

In the English Extension 2 course students are required to:

- Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

- Students can choose to compose in ONE of the following forms:
 - short fiction
 - creative non-fiction
 - poetry
 - critical response
 - script – short film, television, drama
 - podcasts – drama, storytelling, speeches, performance poetry
 - multimedia.

English EAL/D (2 Unit)

2 units for Year 11 and Year 12

NESA Developed Course.

Exclusions: English Advanced; English Standard; English Studies; English Extension

Eligibility rules apply. The English EAL/D course is for students who have been educated in English for five years or fewer, either in Australia or overseas. The eligibility rules for this course are available on the [ACE website](#).

Course Description

In the English EAL/D Year 11 course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.

In the English EAL/D Year 12 course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama; film or media or nonfiction. Through this close study of texts, students develop and apply skills in synthesis.

In this course, students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational, and vocational lives.

Content

Year 11

Student's study 3–4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are *Language and Texts in Context*, *Close Study of Text* and *Texts and Society*.

Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students.

Year 12

Student's study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

The fourth module, *Focus on Writing*, is studied concurrently throughout the year to develop students understanding and use of language in developing their own written responses.

Course Requirements

Across the English EAL/D Stage 6 Course students are required to study:

- A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.
- A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples.
- Texts with a wide range of cultural, social and gender perspectives.

Year 11

Students are required to:

- Study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.
- Study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- Engage in regular wide reading connected to, and described in, each of the modules.
- Engage in speaking and listening components in each module.

Year 12

Students are required to:

- Study at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts.
- Study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- Study at least one related text in Module A: Texts and Human Experiences.
- Engage in speaking and listening components in each module.

Drama (2 Unit)

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. Students should consult the Drama Coordinator to discuss their suitability to this course.

Year 11 Course

The course content comprises an interaction between the components of Improvisation, Play-building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance styles. Learning comes from practical experiences in each of these areas.

Year 12 Course

Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes and styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The **Group Performance** (3-6 students) involves creating a piece of original theatre (8-12 minutes' duration). It provides the opportunity for each student to demonstrate her performance skills. Choice of performance topic is influenced by the published "Course Prescriptions".

For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Scriptwriting or Video Drama. The project is negotiated between the student and the teacher at the beginning of the HSC Course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two 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 HSC course when choosing Individual Projects.

Written Examination: Students also undertake study in TWO areas of theatre; namely Australian Theatre either Traditions or Contemporary and a topic area from World Theatre. They must write one essay for each topic area in the Higher School Certificate.

Aboriginal Studies (2 Unit)

Aboriginal Studies enables students to think critically about the historical and contemporary experiences of First Nations peoples.

Year 11 Course

This course focuses on First Nations peoples' relationship to the Land, First Nations heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves local community case studies.

Main Topics Covered:

- Part I: Aboriginality and the Land (20%).
- Part II: Heritage and Identity (30%).
- Part III: International Indigenous Community: Comparative Study (25%).
- Part IV: Research and Inquiry Methods: Local Community Case Study (25%).

Year 12 Course

This course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

Main Topics Covered:

- **Part I – Social Justice and Human Rights Issues (50%)**
A Global Perspective (20%) Global understanding of human rights and social justice.
 AND
B Comparative Study (30%) A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence.
- **Part II – Case Study of an Aboriginal community for each topic (20%)**
 Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses.
- **Part III – Research and Inquiry Methods – Major Project (30%)**
 Choice of project topic based on student interest.

In both courses students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

Business Studies (2 unit)

Business Studies investigates the functions, management, and impacts of businesses within our society. Factors contributing to the establishment, operation and management of small businesses are integral to the Preliminary course. In the HSC course, students investigate how the role of global businesses impact on Australian businesses and consumers. Students develop research and independent inquiry skills in addition to analytical and problem-solving competencies through their studies.

Year 11 Course

- Nature of business (20%) – the nature and role of business.
- Business management (40%) – the nature and responsibilities of management.
- Business planning (40%) – establishing and planning a small to medium enterprise.

There is a research project investigating the practical application of planning and operating a small business.

Year 12 Course

- Operations (25%) – strategies for effective management in large businesses.
- Marketing (25%) – development and implementation of successful marketing strategies.
- Finance (25%) – interpreting financial information in the planning and management of a business.
- Human Resources (25%) – contribution human resource management to business performance.

Economics (2 Unit)

The study of Economics develops students' knowledge and understanding of the operation of the Australian and Global Economy. The course investigates issues such as economic growth, external stability, unemployment, inflation, distribution of income and environmental management. The impact of economic issues and problems on individuals, businesses and governments is assessed. Students develop a knowledge of economic concepts, relationships and theory, as well as analytical and communication skills. There is an emphasis on the economic problems and issues in a contemporary Australian context and the processes of globalisation.

Year 11 Course

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

Year 12 Course

- The Global Economy – features of the global economy and globalisation.
- Australia's Place in the Global Economy – Australia's trade and finance flows, balance of payments and exchange rates.
- Economic Issues – including economic growth, unemployment, inflation, the distribution of income and wealth and the environment.
- Economic Policies and Management – the range of macro and micro economic policies used to manage the economy.

Geography (2 Unit)

Geography is an investigation of people, places and environments and their interrelationships. It integrates knowledge from the natural sciences, social sciences and humanities.

Year 11 Course

This course investigates Biophysical and Human Geography and develops students' knowledge and understanding about the spatial and ecological dimensions of Geography.

Topics Covered:

- Earth's natural systems (33%)
- People, patterns and processes (33%)
- Human-environment interactions (17%)
- Geographical Investigation – a geographical study of the student's own choice (17%)

Year 12 Course

This course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrate the relevance of geographical study.

Topics Covered:

1. Global sustainability (25%)

Students investigate sustainability in the contemporary world, including principles of, and actions for, sustainability. Students study ONE global economic activity and its sustainability.

2. Rural and urban places (37.5%)

Students investigate the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale.

3. Ecosystems and global biodiversity (37.5%)

Students investigate the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity.

Students investigate TWO different types of ecosystems.

12 hours of fieldwork is mandatory.

History - Ancient (2 Unit)

2 units for Year 11 and Year 12

NESA Developed Course.

Exclusions: Nil

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

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

Content

Year 11

The Year 11 course comprises three sections:

- Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies'): Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.
- Features of Ancient Societies (40 indicative hours): Students study at least two ancient societies.
- Historical Investigation (20 indicative hours).

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12

The Year 12 course comprises four sections:

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours).
- One 'Ancient Societies' topic (30 indicative hours) Sparta.
- One 'Personalities in their Times' topic (30 indicative hours) Agrippina the Younger.
- One 'Historical Periods' topic (30 indicative hours) Julio-Claudians.

Historical concepts and skills are integrated with the studies undertaken in Year 12.

History - Modern (2 Unit)

2 units for Year 11 and Year 12

NESA Developed Course.

Exclusions: Nil

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of Modern History. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

Content

Year 11

The Year 11 course comprises three sections:

1. Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies'). Students undertake at least one option from 'The Nature of Modern History', and at least two case studies.
2. Historical Investigation (20 indicative hours).
3. The Shaping of the Modern World (40 indicative hours). At least one study from 'The Shaping of the Modern World' is to be undertaken.

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12

The Year 12 course comprises four sections:

- Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours).
- One 'National Studies' topic (30 indicative hours) Russia.
- One 'Peace and Conflict' topic (30 indicative hours) Cold War.
- One 'Change in the Modern World' topic (30 indicative hours) South Africa.

Historical concepts and skills are integrated with the studies undertaken in Year 12.

History Extension (1 Unit)

If you are picking up a new extension subject in Year 12 it must count as your 11th or 12th unit, until you can demonstrate that you can cope with the extension course work (usually end of Term 1, HSC year).

1 unit for Year 12 only
NESA Developed Course.

Prerequisites:

Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.
Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

Exclusions: Nil

Course Description

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

Content

The course comprises two sections:

1. Constructing History (Minimum 40 indicative hours)

Key Questions:

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

Case Studies: The Salem Witch Trials

- Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

2. History Project (Maximum 20 indicative hours)

- Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

Legal Studies (2 Unit)

Legal Studies focuses on the way in which law is generated, how it is structured and how it operates. It enables students to be better prepared to be active and informed citizens.

Year 11 Course

This develops students' knowledge and understanding of the nature and functions of the law and law making, the development of Australian and international legal systems, the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

Topics Covered:

- Part I – The Legal System (40% of course time).
- Part II – The Individual and the Law (30% of course time).
- Part III – The Law in Practice (30% of course time).

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course.

Year 12 Course

This course investigates the key areas of law, justice and human rights through a variety of focus studies, which consider how changes in society influence law reform.

Core Part I: Crime (30% of course time).

Core Part II: Human Rights (20% of course time).

Part III: Two options (50% of course time) Family and the Law and Shelter and the Law

Each topic's themes and challenges are integrated into the study of the topic.

Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.

Society and Culture (2 Unit)

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interactions of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

Year 11 Course

Main Topics Covered:

- The Social and Cultural World (30%) – an examination of our relationship to the world around us.
- Personal and Social Identity (40%) – an exploration into the formation of identity through genetics, socialisation and coming of age processes.
- Intercultural Communication (30%) – an investigation into communication between differing groups and the underlying issues that can impact on this process.

Year 12 Course

Main Topics Covered:

- Social and Cultural Continuity and Change (20%) – a study of a selected country and the application of research methodologies in both the micro and macro world.
- The PIP (40%) – an individual research project encompassing all aspects of the course.
- Belief Systems & Ideologies (20%) – a reflection on the nature of the student's own beliefs and a focus study on Buddhism.
- Popular Culture (20%) – an analysis of the interconnection between the individual and popular cultures with a particular focus on Rock Music.

Italian Beginners (2 Unit)

- Students who study this course cannot study Italian Continuers.
- This course is designed for students with no prior knowledge or experience of the Italian language OR for those who have had no more than the equivalent of 100 hours of study in either Stage 4 or Stage 5.

Year 11 Course

Students will begin to develop their knowledge and understanding of Italian. During this course, students must acquire some knowledge of the Italian language as a system through the seven themes suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing.

Year 12 Course

Students will continue to develop their knowledge and understanding of Italian through listening, speaking, reading and writing. All themes listed in the syllabus must be studied for the HSC. Themes previously studied in the Year 11 course will be studied in greater depth.

Main topics covered:

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

Italian Continuers (2 Unit)

Students wishing to study this course must have completed the 200-hour Italian course as an elective in Stage 5.

The Year 11 and Year 12 courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect themes and topics. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.

Themes studied by students:

- The individual.
- The Italian speaking communities.
- The changing world.

Students' language skills are developed through tasks such as:

- Conversation.
- Responding to an aural stimulus.
- Responding to a variety of written material.
- Writing for a variety of purposes.
- Studying Italian culture through texts.

Italian Extension (1 Unit)

If you are picking up a new extension subject in Year 12 it must count as your 11th or 12th unit, until you can demonstrate that you can cope with the extension course work (usually end of Term 1, HSC year).

- Students who study this course must be studying Italian Continuers concurrently.
- Students studying Italian Beginners cannot study Italian Extension.

The Extension course builds upon the body of knowledge and skills acquired in the Italian Continuers course. It provides students with opportunities to develop a greater competence and fluency in the language, and to explore contemporary issues in Italian.

The Italian Extension course provides opportunities for students to:

- Enhance their enjoyment of learning Italian by broadening and deepening their language experience.
- Gain insight into the culture of Italian-speaking communities and the communities' perspectives on contemporary issues.
- Gain an appreciation of the Italian language through the study of contemporary texts.
- Use Italian as an adjunct to their career path.

The Italian Extension course complements other subjects in the Stage 6 curriculum and assists students to prepare for tertiary education, employment, and full and active participation as citizens in a multicultural society.

Japanese Beginners (2 Unit)

- Students who study this course cannot study Japanese Continuers.
- This course is designed for students with no prior knowledge or experience of the Japanese language OR for those who have had no more than the equivalent of 100 hours of study in either Stage 4 or Stage 5.

Year 11 Course

Students will begin to develop their knowledge and understanding of Japanese. During this course, students must acquire some knowledge of the Japanese language as a system through the seven themes suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing.

Year 12 Course

Students will continue to develop their knowledge and understanding of Japanese through listening, speaking, reading and writing. All themes listed in the syllabus must be studied for the HSC. Themes previously studied in the Year 11 course will be studied in greater depth.

Main topics covered:

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

Japanese Continuers (2 Unit)

Students wishing to study this course must have completed the 200-hour Japanese course as an elective in Stage 5. The Year 11 and Year 12 courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Themes studied by students:

- The individual
- The Japanese speaking communities
- The changing world.

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying Japanese culture through texts

Japanese Extension (1 Unit)

If you are picking up a new extension subject in Year 12 it must count as your 11th or 12th unit, until you can demonstrate that you can cope with the extension course work (usually end of Term 1, HSC year).

- Students who study this course must be studying Japanese Continuers concurrently.
- Students studying Japanese Beginners cannot study Japanese Extension.

The Extension course builds upon the body of knowledge and skills acquired in the Japanese Continuers course. It provides students with opportunities to develop a greater competence and fluency in the language, and to explore contemporary issues in Japanese.

The Japanese Extension course provides opportunities for students to:

- Enhance their enjoyment of learning Japanese by broadening and deepening their language experience.
- Gain insight into the culture of Japanese-speaking communities and the communities' perspectives on contemporary issues.
- Gain an appreciation of the Japanese language through the study of contemporary texts.
- Use Japanese as an adjunct to their career path.

The Japanese Extension course complements other subjects in the Stage 6 curriculum and assists students to prepare for tertiary education, employment, and full and active participation as citizens in a multicultural society.

Secondary College of Languages

Community languages such as Chinese Background Speakers, Modern Greek, Spanish, Vietnamese and many others, are offered at the Secondary College of Languages. These courses are all 2 Unit NESA Developed courses. Secondary College of Languages takes place at many locations around Sydney and requires an on-going commitment after hours, most commonly on Saturday mornings.

Information is available from their website:

<https://sclanguages.schools.nsw.gov.au/>

NSW School of Languages

The NSW School of Languages offers a wide variety of foreign languages to students who wish to study languages not offered by the College. The courses are taught in a correspondence mode with a teacher at the College nominated as supervisor. Enrolment is subject to an administration charge. This fee is set by the NSW School of Languages and is currently levied at \$800 per year.

Information is available from their website:

<http://www.nswschoollang.schools.nsw.edu.au>

Students wishing to apply to either the Secondary College of Languages or NSW School of Languages must see Ms Rumiz for an application form.

First students must select a full set of subjects offered by St Scholastica's College.

Only when a place is confirmed at Secondary College of Languages or NSW School of Languages can students then withdraw from a subject offered by the College.

Mathematics Standard 2 (2 Unit)

2 units Year 11 and Year 12

NESA Developed Course

Prerequisites:

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all sub-strands of Stage 5.1 and the following sub-strands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- Some content from Equations
- Some content from Probability.

Exclusions:

Students may not study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.

Students who have followed the Mathematics Standard pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.

Course Description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

- Enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.
- Provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs.
- Provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies.
- Provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Content

The Mathematics Standard Year 11 course comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Year 11

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

Topic: Financial Mathematics

- Investments and Loans
- Annuities

Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Topic: Networks

- Network Concepts
- Critical Path Analysis

Mathematics Standard 1 (2 Unit)

The Mathematics Standard 2 Year 11 course is a common course for all students studying the Mathematics Standard Syllabus. In Year 12, students can elect to study either the Standard 1 course or the Standard 2 course.

Content

The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic 'Networks'. The Topics and Subtopics are:

Topic: Algebra	<ul style="list-style-type: none"> • Types of Relationships
Topic: Measurement	<ul style="list-style-type: none"> • Right-angled Triangles • Rates • Scale Drawings
Topic: Financial Mathematics	<ul style="list-style-type: none"> • Investment • Depreciation and Loans
Topic: Statistical Analysis	<ul style="list-style-type: none"> • Further Statistical Analysis
Topic: Networks	<ul style="list-style-type: none"> • Networks and Paths

Mathematics Advanced (2 Unit)

- This course is based on the assumption that students have achieved the outcomes in the Mathematics course at the 5.3 level in Year 10, and received an A, B or C.
- You must discuss your choice with your Mathematics teacher.
- Students who have studied 5.3 Mathematics in Year 10 are best suited to this course.

Course Description

This course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics. It has general educational merit and is useful if studying courses in Science and Commerce for the HSC.

Mathematics is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences and commerce. Students who require substantial mathematics at a tertiary level, supporting the Physical Sciences, Computer Science or Engineering, should undertake the Mathematics Extension 1 course or both Mathematics Extension 1 and 2 courses.

Year 11 Course Topics

- Functions
- Trigonometric ratios
- Tangent to a curve and derivative of a function
- Statistical Analysis

Year 12 Course Topics

- Geometrical applications of differentiation
- Integration
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series application.
- Further Statistical Analysis

Mathematics Extension 1 (1 Unit)

- This course is based on the assumption that students have achieved the outcomes in the Mathematics course at the 5.3 level in Year 10, and received an A or B.
- You must discuss your choice with your Mathematics teacher.
- Students who have studied 5.3 Mathematics in Year 10 and achieved at a high level are best suited to this course.

Course Description

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.
- The study of Mathematics Extension 1 in Stage 6:
 - Enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.
 - Provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively.
 - Provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality.
 - Provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level.
 - Provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Course Topics

Year 11

Topic: Functions - Further Work with Functions – Polynomials.

Topic: Trigonometric Functions - Inverse Trigonometric Functions - Further Trigonometric Identities.

Topic: Calculus - Rates of Change.

Topic: Combinatorics - Working with Combinatorics.

Year 12

Topic: Proof - Proof by Mathematical Induction.

Topic: Vectors - Introduction to Vectors.

Topic: Trigonometric Functions - Trigonometric Equations.

Topic: Calculus - Further Calculus Skills - Applications of Calculus.

Topic: Statistical Analysis - The Binomial Distribution.

Mathematics Extension 2 (1 Unit)

If you are picking up a new extension subject in Year 12 it must count as your 11th or 12th unit, until you can demonstrate that you can cope with the extension course work (usually end of Term 1, HSC year).

- This course is only taught in Year 12.
- It is for students who are studying Mathematics Extension 1 and demonstrate a special aptitude for the subject.
- The decision to take up Extension 2 Mathematics is made during the Year 11 Course and requires teacher nomination.

Course Description

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

Course Topics

Topic: Proof - The Nature of Proof - Further Proof by Mathematical Induction.

Topic: Vectors - Further Work with Vectors.

Topic: Complex Numbers - Introduction to Complex Numbers - Using Complex Numbers.

Topic: Calculus - Further Integration.

Topic: Mechanics - Applications of Calculus to Mechanics.

Music 1 (2 Unit)

- The prerequisite for this course is the Music mandatory course, studied in Stage 4.
- Music 1 students may not study Music 2.

Year 11 Course

In the **Year 11 and Year 12 courses**, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Student's study three topics in each year of the course. Topics are chosen from the list of 21 which cover a range of styles, periods and genres.

Topic 1 - Film Music

Topic 2 - Baroque Music

Topic 3 - Music for Small Ensembles

Assessments

- Film composition
- Aural test
- Viva Voce
- Performance of two pieces

HSC Course

In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

Students studying composition electives will be required to complete a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.

Topic 1 - Music of the 20th & 21st Century

Topic 2 - An instrument and its repertoire

Topic 3 - Own choice

Assessments (external HSC)

- Performance core (20 marks)
- Elective one (20 marks) (Performance or Composition or Musicology)
- Elective two (20 marks) (Performance or Composition or Musicology)
- Elective three (20 marks) (Performance or Composition or Musicology)
- Aural test (30 marks)

*The College has expectations for students electing to study Senior Music.
It is expected that all students will:*

- *Continue to learn a musical instrument or singing through private music tuitions.*
- *Attend at least one orchestral concert (evening performance)*
- *Perform in the Year 11/12 Soirees*

Music 2 (2 Unit)

Students who choose this course must have completed Elective Music in Years 9 and 10. Students who have only completed one year of Stage 5 Elective course may still be able to enter the course under special discretions, for example, if a student has obtained extended instrumental and music literacy skills through extra-curricular music training prior to the Year 11 course.

Year 11 Course

In the Year 11 and Year 12 courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Year 11 Course the Mandatory Topic is Music 1600-1900. In the Year 12 Course the Mandatory Topic is Music of the last 25 years (Australian focus).

Topic 1 - Australian Music (Film Music focus)

Topic 2 - Music 1600—1900

Assessments

- Performance
- Composition folio
- Aural and musicology test

HSC Course

In addition to core studies in performance, composition, musicology and aural, students select one additional elective from performance, composition and musicology. Students studying composition or musicology electives will be required to complete a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.

Topic 1 - Music of the 25 years (Australian focus)

Topic 2 - Own choice

Assessments (external HSC)

Performance core (20 marks)

Composition core (15 marks)

Electives (performance or composition or musicology) - 30 marks

Written paper (aural and musicology) - 35 marks

All students will be required to develop a composition portfolio for the core composition. The core performance repertoire must be chosen from the Mandatory topic (Music of the last 25 years (Australian focus)).

The College has expectations for students electing to study Senior Music.

It is expected that all students will:

- Continue to learn a musical instrument or singing through private music tuitions.
- Attend at least one orchestral concert (evening performance)
- Perform in the Year 11/12 Soirees

Music Extension (1 unit)

If you are picking up a new extension subject in Year 12 it must count as your 11th or 12th unit, until you can demonstrate that you can cope with the extension course work (usually end of Term 1, HSC year).

- Students who study this course must be studying Music 2 concurrently.
- Students studying Music 1 cannot study Music Extension.

This course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

Students will specialise in **Performance or Composition or Musicology** and will follow an individual program of study which will be negotiated between teacher and student.

Students selecting Composition or Musicology as their area of specialisation will be required to complete a portfolio of work as part of the process of preparing a submitted work. NESAs may request that the authorship of the submitted work be validated.

Community and Family Studies (2 Unit)

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.

Year 11 Course

Topics studied are:

- Resource management
- Individuals and Groups
- Families and communities

Year 12 Course

Topics studied are:

- Research methodology – culminating in the production of an independent research project.
- Groups in context – the characteristics and needs of specific community groups.
- Parenting and Caring – issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.
- One option from:
 - Family and Societal interactions
 - Social impact of technology
 - Individuals and work

Personal Development, Health and Physical Education (2 Unit)

Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that looks at the intellectual, social, emotional, spiritual and physical development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

Year 11 Course

This course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

Major topics covered:

Core (60%)

- Better health for individuals
- The body in motion

Options (40%)

- First Aid
- Fitness choices

Year 12 Course

In this course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Major topics covered:

Core (60%)

- Health priorities in Australia
- Factors affecting performance.

Options (40%) – choice of two

- The health of young people
- Sport and physical activity in Australian society
- Sports medicine

Studies of Religion I (1 Unit)

At least one unit of Studies of Religion is compulsory for all students at St Scholastica's College. Students with a particular interest may elect to take the 2 Unit Studies of Religion course.

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

Year 11 Course

- Nature of Religion and Beliefs.
- TWO x Religious Tradition Studies selected from: Buddhism, Christianity, Hinduism, Islam, Judaism.

Year 12 Course

- Religion and Belief Systems in Australia post -1945.
- TWO x Religious Tradition Depth Studies selected from: Buddhism, Christianity, Hinduism, Islam, Judaism.

Studies of Religion II (2 Unit)

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

Year 11 Course

- Nature of Religion and Beliefs
- THREE x Religious Tradition Depth Studies selected from: Buddhism, Christianity, Hinduism, Islam, Judaism.
- Religions of Ancient Origin.
- Religion in Australia pre-1945.

Year 12 Course

- Religion and Belief systems in Australia post-1945
- THREE x Religious Tradition Depth Studies selected from: Buddhism, Christianity, Hinduism, Islam, Judaism.
- Religion and Peace.
- Religion and Non-Religion.

Biology (2 Unit)

2 units for Year 11 and Year 12

NESA Developed Course.

Exclusions: Nil

Course Description

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

Content

Year 11

The Year 11 course consists of four modules:

Module 1 Cells as the Basis of Life.

Module 2 Organisation of Living Things.

Module 3 Biological Diversity.

Module 4 Ecosystem Dynamics.

Year 12

The Year 12 course consists of four modules:

Module 5 Heredity.

Module 6 Genetic Change.

Module 7 Infectious Disease.

Module 8 Non-infectious Disease and Disorders.

Course Requirements

- Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.
- Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

Chemistry (2 Unit)

2 units for Year 11 and Year 12

NESA Developed Course.

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.

Content

Year 11

The Year 11 course consists of four modules:

Module 1 Properties and Structure of Matter.

Module 2 Introduction to Quantitative Chemistry.

Module 3 Reactive Chemistry.

Module 4 Drivers of Reactions.

Year 12

The Year 12 course consists of four modules:

Module 5 Equilibrium and Acid Reactions.

Module 6 Acid/Base Reactions.

Module 7 Organic Chemistry.

Module 8 Applying Chemical Ideas.

Course Requirements

- Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Earth and Environmental Science (2 Unit)

2 units for Year 11 and Year 12

NESA Developed Course.

Exclusions: Nil

Course Description

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

The Year 12 course investigates how the processes of plate tectonics, the 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.

Content

Year 11

The Year 11 course consists of four modules:

Module 1 Earth's Resources.

Module 2 Plate Tectonics.

Module 3 Energy Transformations.

Module 4 Human Impacts.

Year 12

The Year 12 course consists of four modules:

Module 5 Earth's Processes.

Module 6 Hazards.

Module 7 Climate Science.

Module 8 Resource Management.

Course Requirements

- Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.
- Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

Investigating Science (2 Unit)

2 units for Year 11 and Year 12

NESA Developed Course.

Exclusions: Nil

Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

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.

Content

Year 11

The Year 11 course consists of four modules:

Module 1 Cause and Effect – Observing.

Module 2 Cause and Effect – Inferences and Generalisations.

Module 3 Scientific Models.

Module 4 Theories and Laws.

Year 12

The Year 12 course consists of four modules:

Module 5 Scientific Investigations.

Module 6 Technologies.

Module 7 Fact or Fallacy?

Module 8 Science and Society.

Course Requirements

- Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Physics (2 Unit)

2 units for Year 11 and Year 12

NESA Developed Course.

Exclusions: Nil

Course Description

The Year 11 course develops students' 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 electricity and magnetism and their interrelated effects are described and measured.

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.

Content

Year 11

The Year 11 course consists of four modules:

Module 1 Kinematics.

Module 2 Dynamics.

Module 3 Waves and Thermodynamics.

Module 4 Electricity and Magnetism.

Year 12

The Year 12 course consists of four modules:

Module 5 Advanced Mechanics.

Module 6 Electromagnetism.

Module 7 The Nature of Light.

Module 8 From the Universe to the Atom.

Course Requirements

- Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Science Extension (1 Unit)

If you are picking up a new extension subject in Year 12 it must count as your 11th or 12th unit, until you can demonstrate that you can cope with the extension course work (usually end of Term 1, HSC year).

NESA developed course

Exclusions: (must be studying at least 2 units of Science for the HSC)

Course Description:

The Science Extension course focuses on the development of the processes of scientific research. In this course students develop their skills of analysing and interpreting data and are challenged to critically evaluate new ideas, technologies and research.

Students design and conduct their own scientific research. This culminates in the production of a detailed scientific research report that would be eligible for publication in a scientific journal.

Content

The Year 12 course consists of four modules of study:

Module 1: The Foundations of Scientific Thinking.

Module 2: The Scientific Research Proposal.

Module 3: The Data, Evidence and Decisions.

Module 4: The Scientific Report.

Changes to Stage 6 Science Pattern and Pathways of Study

The pattern and pathways of study requirements for Stage 6 Science courses have been amended. From 2023 students will continue to be able to study six units of Science in Year 11 and for the 2024 HSC examination students can study up to seven units of Science in Year 12. This change allows for the study of Science Extension - a new one unit Year 12 course which will be examined for the first time as part of the 2022 HSC.

Students may study **one of, or any combination of**, the following Stage 6 Science courses up to a maximum of 7 HSC units:

- Biology
- Chemistry
- Earth and Environmental Science
- Investigating Science
- Physics
- Science Extension (Year 12 only)

Design and Technology (2 Unit)

Students study design processes, design theory and factors in relation to design projects.

Year 11 Course

In this course, students study designing and producing, this includes the completion of two design projects that cover Environments, Products and Systems, and a designer case study.

Major Topics Covered:

- Designing and producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacture and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

Year 12 Course

In the Year 12 course, students study innovations and emerging technologies. They also study designing and producing, which includes the completion of a Major Design Project (MDP).

Major Topics Covered:

- The MDP involves following the design process and producing a portfolio including a project proposal, project development and realisation, and project evaluation.
- Innovations, emerging technologies, commercial applications and comparisons, 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 and creativity.

Food Technology (2 Unit)

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations. Students should be prepared to work in the practical aspects of the course.

Year 11 Course

Main Topics Covered:

- Food availability and selection - Communities endeavour to obtain an adequate supply of food. Throughout human history, the availability of food has been determined by local and/or external influences. Selection of food is influenced by physiological and psychological factors as well as broader social and economic factors.
- Food quality- Quality food products result from safe and hygienic handling of food in domestic, commercial and industrial settings. The sensory characteristics and functional properties of food determine the most appropriate storage, preparation and presentation techniques used.
- Nutrition - Nutrition is a significant factor contributing to the health of the individual and to the economic and social future of the people of Australia. Planning diets to meet the requirements of particular individuals, preparing foods that are nutritious and assessing the nutritional value of products requires knowledge of nutrition and skills in food preparation.

Year 12 Course:

Main Topics Covered:

- The Australian food industry - The Australian food industry has developed in response to changes in our physical, social, technological, economic and political environment. This is evident in the structure, operations and products of the Australian food industry. The industry contributes significantly to the gross domestic product and is a major employer.
- Food manufacture - Developments in food manufacture have an impact on society and the environment. A knowledge and understanding of food manufacturing processes informs choices and encourages responsible patterns of consumption.
- Food product development - Food product development is an integrated system involving expertise in the fields of marketing and manufacture. The food product development process applies knowledge and skills developed through study of a range of areas, including nutrition, food properties and food manufacture.
- Nutrition - The decisions people make have social, economic, health and environmental consequences. Raising, investigating and debating contemporary nutrition issues enable individuals to make informed decisions and respond appropriately.

Practical activities are mandatory in this course.

Textiles and Design (2 unit)

Textiles and Design course is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items.

In the Year 11 Course students study:

- Design – this allows students develop knowledge and understanding of the principles and elements of design as well as functional and aesthetic aspects of design.
- Properties and performance of textiles - understand and appreciate the properties and end-uses of textiles, a knowledge of fabrics, yarns and fibres.
- Australian Textile, Clothing, Footwear and Allied Industries - studies factors affecting the selection and quality of textile products from a local and global perspective. The changing nature of career options is investigated.

In the Year 12 Course students study:

- Design - Studies in this area will enable students to develop an understanding and appreciation of the influences of historical, cultural and contemporary aspects of design in society.
- Properties and performance of Textiles - this area of study allows students to develop knowledge and understanding of scientific and technological developments. A critical approach towards the effects of innovations and emerging technologies is a major area of study.
- Australian Textile, Clothing, Footwear and Allied Industries - Studies in this area will enable students to make decisions about factors affecting the consumer, producer, manufacturer and retailer.

Course Requirements

Year 11 Course

Year 11 Textile Projects and Practical Applications Students will undertake TWO textile projects as part of the Year 11 course.

Project 1 – Drawn from the area of study of Design, this project focuses on the generation and communication of ideas, design modification, decorative skills, evaluation of ideas and the project, and management of time and resources.

Project 2 – Drawn from the area of study of Properties and Performance of Textiles, this project focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

Year 12 Course

Major Textiles Project Students will undertake a Major Textiles Project worth 50 percent of the HSC mark. The project focus is selected from ONE of the following areas:

- Apparel
- Furnishings
- Costume
- Textile arts
- Non-apparel

The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries.

Engineering (2 unit)

The *Engineering Studies Stage 6 Syllabus* provides a context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the *Engineering Studies Stage 6 Syllabus* to enhance student learning. The key competencies of **collecting, analysing and organising information** and **communicating ideas and information** reflect core processes of inquiry and reporting which are explicit in the objectives and outcomes of Engineering Studies. The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy. Students work as individuals and as members of groups to conduct investigations into engineered products and systems and through this, the key competencies **planning and organising activities** and **working with others and in teams** are developed. When students solve problems related to engineering and analyse data, they become competent in **using mathematical ideas and techniques**. When students analyse, synthesise and report on engineered products and systems they will be involved in a specific study and application of a range of technologies and they will develop competency in **using technology**. Finally, the exploration of issues and investigation of the nature of engineered products and systems contributes towards the students' development of the key competency **solving problems**.

Course Structure

Engineering Studies syllabus structure

Year 11 modules

*120 hours indicative time

<p>Engineering application module 1 Engineering fundamentals</p>
<p>Engineering application module 2 Engineered products</p>
<p>Engineering application module 3 Braking systems</p>
<p>Engineering focus module 4 Biomedical engineering</p>

HSC modules

*120 hours indicative time

<p>Engineering application module Civil structures</p>
<p>Engineering application module Personal and public transport</p>
<p>Engineering focus module Aeronautical engineering</p>
<p>Engineering focus module Telecommunications engineering</p>

Note: The modules in the Year 11 course have been designed to progressively develop knowledge, understandings, and skills, commencing with Engineering fundamentals module 1 and concluding with Biomedical engineering module 4.

* Each module is 30 hours indicative time

Software Design and Development (2 unit)

Course Requirements

There is no prerequisite study for the Year 11 course. Completion of the Year 11 course is a prerequisite for the HSC course.

It is a mandatory requirement that students spend a minimum of 20% of Year 11 course time and 25% of HSC course time on practical activities using the computer.

Course Description

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

The HSC course builds on the Year 11 course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

What students learn:

Year 11 Course

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

HSC Course

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

Visual Arts (2 Unit)

There is no prerequisite for this course, other than the Visual Arts mandatory course studied in Stage 4.

In Visual Arts students will learn about the content areas of Practice, the Conceptual Framework and the Frames through the course components of Artmaking and Critical and Historical Studies.

In **Artmaking** students explore a variety of media, techniques and subject matter in 2D, 3D and 4D forms. They will develop their own artworks based on an increasing knowledge and understanding about artmaking practice. Artmaking carries a 50% weighting in Visual Arts.

In **Critical and Historical Studies** students investigate artists, critics and historians from a variety of cultures, traditions and times. Art Criticism and Art History carries a 50% weighting in this course.

Reading, research, independent art gallery visits, essay writing and presentations are components of this course.

Year 11 Course

- The nature of practice in artmaking, art criticism and art history.
- The role and relationships between artists, artworks, the world and the audience.
- The different ways the visual arts may be interpreted through the development of sophisticated visual literacy skills.
- The ways meaning, focus and interest may be developed in their own artmaking.

Students must complete:

- Artworks in at least two expressive forms.
- A record of their progress and development in a Visual Arts Process Diary.
- research, essays and examinations covering artmaking, art criticism and art history topics.

Year 12 Course

Students develop:

- Their own practice of Artmaking, Art Criticism and Art History applied to selected areas of interest.
- Informed points of view in increasingly independent ways using different interpretive frameworks.
- An understanding of the relationships between artists, artworks, the world and the audience.
- An increasingly sophisticated meaning and focus in their artmaking as they develop a Body of Work in their selected media which may be painting, ceramics, graphic design, photo-media, time-based forms, sculpture, printmaking, textiles and fibre, collection of works, documented forms, drawing, or designed objects.

Students must complete:


- A Body of Work.
- A record of their progress and development in a Visual Arts Process Diary.
- A minimum of 5 case studies involving research, essays and examinations covering art criticism and art history topics.
- An external HSC examination.

Vocational Education and Training (VET)

VET Courses are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications, within the Australian Qualifications Framework (AQF). Students who fail to complete units of competency are eligible for a Statement of Attainment. The College is a member of Sydney Catholic Schools Registered Training Organisation (RTO).

VET courses are different to other NESA Developed Courses in that they require all students to complete work placement. Work placement is conducted in both Years 11 and 12 and is mandatory. A student who fails to complete this component has not satisfied the requirements of the course.

Hospitality – Cookery (2 Unit)

 <p style="text-align: center;">HOSPITALITY (COOKERY)</p>	
POSSIBLE QUALIFICATION	SIT20421 Certificate II in Cookery
GENERAL INFORMATION	<p>This course is for students who wish to work in the hospitality industry.</p> <p>The course is based on units of competency that have been developed by the hospitality industry to describe the competencies and skills and knowledge needed by workers in this industry. This qualification reflects the role of individuals working in kitchens.</p>
COURSE DURATION/HOURS	This is a 240 hour course that runs over 2 years.
HSC INFORMATION	This is a Board Developed Course.
WORK PLACEMENT	NESA requires students to complete a minimum of 70 hours of work placement . Work placement is a mandatory component of the course and must be completed prior to the HSC exam.
ASSESSMENT	<p>This course is competency based and the student's performance is recognised against a prescribed industry standard.</p> <ul style="list-style-type: none"> • Students work to develop the competencies, skills and knowledge described in each unit of competency. • To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. • There is no mark awarded in competency-based assessment. Students are assessed as either "competent" or "not yet competent". • Students will be progressively assessed as "competent" or "not yet competent" in individual units of competency. • When a student achieves a unit of competency, it is signed off by the assessor in a student logbook.

	<ul style="list-style-type: none"> • Competency based assessment determines the vocational qualification that a student will receive. • The HSC exam will be drawn from the units of competency and the HSC requirements and advice. • The exam is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to achieve AQF qualifications. <p>Students are expected to cater for College functions as part of the course.</p>
RECOGNITION OF PRIOR LEARNING	<p>You may be entitled to apply for Recognition of Prior Learning. If you have completed any training, either through your part-time work, TAFE or other school VET courses you have completed recently, or through experience gained in other ways you can apply for RPL. You should talk to your School VET Coordinator, Careers Adviser or course teacher for further information.</p>
EQUIPMENT AND COSTS	<p>Students are required to have their own Chef's uniform, which is approximately \$180.00</p> <p>There is an additional one-off levy for students studying Hospitality of approximately \$400 to cover the cost of ingredients and the hire of a tool kit.</p>
UNITS OF COMPETENCY	<p>Students concentrate on developing skills to work effectively in a hospitality environment including hospitality industry awareness; communicating with customers and staff; working safely and hygienically and operating equipment.</p> <p>The elective strand of the course builds on core skills. Cookery concentrates on developing skills in dealing with the organisation and preparation of food and/or catering.</p> <p>Year 11 course</p> <ul style="list-style-type: none"> • SITXFSA005 Use hygienic practices for food safety Core • SITXWHS005 Participate in safe work practices Core • SITHCCC025 Prepare and present sandwiches [Prerequisite SITXFSA005] Elective-A • SITHCCC023 Use food preparation equipment [Prerequisite SITXFSA005] Core • SITHKOP009 Clean kitchen premises and equipment [Prerequisite SITXFSA005] Core • SITHCCC024 Prepare and present simple dishes [Prerequisite SITXFSA005] Elective-A • SITXCCS011 Interact with customers Elective-D • SITXCOM007 Show social and cultural sensitivity Elective-D <p>Year 12 course</p> <ul style="list-style-type: none"> • SITHCCC027 Prepare dishes using basic methods of cookery [Prerequisites SITXFSA005] (Core) • SITXINV006 Receive, store and maintain stock [Prerequisite SITXFSA005] (Core) • SITXFSA006 Participate in safe food handling practices (Listed Elective)

	<ul style="list-style-type: none"> • SITHCCC026 Package prepared foodstuffs [Prerequisite SITXFSA005] (Listed Elective) • SITHCCC034 Work effectively in a commercial kitchen [Prerequisites SITXFSA005 & SITHCCC027] (Core)
FURTHER INFORMATION	See the Sydney Catholic Schools VET website for more VET Course information including the <i>SCS VET Student Handbook</i> : https://scs-vet.org/

Glossary of Terms

NSW Education Standards Authority (NESA) is the government office responsible for the operation of the HSC. It sets the rules and develops the curriculum that is taught in schools.

www.educationstandards.nsw.edu.au.

Subject: the general name given to an area of study. For example, History is a subject. Subjects may offer one or more courses.

Course: the name given to an area of study within a subject area. For example, the subject English offers many different courses such as ESL, Fundamentals of English, Standard, Advanced and Extension English.

NESA Developed Courses: courses for which the NESA designs the syllabus and HSC examinations. These courses contribute to the calculation of the ATAR.

NESA Endorsed Courses: courses that count towards the HSC but are not designed by NESA. They do not count towards the ATAR.

AQF: Australian Qualifications Framework. This system of qualifications is applicable across Australia and is recognised by both industry and employers. AQF Certificate II is generally recognised as the entry level of training for the workforce.

VET: Vocational Education and Training. This term generally refers to courses that teach you skills relevant to future study and employment. These courses gain you HSC qualifications and AQF qualifications.

Exclusion: this refers to subjects that you may not study if you choose to take a particular course. For example, the rules say you may not study the course Science at the same time as Physics, Chemistry and Earth and Environmental Science.

Prerequisite: this refers to a course that you must study in order to complete another course. For example, you must study Year 11 Ancient History Course in order to complete Year 12 Ancient History Course. It is vital that students check what University prerequisites exist before choosing their subjects for the HSC.

UAC: Universities Admission Centre. This is the body that administers the system of university placement in NSW. Website: www.uac.edu.au.

Unit: this refers to the amount of time devoted to a course. Most subjects are 2 Unit; this is a course that will be studied for 240 hours across Years 11 and 12.

ATAR: Australian Tertiary Admission Rank. This was known as the UAI and is a rank based on the statistical manipulation of the HSC scores so that the Universities can determine who is offered a place. The ATAR is calculated out of 100, the maximum rank possible being 99.95. The closer to 100, the better your result. The ATAR is only necessary for students who wish to go to University.